

The Relationship between Academic Procrastination and Personality Traits According to the Big Five Personality Factors Model among Students of University

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ABSTRACT

This study was intended not only to measure the level of the academic procrastination and the personality traits of the students at the Hashemite University in Jordan, but also to reveal the relationship between procrastination and personality traits according to the five big personality traits and the variation level according to sex and type of study (science, humanities). The sample consisted of 385 male and female students. The study showed that there was an average degree of the academic procrastination prevalence among the students; there was also a positive significant relationship between procrastination and neuroticism. There was also a statistically significant difference between procrastination and conscientiousness in favor of the females whereas there was no strong significant correlation difference attributed to the impact of sex on the openness to experience relationship with the other dimensions. However, the study showed that there was significant difference in the strength of correlation that can be attributed to the impact of the major of study on the openness to experience. The differences were in favor of the humanities majors whereas there were no significant differences in the strength of the correlation with other dimensions.

Keywords: Procrastination, Academic Procrastination, Personality traits, personality factors, university students.

Introduction

There is no doubt that procrastination of duties and responsibilities is a normal practice. Some students find themselves sometimes having to put off their duties and responsibilities until the last moment. This is especially true when they are faced by unusual circumstances that prevent them from achieving their goals within a limited time. However, some students intentionally put off getting their duties and responsibilities done on a regular basis, which is known as procrastination. Therefore, procrastination is a process hindering the individual from accomplishing his objectives; it is a type of avoiding the accomplishment of activities and tasks the individual deems not interesting and not enjoyable (Shu & Gneezy, 2010). Steel, (2007) defines it as an unreasonable deferring of tasks and obligations despite recognition of the negative consequences. Procrastination is voluntary delay of duties and tasks to be handled later and finding out pretexts to avoid conscientiousness. Ellis and Knaus (2002) define procrastination as the desire not only to avoid duties and tasks and the promise to do them later, but the use of excuse-making to justify the delay to avoid self-reproach, too. Thus, procrastination is one of the phenomena affecting the efficiency and motivations of the individuals' achievements in the various aspects and activities of the lives of the students during different stages of study. This phenomenon has been known as Academic Procrastination which is defined as the voluntary delay of the academic tasks and thus not accomplishing them within due time (Senecal, Koestner & Vallerand, 1995).

Procrastination is prevalent with a substantial percentage (40 - 60%) among the university students who have permanent or semi permanent academic procrastination of research studies and getting ready for tests and handing in assignments (Onwuegbuzie, 2004). Knaus (1998) indicates that the percentage of the university procrastinating students is 90% with 25% percent of them are perpetual procrastinators Abu Ghazal (212) indicates that the ratio of procrastinating students is (25.2), but there are factors leading to the prevalence of procrastination among the students though there are

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various points of view identifying these factors. Taking into consideration the ratios of the procrastinators among the students, we find that there are factors contributing to the prevalence of this phenomenon, but there are various points of view identifying these factors.

Solomon & Rothblum, (1994) found out that there are behavioral, cognitional and emotional motives for procrastinations. Behaviorally, academic procrastination is attributed to the weakness in time management and inability to accomplish the student's tasks. It may be attributed to the teaching methodology and peer pressure (Abu Ghazal. 2012). Cognitively, procrastination may be attributed to illogical and erroneous ideas as seen by Ellis and Knaus, (2002). Naran, (2000) claims that procrastination is due to the low focus and attentiveness when carrying the tasks. Emotionally, procrastination is associated with unreasonable fear of failure leading to neuronal evasion of the situation. Procrastinating students don't prefer cognition complexity when carrying out tasks associated with high level of anxiety and fear of failure (Solomon & Rothblum, 1994) and (Onwuegbuzie, 2004).

A number of studies linked the academic procrastination to a number of factors such as low self- estimation (Ferrari & Emmons, 1995), low self-efficiency besides several personality traits affecting procrastination as self- control trend. Procrastination renders many negative results as shown by Tukman's study (1991). The study indicated that students of high degree of academic procrastination had a significantly lower achievement grades than the students of average and low levels of procrastination. Jackson, Weiss & Lundquist (2000) add that (30-40%) of university students consider procrastination a problem hindering their academic and personal adjustments besides the occurrence of emotional consequences conscientiousness, tension and inefficacy (Jaradat, 2004). Thus, it is clear from the foregoing discussion that the academic procrastination can be affected by the student's personality which a factor is affecting the way of thinking, emotions and behavior. Personality as Allport points out is the dynamic organization of the psychological and physical functions that determine his characteristic type of behavior and thought (Ahamd, 2007).

Personality studies have an important status in psychology, because understanding the personality properly helps both understanding the nature of man and this understanding facilitates dealing with the individuals and expecting their behavior. Personality is one of the most complicated and overlapping topics in the human structure as it is a common system of the innate and acquired biological systems shaped by the social environment throughout the entire individual's life stages from childhood through senility (Pervin and John, 2001).

Throughout history, man has been interested in studying the personality and attempting to classify its patterns into specific and general traits, there have been attempts to classify the humans according to their external physical features. many theories haven put forward and scholars have tried to put forward a taxonomy of the personality traits. The patterns theory attempted to gather the similar traits into one specific pattern as Jung classified into two major patterns; the introversion and the extroversion patterns. (crow, p.164).

The traits theory is among the theories that have considerable effect and role in analyzing the personality; it also attempts to classify the individuals according the availability of the person's certain traits (Da Raad, 2000). A trait is defined as the innate or acquired, physical, mental, emotional and social trait that characterizes the person and helps other to understand him/her. Allport found the personality traits were too many to be listed. This made the scholars think of a model describing the basic traits of personality through combining the related traits and classifying them under a certain independent pattern that can be generalized to all individual across various cultures (Ewen, 1998). Therefore, they resorted to factor analysis, an approach that is scientifically concise in searching for the basic units in personality that have common factors giving better explanations of the behavior (Digman, 1990).

Using the factor analysis Cattle was able to identify 16 basic factors of personality traits known as (16 PF). Eysenck, shorted them to three dimensions: The extraversion with two dimensions; the extremely extravert and the extremely introvert, the Neuroticism with two dimensions combining the manifestations emotional stability and the lack of emotional stability and the psychotic that exposes mental patients who are aggressive and cruel (De Raad, 2000). Then Costa and McCrae came up with the five big traits of the personality through factor analysis; and this model is among the prominent models explaining the personality as this model set up a scientific taxonomy with the least possible number of

traits. The majority of traits cited by, McCrae and Costa: Extraversion which can be characterized by Warmth, sociability, Assertiveness, Activity, excitability, Positive Emotions. Neuroticism is characterized by anxiety, anger, hostility, depression, self-consciousness, stress, impulsiveness. The Openness to Experience is characterized by Fantasy, Feelings Aesthetics, Actions, Ideas, Values, Beauty. Openness to experience includes imagination (fantasy), aesthetic sensitivity, attentiveness to inner feelings, preference for variety, and intellectual curiosity where as the low level of this trait is characterized by introversion, conservatism and unsociability.

Agreeableness indicates that the persons having this trait are characterized by trust, Straightforwardness, Altruism, Compliance, Modesty, tenderness, mindedness,; whereas the low degree of this trait indicates hostility, selfishness (egoism). Conscientiousness indicates competence, order, dutifulness, deliberation, self-discipline, achievement-striving.

There have been many studies addressing the personality traits along with other variables such the study by (Zee, Thijs & Shekel, 2002) which intended to find out the relationship between the academic and emotional intelligence and the big five traits of (116) university students in Holland. The study showed a strong relationship between the emotional intelligence and the big five personality traits, the extroversion and emotional stability.

Hence, the present study handles relationship between the academic procrastination of university students according the big five personality traits

Problem of the study

As a faculty member at the university, the researchers noticed that a lot of students practice the phenomenon of procrastination and their failure to turn in their homework on time coupled with their complaints regarding their ability to meet certain specified deadlines. Thus, procrastination is one of the manifest and serious noticeable phenomena among university students though many studies have shown that it is prevalent among students through various stages. A study by Abu Ghazal (2012) showed the ratio of procrastination prevalence among university students in Jordan reached (25.25%). Many researchers linked academic procrastination to a number of variables. For example Jaradat's study (2004) intended to find out the relationship between examination anxiety and procrastination and academic achievement and study satisfaction of a sample of (572) secondary stage students. The study showed that there was a statistically significant relationship between procrastination on the one hand, and study satisfaction and procrastination on the other. Özer and Ferrari (2011) conducted a study to investigate some aspects related to academic procrastination including sex. The sample consisted of (214) of the secondary stage students in Turkey. The results revealed the students' tendency to the academic procrastination without any sex impact. The study showed that the causes of procrastination were retesting the task besides mutiny against authority.

However, there are no studies investigating the relationship between procrastination and the personality traits. This is what made the researchers conducted this study in an attempt to find out this relationship with the aim of taking part in creating a clear understanding the university student personality and finding out proper methods of dealing with the problem of the academic procrastination in ways proper with student personality patterns.

The objective of the study

The study aimed at attempting to investigate the relationship between the academic procrastination and the big five personality traits of the students at the Hashemite University in Jordan, and whether this relationship differs according the student's sex major of study (science, humanities). The study attempts to answer the following questions, in particular:

- What is the level of procrastination among the students of the Hashemite University?
- Which personality traits are prevalent among the students of the Hashemite University?
- What is the relationship between the academic procrastination and the big five personality traits of the students at the Hashemite University in Jordan?
- Does the relationship between the academic procrastination and the big five personality traits of the students at the Hashemite University differ according to the big five personality traits?
- Does the relationship between the academic procrastination and each dimension of the personality according to the

five big traits of personality traits and the variables of sex and the major of study?

Significance of the study

The present study derive its significance from the importance of its variables that address an issue of extreme importance as the academic procrastinations as shown by previous studies has a considerable impact on the students' academic achievement and level. This variable is one of the rare topics handled by the academic studies, and its all its dimensions and its connection with other important variables like the personality traits have not yet been defined clearly. This will lead to creating an understanding of the nature of the students' traits and characteristics and the extent of their connection to the academic procrastination. This study is one of the leading studies concerned with detecting the academic procrastination and its relationship with personality treats. This will add to the theoretical frame of this field.

It also hopes that the findings of this study will be of a scientific value in planning educational and counseling programs to deal with the academic procrastination with methods proper for the students' personality traits as the academic procrastination has not only a negative impact on the students' academic achievement but it hinders it, too.

Operational definitions

Procrastination: it is the individual's tendency to delay optionally and voluntarily the academic tasks to be done later, not within due time despite realizing the negative effects of the delay.

Personality traits: Are the innate or the acquired stable traits or characteristics distinguishing the individual from the others.

The big five variables : The list prepared by Costa and McCrae describing the individuals with terms expressing stable traits of the individuals and it includes five dimensions: Neuroticism, extraversion openness to experience, agreeableness, conscientiousness, and they can be measured through the inventory of the five big personality traits.

Limitations of the study

The study is limited to the undergraduates in the B. A. program at the Hashemite University in Jordan enrolling for the second semester of the year 2015-2016. Therefore generalization of the study will be limited to the population of the study and similar ones.

Community of the study

The study consisted of all undergraduate students in the BA. program at the Hashemite University in Jordan enrolled for the second semester of the year 2015-2016. There were (123) male and (262) females chosen from the available sample.

Participants

The sample of the study consisted of (385) female and male students of the first, second, third and fourth year levels; there were (123) male and (262) females chosen from the available sample.

Instruments

1-The Academic Procrastination Scale that Abu Zureiq and Jaradat developed in (2013). The scale is characterized by a high level of validity and reliability. It consists of (15) items that measure the extent of the student's procrastination of the student's Academic assignments and tasks. Abu Zureiq and Jaradat calculated the reliability of the scale by using the Cronbach -alpha and the internal consistency correlation coefficient was (0.76). However, the researchers of the present study calculated the consistency correlation coefficient by using the Cronbach – alpha and applied it to a pioneering sample of (40) male and female members not belonging to the members of the sample of the study; the correlation coefficient was (0.82) which is an acceptable indicator of reliability . An example of the items is "I postpone my assignment to the last moment and say to myself there is still a long time to prepare for the examinations."

The degrees of the scale varied from (15) to (75) which means that whenever the degree goes up, it indicates a high level of procrastination by the respondent. There were four negative items (2, 6, 8, 15), but the researchers graded them inversely before analyzing the data.

2- The List Of The Big Five Personality Factors: The researchers used the list of the big five personality factors as prepared by (Costa and McCrae, 1992.) which they obtained through the analysis factor which includes five sub-factors: Neuroticism, extraversion, openness to experience, agreeableness, conscientiousness.

The researchers of the present study calculated the reliability correlation coefficient by using the Cronbach-alpha and applied it to a pioneering sample of (40) male and female members not belonging to the members of the sample of the study; the correlation coefficient was (0.77) which is an acceptable indicator of reliability.

The response to the items is according to a quintal gradation as follows: 1- very low. 2- low degree. 3- an average degree. 4- a high degree. 5- a very high degree. The degrees of the scale varied from (15) to (75) which means that whenever the degree goes up, it indicates a high level of procrastination by the respondent. There were negative items (2, 6, 8, 15), but the researchers graded them inversely before.

Statistical analysis

The researchers used Statistical Package for Social Sciences (SPSS) in processing the following statistical techniques and tests in data analysis:

1. Frequencies and percentages to describe demographical variables.
2. Descriptive Statistical Techniques: these include means and standard deviations. These techniques were used to illustrate respondents to study fields.
3. One-Way ANOVA for Independent Samples and T test: this test was used to examine the differences in sample.
4. Pearson correlation coefficient.

Results

The first question: What is the level of procrastination among the students at the Hashemite University?

To answer this question, the means and the standard deviations of the academic procrastination among the students at the Hashemite University as shown in table-1.

Table-1. The means and standard deviation of procrastination.

Variable	Means	Standard deviation	Degree
Procrastination	2.85	.645	Average

Table-1 shows that the mean is (2.85) with an average degree; the results show that the highest degree on the procrastination level was (3.51) whereas the lowest degree was (2.18).

The second question: What are the common personality traits for students at the Hashemite University?

With regard to the personality traits prevalent among the Hashemite University students, means, the standard deviations were calculated as shown in table -2.

Table-2: The standard deviations of the prevalent personality traits prevalent among the Hashemite University students as shown in table-2.

Table-2. Neuroticism, extraversion, openness to experience, agreeableness, conscientiousness.

Rank	Trait	Means	Standard deviation	degree
1	Conscientiousness	3.61	.640	Average
2	Extraversion	3.48	.503	Average
3	Agreeableness	3.48	.480	Average
4	openness to experience	3.19	.405	Average
5	Neuroticism	2.83	.541	Average

Table-2 shows that the means vary between (2.83) to (3.61) where conscientiousness came first with the highest mean (3.61) with an average degree whereas Neuroticism came at the bottom with a mean of (2.83) with an average degree.

The third question: What is the relationship between academic procrastination and the five greatest factors related to

personality traits for the Hashemite University students?

With regard to the relationship between the academic procrastination and the big five personality traits for students at the Hashemite University in Jordan, the researchers calculated the Pearson correlation coefficient of procrastination and personality traits according the big five factors prevalent among the university students as shown in table 3.

Table-3. The Pearson correlation coefficient of procrastination and personality traits according the big five factors prevalent among the university students.

Neuroticism	r. correlation coefficient	.257*
	Significance	.000
	Number	385
extraversion	r. correlation coefficient	-.079
	Significance	.123
	Number	385
openness to experience	r. correlation coefficient	-.288*
	Significance	.000
	Number	385
agreeableness	r. correlation coefficient	-.151*
	Significance	.003
	Number	385
conscientiousness	r. correlation coefficient	-.622*
	Significance	.000
	Number	385

* Significant at ($\alpha=0.05$)

** Significant at (0.01)

Table -3 shows the following:

- There is a statistically positive relationship between Neuroticism and procrastination.
- There is no statistically positive relationship between extraversion and procrastination
- There is a statistically significant negative relationship between openness to experience, agreeableness and conscientiousness.

The fourth question: Are there any differences between academic procrastination and each dimension of the personality according to the five big traits of personality traits and the variables of sex and the major of study (science, humanities)?

With regard to the relationship between the academic procrastination and each dimension of the personality according to the five big traits of personality traits and the variables of sex and the major of study (science, humanities), the researchers found out the value of Z to find out the differences in the correlation relationship among the categories of the variables as shown in table-4:

First: Sex

Table-4. The Correlation Coefficients Between the academic procrastination and every dimension of the personality according the big five factors according to sex.

		Procrastination		Z	Statistical significance
		male			
neuroticism	Correlation coefficient	.232*	.258*	0.251	0.802
	number	123	262		
Extraversion	Correlation coefficient	-.058	-.053	0.045	0.963
	Correlation coefficient	123	262		
openness to experience	Correlation coefficient	-.112	-.342*	*2.209	0.027

		Procrastination		Z	Statistical significance
		male			
	Correlation coefficient	123	262		
agreeableness	Correlation coefficient	.006	-.173*	1.637	0.101
	Correlation coefficient	.947	262		
conscientiousness	معامل الارتباط	-.483*	-.685*	**2.822	0.004
	العدد	123	262		

*Significant at ($\alpha=0.05$)

**Significant at (0.01)

Table -4 shows that there is a statistically significant difference at ($\alpha=0.05$) in the strength of the relationship between procrastination and conscientiousness and the differences were in favor of the correlation attributed to the sex impact on the openness to experience. The differences were in favor of the females whereas there were no significant differences among the other dimensions.

Second: Type of the major of study.

Table-5. The correlation coefficients between the academic procrastination and all the personality dimensions of the big factors according to the major of study.

		Procrastination		z	Statistical significance
		Science	Humanities		
neuroticism	Correlation coefficient	.201*	.269*	0.682	0.495
	Number	149	236		
extraversion	Correlation coefficient	.047	-.144*	1.819	0.068
	Number	149	236		
openness to experience	Correlation coefficient	-.122	-.370*	*2.518	0.011
	Number	149	236		
agreeableness	Correlation coefficient	-.108	-.154*	0.443	0.657
	Number	149	236		
conscientiousness	Correlation coefficient	-.539*	-.655*	1.717	0.085
	Number	149	236		

Table -5 shows that there is a statistically significant difference at ($\alpha=0.05$) in the strength of the correlation attributed to the impact of the major of study on the openness to experience in favor the humanities whereas there were no differences in the strength of the correlation among the other dimensions.

Discussion

The results of the study reveal that the academic procrastination is averagely prevalent among students of the Hashemite University; this entails that the educational institutions, especially universities have to pay a high degree of attention to this phenomenon through preparing plans and programs helping to curb this phenomenon among university students. The plans and programs should also enhance the academic efficiency and effectiveness of the students, especially as the theoretical literature underscores the negative impacts of procrastination on the achievement of the university students which include conscientiousness, low achievement and inability of academic self-adjustment (Tukman, 2002; Jaradat, 2004).

Camden, Bryant & Moss (2004) point to the existence of significant differences between high and low level academic procrastinators among university students with regard to the level of satisfaction regarding study and academic achievement

in favor of low academic procrastinators. Based on the results of this study and other similar studies, Student procrastinators could intentionally put off their duties claiming that they are difficult to do or based on their ignorance towards such duties and responsibilities. This results in academic procrastination, low level of motivation and academic achievement.

The results of the study also show that the conscientiousness factor was at the highest rank of the big five factors of the sample of the study. This is attributed to the students' commitment with principles and virtues, morals prevalent in the Jordanian environment. The extraversion factor came second followed by agreeableness in the third rank then openness to experience was the fourth while the neuroticism factor was the last. This ranking of five factors among the university students show that the positive dimensions (conscientiousness, Extraversion, agreeableness and openness to experience) came successively by virtue of the nature of the university stage the student live through, a stage characterized with maturity of all aspects of the personality. This enables them to possess such traits. However, neuroticism was in the Last rank. This indicates that the university students have proper conditions, activities, that suits their attitudes and trends which make them avoid the negative feelings of neuroticism.

Further, there was no correlation between extraversion and the academic procrastination. This can be explained as follows: Extraversion indicates the ability of adjustment to the situations; the extravert students tend to make use of their capabilities in dealing with events and situations and therefore do their academic tasks in time.

Moreover, there was a statistically significant but negative relationship between procrastination and, agreeableness, and openness to experience. The individuals having conscientiousness trait have the will and they are responsible and persistent in their endeavors to accomplish their objectives. The agreeableness factor indicates commitment, forbearance, virtuous manners. The openness to experience factor indicates mental flexibility, coping with new developments. Considering all the traits of the three dimensions, the researchers found them to be positive trends helping the students to enhance their efficiency levels and get their tasks don in proper time without delay. Results of this study agree with the result reached by Kagana, Cakinb, Ilhanc & Kandemirb (2010), which pointed to the fact that the unsure personality is related to academic procrastination.

In addition, there was a statistically significant difference in the strength of the correlation attributed to the impact of sex on the openness to experience and conscientiousness. The differences were in favor of the females. The researchers explain this result as the females bear less burdens of life and make use of their free time in acquainting themselves with new developments and openness to experience and this makes them more adjusted to the events and situations and getting the tasks done in due time. For the conscientiousness factor which was in favor of the females. This is due to the personal characteristics that distinguish the females from the males. Examples of these characteristics are; sympathy and commitment that are reflected in accomplishing the required tasks in due time.

It is also indicated no statistically differences in the strength of the correlation attributed to the impact of the major of study on all the personality dimensions, except for the openness on experience; the differences were in favor of the humanities. The researchers explain this as follows: The students majoring in humanities tend to be more active in taking part in the activities and they are concerned with the various issues due the nature of the majors; this enables them to make friendships and be more open than the students majoring in sciences which deal with pure scientific issues requiring more energy, time and perseverance that limit the students' abilities to openness and follow up the new developments.

Suggestions and Recommendations

In light of the findings of the study, the researchers make the following recommendations:

- Educational institutions especially universities should pay close attention to establishing plans and strategies regarding how to deal with the agreeable personality since it was found to be the most significant reason behind academic procrastination.
- Counseling programs should be designed in order to provide students with the skills needed to help them get rid of academic procrastination and foster their academic effectiveness.

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العلاقة بين التسويق الأكاديمي و السمات الشخصية وفق للعوامل الخمسة الكبرى لدى عينة من طلبة الجامعة

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ملخص

هدفت الدراسة الحالية إلى قياس مستوى التسويق الأكاديمي وسمات الشخصية لدى طلبة الجامعة الهاشمية في الأردن، كما هدفت إلى الكشف عن العلاقة بين التسويق الأكاديمي وسمات الشخصية وفق العوامل الخمسة الكبرى ومدى اختلاف هذه العلاقة باختلاف الجنس ونوع الدراسة (علمي، وإنساني)، وتكونت العينة من (385) طالباً وطالبة تم اختيارهم بالطريقة العشوائية من مجتمع الدراسة، ولتحقيق هدف الدراسة استخدم الباحثون مقياس التسويق الأكاديمي ومقياس آخر لقياس سمات الشخصية للعوامل الخمسة الكبرى، وقد أشارت نتائج الدراسة إلى انتشار التسويق الأكاديمي بدرجة متوسطة بين الطلبة وشيوع عامل يقظة الضمير لديهم، كما أشارت النتائج إلى وجود علاقة ايجابية دالة إحصائياً بين العصابية والتسويق الأكاديمي. كما أشارت النتائج إلى وجود اختلاف دال إحصائياً في قوة العلاقة الارتباطية تعزى لأثر الجنس في الانفتاح على الخبرة، ويقظة الضمير وجاءت الفروق لصالح الإناث. بينما لم يظهر اختلاف في قوة العلاقة في باقي الأبعاد. وأظهرت النتائج بوجود اختلاف دال إحصائياً في قوة العلاقة الارتباطية تعزى لأثر التخصص في الانفتاح على الخبرة، وجاءت الفروق لصالح التخصصات الإنسانية. بينما لم يظهر اختلاف في قوة العلاقة في باقي الأبعاد. الكلمات الدالة: التسويق الأكاديمي، سمات الشخصية، العوامل الخمسة الكبرى للشخصية، طلبة الجامعة.

* الجامعة الهاشمية، كلية العلوم التربوية. تاريخ استلام البحث 2016/6/26، وتاريخ قبوله 2016/12/1.