

The Effect of Locus of Control on Academic Procrastination Among Undergraduate Students

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Abstract

The present study was conducted to see the level of academic procrastination and the effect of locus of control on academic procrastination among undergraduate students. The participants of the study were 115 final-year undergraduate students of the Electrical Department of VSSUT, Odisha. The cluster sampling method was used for selecting samples. The data were analyzed using the mean, Standard Deviations, Pearson product-moment correlation, and linear regression. The findings of the study revealed that the level of academic procrastination of 51.30% or 59 students out of 115 final-year undergraduate students shows a higher level of academic procrastination. It was also observed that among the respondent's internal and external locus of control, the internal locus of control has lower academic procrastination as compared with the external locus of control having higher academic procrastination. Thus, it indicates that locus of control correlates positively with academic procrastination.

Index Terms: Academic Procrastination, External Locus of Control, Internal Locus of Control PASS-SCALE, Locus of Control Scale, Undergraduate Students

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I. INTRODUCTION

The compulsion to procrastinate affects as an ailment in almost during a person's life. It's wrong to mention that nobody is involved in procrastination. People who procrastinate have a habit of creating tons of pitiful excuses like "There is such a lot of time, "I don't have skills to finish this", "This is extremely difficult" etc. Normally, procrastination is defined as knowingly delaying or postponing a task to a later time, which creates stress, anxiety, fear, and low self-esteem among individuals;(Steel,2007). Procrastination is one of the phenomena that found among the students and it is found almost in everyone's personality trait. It is hard to seek out appropriate definitions on which all the researchers agree. Procrastination knows no gender, racial, or economic bounds; all people procrastinate despite any cultural norms.

1.1 Academic Procrastination

Academic Procrastination is one of the forms of procrastination that happens in academic settings during which an academic-related task like assignments, practicals, projects, exam preparation, etc. are failing to inspire oneself to try to do it within the right expected deadline. consistent with many researchers (Rosenthal, Ziesat, and White,1978), "academic procrastination may be a sort of behavior during which students purposely hold over or delay academic tasks whether within the beginning or during the completion of that specific task. (Rabin, Fogel, and Nutter-Upham,2011).

1.2 Causes of Academic Procrastination



Fig.1. Causes of Academic Procrastination

1.3 Locus of Control

However, many factors are related to procrastination like individual factors, family factors, and environmental factors. Locus of control is one among the individual factors which are expounded to procrastination. In education, locus of

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control typically refers to how students perceive the causes of their academic success or failure in school, college, or university. There are two kinds of locus of control i.e., external locus of control and internal locus of control. Those who have an internal locus of control, doesn't believe luck, fate, or chance. They always have a positive attitude in their life. On the other hand, those who have an external locus of control believe in external factors like luck, fate, chance, etc. They believe that their achievement depends upon those external factors

1.4 Types of Locus Of Control

1.4.1 Internal Locus of Control: With in the internal locus of control, an individual believes in his action even have the aptitude of handling all kind of situation and understand how to control himself. In this, the person doesn't believe in luck, fate, or chance. They always have a positive attitude in their life.

1.4.2 External Locus of Control: With in the external locus of control, people believe in external factors like luck, fate, chance, etc. They believe that their achievement depends upon those external factors. They think that the circumstances or the situation are beyond their reach or control. Overall, the lack of self-confidence and faith in outsider forces is the external locus of control.

II. RATIONALE OF THE STUDY

The problem of academic procrastination is getting worse among students. So, many researchers, psychologists, educationists, and teachers are showing their interest by studying and dealing with this research to search out why and the way to require the proper remedial steps to beat this problem. Besides the difficulty of academic procrastination, the difficulty of locus of control is another interesting topic to be studied. Moreover, the current study also will highlight the effect of locus of control on academic procrastination. It'll help in preventing the unhealthy behaviors or activities of scholars in academic settings. Additionally, students will gain knowledge on the way to bring positivity to themselves. Furthermore, this study also will help the young generation in understanding how procrastination works and the way this habit has effects on day-to-day life.

Nonetheless, there's an absence of research on studying the subject of the association between academic procrastination and locus of control. However, a number of the research has been conducted by Eileen Debra Rudnick (1990); Arjona Dervishali and Gentiana Xhelili; Fuadah Fakhrudiana (2019); Niloofar Esmaeili and Morteza Monadi (2016). All studies revealed that there's a positive relationship between academic procrastination and locus of control.

Therefore, the current study will help us to seek out the level of academic procrastination and also the effect of locus of control on academic procrastination. This study also helps us to know whether locus of control is decreasing or increasing in association with academic procrastination among final year undergraduate students.

III. STATEMENTS OF THE PROBLEM

“A STUDY ON THE EFFECT OF LOCUS OF CONTROL ON ACADEMIC PROCRASTINATION AMONG UNDERGRADUATE STUDENTS”

3.1 Variables of The Study

Academic Procrastination and Locus of control

VI. RESEARCH QUESTIONS

1. What is the level of academic procrastination among undergraduate students?
2. What is the relationship between academic procrastination and locus of control?

V. OBJECTIVES

1. To study the level of academic procrastination among undergraduate students.
2. To study the relationship between internal locus of control and academic procrastination among undergraduate students.
3. To study the relationship between external locus of control and academic procrastination among undergraduate students.
4. To study the overall relationship between academic procrastination and locus of control among undergraduate students.

VI. NULL HYPOTHESIS

1. The level of academic procrastination among undergraduate students is not high.
2. There is no significant correlation between locus of control and academic procrastination among undergraduate students.
 - 2.1 There is no significant correlation between internal locus of control and academic procrastination among undergraduate students.
 - 2.2 There is no significant correlation between external locus of control and academic procrastination among undergraduate students.

VII. METHODOLOGY

7.1 Research Design: Descriptive survey research design has been used in the current study.

7.2 The Population: All the undergraduate students of the Electrical Department of Veer Surendra Sai University of Technology (VSSUT), Burla, Odisha, has been taken as the population of the study.

7.3 Sample and Sampling Technique:

- **The Sampling Technique:** Cluster Sampling has been used for the representation of undergraduate students.
- **The Sampling Size:** The sample of the present study consisted of 115 final year undergraduate students of electrical department.

7.4 Selection of the Tools used: In the present study two standardized tools has been used for data collection.

1. Procrastination Assessment Scale-Students (PASS) developed by Linda J. Solomon and Esther D. Rothblum
2. Locus of Control Scale (LCS) developed by Julian Rotter

VIII. FINDINGS AND ANALYSIS

8.1 Objective-1

To study the level of academic procrastination among undergraduate students.

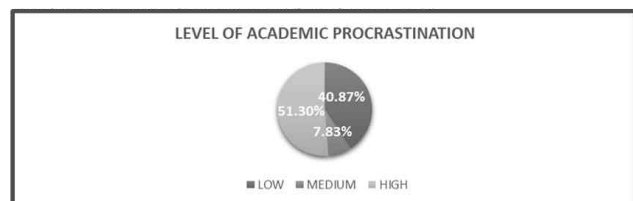


Fig. 2. Level of Academic Procrastination among Respondents

The above diagram shows the level of academic procrastination in terms of percentage among the respondents. Thus, from the analysis of first objective, it can conclude that 51.30% or 59 students out of 115 final year undergraduate students show a higher level of academic procrastination.

Table-1: Mean Score of Procrastination in Academic Tasks (N=115)

Academic Tasks	Mean	Standard Deviation
Studying for exams	3.07	1.007
Writing an assignment/Term Paper/Project	3.20	0.946
Keeping up with weekly assignment	3.98	1.256
University/Faculty/College activities in general	2.94	1.011
Academic administrative tasks	3.05	1.09
Attendance tasks	3.03	1.283

The above Table shows that during which category of academic tasks the respondents score higher mean and higher standard deviation. Therefore, maintaining weekly assignments has the highest mean and university/faculty/college activities in general show the lowest mean score. Therefore, here the primary null hypothesis has been rejected.

8.2 Objective-2:

To study the relationship between internal locus of control and academic procrastination among undergraduate students.

The correlation between internal locus of control and academic procrastination, was found to be 0.7388. So, consistent with dimension of correlation coefficient the value lies between the range of (± 0.70 to ± 0.90) which suggests a highly positive. Thus, there exists a positive association between internal locus of control and academic procrastination.

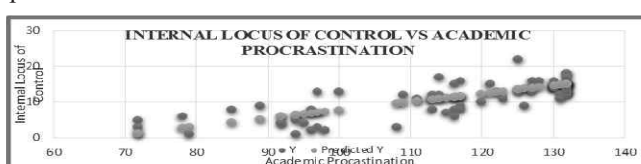


Fig. 3. Internal Locus of Control vs Academic Procrastination among Respondents

It has been plotted by applying linear regression with the set of data. From the above figure, it's observed that when the locus of control shifts from a high internal locus of control to a low internal locus of control, academic procrastination also increases. Thus, it indicates that internal locus of control correlates positively with lower academic procrastination.

Table-2: Summary Output-1

SUMMARY OUTPUT									
Regression Statistics									
Multiple R	0.738847015								
R Square	0.545894911								
Adjusted R	0.537485557								
Standard Error	3.69435117								
Observations	56								
ANOVA									
	df	SS	MS	F	Significance F				
Regression	1	885.9776924	885.9776924	64.91520553	7.98297E-11				
Residual	54	737.0044505	13.64823096						
Total	55	1622.982143							
Coefficients									
		Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%	
Intercept	-15.10892418	3.245254684	-4.655984659	2.13818E-05	-21.6148671	-8.6029813	-21.6148671	-8.6029813	
X Variable	0.228501461	0.028360623	8.056997303	7.98297E-11	0.171641836	0.28536109	0.171641836	0.28536109	

Here, it concluded that the p-value was found to be 7.98297E-11 which is less than the value of 0.05 significance level, which indicates that internal locus of control and academic procrastination encompasses a significant positive association. Hence, here null hypothesis has been rejected.

8.3 Objective-3:

To study the relationship between external locus of control and academic procrastination among undergraduate students.

The correlation between external locus of control and academic procrastination was found to be 0.7185197. So, consistent with dimensions of correlation coefficient the value comes between the range of (± 0.70 to ± 0.90) which suggests a highly positive. Thus, there exists a positive relationship between external locus of control and academic procrastination.

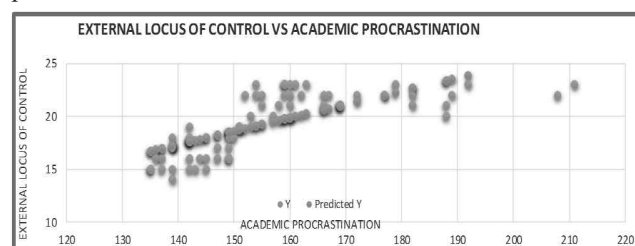


Fig. 4. External locus of control vs Academic Procrastination among respondents

It has been plotted by applying linear regression with the set of data. Therefore, the above diagram is interpreted that, when the locus of control shifts from a low external locus of control to a high external locus of control, academic procrastination also increases. Thus, it indicates that the external locus of control correlates positively with higher academic procrastination.

Table-3: Summary Output-II

SUMMARY OUTPUT									
Regression Statistics									
Multiple R	0.738975								
R Square	0.538719								
Adjusted R	0.530627								
Standard Error	2.095115								
Observations	56								
ANOVA									
	df	SS	MS	F	Significance F				
Regression	1	292.2025	292.2025	66.96899612	3.74397E-11				
Residual	54	230.2018	4.263003532						
Total	55	542.4068							
Coefficients									
		Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%	
Intercept	-0.31780	2.453494	-0.129489728	0.89744177	-5.2308096	4.595383445	-5.2308096	4.595383445	
X Variable	0.136037	0.016454	8.338982542	3.74397E-11	0.095141179	0.157033317	0.095141179	0.157033317	

Here, it concluded that the p-value was found to be 3.74397E-11 which is less than the 0.05 significance level, which indicates that External locus of control and academic procrastination has a significant positive association. Hence, here null hypothesis has been rejected.

8.4 Objective-4:

To study the overall relationship between academic procrastination and locus of control among undergraduate students.

The overall correlation between locus of control and academic procrastination was found to be 0.8768. So, according to the dimensions of the correlation coefficient, it concludes that the value lies in the range of (± 0.70 to ± 0.90) which means highly positive. Thus, there exists a positive relationship between locus of control and academic procrastination.

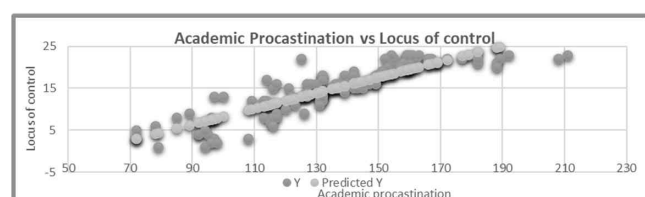


Fig.5. Locus of Control vs Academic Procrastination among the Respondents

It has been plotted by applying linear regression with the total set of data. Therefore, from the above diagram it can be interpreted that, among the respondent's internal and external locus of control, the internal locus of control has lower academic procrastination as compared with the external locus of control having higher academic procrastination. Thus, it indicates that locus of control positively correlates with academic procrastination.

Table -4: Summary Output-III

SUMMARY OUTPUT									
Regression Statistics									
Multiple R	0.87681								
R Square	0.768795								
Adjusted R	0.766749								
Standard E	2.938932								
Observations	115								
ANOVA									
	df	SS	MS	F	Significance F				
Regression	1	3245.426	3245.426	375.7446	9.91E-38				
Residual	113	976.0171	8.637319						
Total	114	4221.443							
Coefficients									
	Coefficient	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%	
Intercept	-10.3765	1.341028	-7.73771	4.63E-12	-13.0333	-7.71966	-13.0333	-7.71966	
X Variable	0.187079	0.009651	19.38413	9.91E-38	0.167959	0.2062	0.167959	0.2062	

Here, it can be concluded that the p-value was found to be 9.91E-38 which is less than the 0.05 significance level, which indicates that locus of control and academic procrastination has a significant positive association. Hence, here null hypothesis has been rejected.

IX. CONCLUSION

The present study establishes the very fact that the extent of academic procrastination among the final-year undergraduate students is higher. This means that the tendency of procrastination is higher among senior students. When academic procrastination correlates with another variable like locus of control which is employed within the present study to determine a relationship, it has been observed that there's a positive relationship between academic procrastination and locus of control.

X. IMPLICATIONS OF THE STUDY

For Students: This study will pay attention on students themselves to able to know the importance of timely completion of their academic tasks and that they should be encouraged to end their assigned duties before the deadline.

For Teachers: Teachers tend to provide suitable reinforcement and should support to beat students' shortcomings. They have to assist develop a sense of positive inter-dependence among undergraduate students not only school students and regularly assess their behavior not only in groups but also individually.

For Administrators: Proper techniques need to be adopted in colleges and universities also as at their residences instead of thinking they're senior students and not that specialize in their academic growth. to reinforce their interest in studies and develop a positive attitude towards life and learning guidance is vital in every stage of a student's life.

XI. DELIMITATION OF THE STUDY

- The present study has been delimited to undergraduate students only.
- The sample number in the present study has been confined only to 115 students.

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