



## **Procrastination, Academic Procrastination and Personality Traits**

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### **Abstract**

There are several chores that must be completed over the course of a day by every human being, whether or not they are employed. Alternatively, procrastination is the inclination to postpone or delay particular tasks. In terms of interpsychic physical and social environments, personality refers to the collection of psychological qualities and components within a person that are arranged and generally durable. Academic procrastination and personality traits are viewed as important factors in classroom success. Many studies on students have focused on procrastination and personality traits. Personality traits, academic performance, and psychological well-being have been linked to procrastination. Academic procrastination has been connected to a person's personality in current studies. Academic procrastination raises a variety of issues that must be addressed. Despite previous research, personality still has an impact on academic procrastination. Students of all ages and educational backgrounds should be given more attention.

**Keywords:** Procrastination, academic procrastination, personality qualities, etc

### **Introduction**

Procrastination has long been recognised as one of the most poorly understood human ailments. When faced with a daily routine task that must be completed by a specific date, procrastination is a common problem. In the words of Lay (1986), he described procrastination as a tendency to put off or delay beginning or completing important tasks. Procrastination is the practise of delaying completing a task until it becomes problematic (Solomon and Rothblum 1984). Many pupils' academic development is negatively impacted as a result of this type of behaviour. Overdue library books and late assignments, according to Schouwenberg and Lay (1995), show that people who procrastinate are prone to wasting time on other activities. When a student procrastinates with their schoolwork, they are delaying their progress toward a degree of knowledge. An academic procrastination happens when a student fails to satisfy his or her academic commitments and continuously delays finishing assignments that should have been done throughout his or her studies. Lack of sleep and stress are common causes of academic procrastination.

According to Senecal et al., (1995), "Academic procrastination is defined as deferring academic issues until an individual is in a stressful situation. Students' grades suffer as a result of academic procrastination, which disturbs the learning process." Many educational institutions, including high schools, junior and senior high schools, and community colleges, face this issue. People who procrastinate have lower self-esteem, lower academic performance, and lower feelings of self-worth, according to research (Ferrari, 2001). To a greater or lesser degree, most people suffer from procrastination. However, this trait is not shared by everyone. As far as personality goes, it all boils down to what each individual is capable of. We are who we are because of our thoughts and deeds, and this allows us to be successful in a wide range of endeavours. There is a symbiotic relationship between one's thoughts, actions, and results. Personality, according to Hogan et al.



(1996), is a person's tendency to engage in specific behaviours, beliefs, and feelings. This vital personal ability is intimately connected to one's overall health and well-being. Individuals are defined by their personalities, which are a set of essential characteristics that influence how they act, think, and feel on a daily basis. It has a significant impact on academic achievement and success in the classroom (Poropat 2009). The learning opportunities and circumstances supplied by their academics during adolescence can have a significant impact on adolescents' personality. It's well known that personality traits change throughout the course of a person's life, and several studies have traced the evolution of five key areas of personality. The Five-Factor Model of Personality developed by McCrae and Costa is known as this (1987). In order to characterise personality traits as accurately as possible, many studies use the five-factor model. It is stated in McCrae and Costa (1999), p. Each feature has different characteristics and size. Extraversion is characterised by a positive view on life and a strong desire to interact with people. To be agreeable, you must have a high degree of trust, kindness, pleasant compliance, and the ability to build and maintain connections. Conscientiousness is characterised by persistence, self-determination, and reliability. Neuroticism is a personality trait characterised by a profusion of negative emotions, such as sadness, loneliness, anxiety, and so on. curiosity, intellect and an appreciation for all kinds of feelings are required to be open to new experiences on the other hand (Costa & McCrae 1995; Furnham 1997).

### **Addiction to Procrastination, Academic Procrastination, and Personality Types**

Academic procrastination is a common and passive kind of procrastination. Apathetic and sluggish students are encouraged to postpone. Because they are afraid of failing, students who delay in school generally do so out of a drive for perfection and out of an abundance of anxiety. Many studies have connected academic procrastination to both positive and negative personality traits. According to study, students with more positive personality traits are more likely to succeed in school (Medford & McGeown 2012; Poropat 2009). Studies based on the Five-Factor Model of personality demonstrate a substantial connection between the Big Five personality traits and academic success. In a study by Komarraju et al., researchers discovered that the "Big Five" personality traits were excellent predictors of a student's grade point average (2009). According to him, students who were open, conscientious, neurotic, and friendly aspired to higher GPAs than those who were more closed-off. Friendship, emotional stability, and coarseness are all factors that have an impact on academic success. Procrastination is a common relationship between these two undesirable behaviours. In a study of college students, Johnson and Bloom (1995) looked at students' levels of neuroticism, conscientiousness, and procrastination. Neuroticism and conscientiousness were found to be linked to procrastination. Neuroticism has a positive link with impulsiveness and vulnerability, two of the most important procrastination markers. In a study by Watson, neuroticism, which includes traits like melancholy and self-awareness, was found to be a significant predictor of procrastination (2001). It was shown that people with higher levels of neuroticism also had higher levels of procrastination, according to a study conducted by McCown et al. (1987). Thus, neuroticism was shown to be associated with both total study time and overall procrastination ratings, as well as excessive worry and low confidence in one's ability to prepare, according to McCown and Johnson (1991). Consider the fact that academic procrastination was clearly and overwhelmingly linked to neuroticism, as well.



Academic performance suffers when a person is neurotic. Students' ability to focus in class suffers as a result. A significant predictor of academic engagement, including test preparation, final-year project preparation, and academic achievements. Neuroticism, according to previous studies, not only impacts one's academic performance in tests, but also has an influence on one's capacity to do well in other aspects of one's life (Blickle 1996; Busato et al.2000). Academic achievement and classroom participation may be negatively affected as a result of this therapy. According to Spinath et al., neuroticism and conscientiousness have a significant influence on math competence (2010). There is a high correlation between neuroticism and academic performance across a wide range of subjects including math, science, and foreign language proficiency.

Conscientiousness is a key predictor of academic success and achievement, according to experts. Test scores and grade point averages have been found to be correlated with it (Chamorro - Premuzic & Furnham 2003; Busato et al.2000). According to research, more conscientious students outperform their less conscientious peers in the classroom. When it comes to procrastination, conscientiousness has been found to have a negative correlation with it. According to Johnson and Bloom, procrastination is strongly linked to a lack of self-discipline (1995). According to a 1998 study of students aged 7 to 11, conscientiousness and procrastination have a negative association. According to the study, procrastination is a habit that develops early in a student's academic career. Neuroticism is more of a predictor of procrastination than conscientiousness, according to Ross et al.

Extraverts, on the other hand, tend to be more outgoing and sociable. They spend much of their time in social circumstances, such as making new friends and attempting to connect with others. The impulsive nature of extraversion, according to some research, may encourage extraverts to procrastinate more (Johnson and Bloom, 1995). In terms of both quality and scope, research on extraversion and procrastination has been an uneven experience thus far. Using the three-component approach, some study has found a negative or zero correlation between procrastination and extraversion. A five-factor model developed by Schouwenberg and Lay (1995) examined the link between procrastination and extraversion as active factors and the fantasy qualities of openness to new experiences.

Openness and academic procrastination have been shown in most research to have no statistically meaningful association. Steel (2007) found that procrastination was negatively correlated with agreeableness, but the relationship between agreeableness and procrastination remained unclear. Neither academic procrastination nor agreeableness were shown to be linked.

Researchers discovered that conscientiousness and neuroticism were connected with procrastination, while agreeableness, extraversion and openness showed mixed outcomes. Except for neuroticism, which is a unique personality trait, all of these characteristics are closely connected. All of these characteristics are major determinants of emotional well-being. As a result, neuroticism is linked to a decreased level of financial well-being. There is a perception that people with neurotic tendencies are unmanageable and self-conscious. Personality traits such as self-discipline and openness to new experiences are considered desirable. Students who suffer from a neurotic personality disorder have difficulty focusing on their coursework. They typically exhibit characteristics of nervousness, impulsivity, and emotional insecurity, all of which are symptoms



of anxiety. In contrast, students with low degrees of neuroticism are more focused on achieving their academic objectives. Stressed out people are more likely to blame and punish themselves for their laziness, and as a result, they are more likely to be reckless.

Tenderness, trust, and kindly compliance are all aspects of agreeableness, one of the five personality traits. The results of previous studies on the relationship between agreeableness and procrastination have been mixed. A recent study has found a correlation between academic procrastination and agreeableness, even though academic procrastination is more about interpersonal style than behavioural processes. According to the example above, students who are kind or unpleasant may also put off their studies. In the five-factor approach, conscientiousness plays an important role. Academic procrastination is connected to a person's conscientiousness because they are viewed as self-controlled, task-oriented, and goal-oriented. Poor conscientiousness is characterised by being impulsive, indifferent, disorganised, unreliable, careless, and a foodie, among many other traits (Pervin, Cervone & John, 2005). So, procrastinators are perceived as less goal-oriented and determined; disorganised; apathetic; and more powerless to prevent slacking off. People with high levels of conscientiousness are less inclined to procrastinate. Research has also found that procrastination is related with a lower level of conscientiousness than is diligence.

Conscientiousness diminishes as the amount of time spent delaying chores increases. A person's tendency to procrastinate is connected to their tendency to be extroverted. If you're prone to procrastination, you're likely to spend a lot of time engaging in activities that aren't necessary. It is common for extraverts to spend the majority of their time in groups. Individuals are unable to complete their academic work because of their growing involvement in extracurricular activities. For extroverts, inspiration is more often found in social interactions than in intellectual pursuits, since they are more accustomed to viewing the world from a social viewpoint. Consequently, it is more difficult for them to begin and accomplish a project within the specified time frame. Procrastination may be linked to a lack of enthusiasm and social activities with friends, according to research. To the best of our knowledge there is no correlation between procrastination and intellectual curiosity, imagination, aesthetic sense, or sensitivity in literature. Each person's mental and experiential existence is represented as openness from a hypothetical point of view. Because openness is mostly a cultural and intellectual attribute, it is difficult to relate it to academic procrastination.

### **Conclusion**

According to the study's findings, some personality characteristics are strongly associated with procrastination and academic procrastination, whereas others are either negatively associated or not associated at all. Academic procrastination and procrastination in general have a lot to do with a person's personality.

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