"A STUDY TO ASSESS THE FACTORS INFLUENCING ACADEMIC PROCRASTINATION AMONG STUDENTS OF SELECTED NURSING COLLEGES."

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Abstract : **Background:** Academic Procrastination is a common issue among nursing students, often leading to poor academic performance, increased stress, and decreased efficiency. Understanding the underlying factors contributing to procrastination is essential for developing effective strategies to mitigate its impact. **Methodology:** Quantitative Research approach and descriptive non experimental research design was used. Sample size compromised of 100 students which were selected by non probability convenience sampling technique. Data was collected using Demographic profile and Self Structured Likert Scale of Academic Procrastination. Analysis was performed by descriptive and inferential statistics. **Result:** The present study shows that, maximum students are in the age group of 18.1-19 years 54 (54%). Majority of students are Females 86(86%). Majority of participants are belongs to Semester III 42 (42%). Majority has average Family Income 25001- 50000 in rupees 62(62%). Higher proportion belongs to urban areas 54%. Use of Social Media highlights that a significant portion of participants (45%) engage with multiple platform. The levels of factor influence among participants 58 (58%), were moderately influenced (26% to 50%). The scores ranged from a minimum of 5 to a maximum of 81, with a mean factor influence score of 34.50 ± 15.30. This indicates that most participants experienced a moderate level of influence overall. The correlation between factors influencing academic procrastination and demographic variables was determined by using Karl Pearson's correlation coefficient and positive correlation was found(r= 0.87). The association between factors influencing academic procrastination and demographic variables was determined by using chi square test. The test was conducted at 5% level of significance and concluded that there is association between factors influencing academic procrastination and demographic variables such as Gender, Year of Semester and Residential Status. **Conclusion:** The present study concluded that, there was significant association of level of factors influencing academic procrastination with the demographic variables Gender, Year of Semester and Residential Status. The present study also concluded that, there was no significant association of level of factors influencing academic procrastination with the demographic variables such as Age, Family Income and Use of Social Media.

Keywords - *Academic procrastination, Nursing students, Factors influencing procrastination.*

I. INTRODUCTION

Procrastination is originates from Latin word; "Pro" refers to "forward motion" and "crastinus" meaning "of tomorrow". Thus, it means to move forward to tomorrow. i.e., what a procrastinator does: he moves things forward, to the next moment, next hour, next day, the day after and so on. Procrastination is, to put off doing something, especially out of habitual carelessness or laziness.[1] Procrastination is a common habit that appears in various areas of life. It occurs when people knowingly put off tasks that need to be done by a

certain time. Procrastination is a widespread behavior that affects many aspects of daily life. It refers to the deliberate postponement of tasks, even when they have specific deadlines for completion.[2] Academic responsibilities like term papers, research projects, and regular assignments—must be completed by students. Yet, for different reasons, many struggle to meet these deadlines, delaying their work beyond the expected time-frame.[3] Procrastination manifests in various forms depending on whether its roots are cognitive (thought-related), affective (emotional), or behavioral. These different types include: Academic procrastination (delaying school-related tasks like studying or assignments), Decisional procrastination (struggling to make timely choices), Neurotic procrastination (chronic avoidance due to anxiety or perfectionism), Compulsive procrastination (habitual, self-sabotaging delays). Among these, academic procrastination is the most prevalent, particularly among students. This occurs when learners postpone essential tasks—such as exam preparation, research papers, or project submissions—despite knowing the negative consequences. The delay often stems from factors like fear of failure, poor time management, or lack of motivation, ultimately harming academic performance and increasing stress.[4] Procrastination often occurs when students adopt a passive approach toward their academic responsibilities, such as preparing for exams or completing assignments. This behavior can stem from various underlying causes, including fear of failure, perfectionist tendencies, lack of motivation, or excessive self-assurance. Additionally, some students delay tasks as a way to escape potential negative evaluation or criticism from others.[5]

I.1 STATEMENT OF THE PROBLEM

A study to assess the factors influencing academic procrastination among students of selected nursing colleges.

II. OBJECTIVES:

1. To assess the factors influencing Academic Procrastination among students of selected nursing colleges.
2. To find out the association of level of Academic Procrastination among students of selected nursing colleges with selected demographic variables.

III. ASSUMPTIONS

There may have association of factors influencing with their Socio demographic variable among students of selected nursing colleges.

IV. MATERIALS AND METHODS:

4.1 Study setting and design: A Quantitative research approach and non experimental descriptive design was used to assess the factors influencing academic procrastination among students of Medpro College of Nursing, Nagpur. 100 students were selected by non-probability convenience sampling technique.

4.2 Inclusion Criteria: Who were given informed written consent, willing to participate in the study, and available at the time of data collection.

4.3 Data Collection Tool:

Section - A: Demographic data sheet

Section - B: Self- Structured Likert Scale of Academic Procrastination

4.4 Description of Tool :

Tool consists of two sections i.e., Section A and Section B.

Section - A It consists of demographic profile of the nursing students, it includes of total 6 demographic variables i.e., age of students, gender, year of semester, family income, residential status and uses of social media. The investigator constructed this tool to collect the background data of the study subjects and to identify the influence of sample characteristics with the knowledge in them.

Section -B The Self- Structured Likert Scale of Academic Procrastination (AP) consists of 25 questions on factors influencing academic procrastination. 5 factors taken into the consideration it includes- Personal Factors, Environmental Factors, Academic Factors, Digital Distractions and Time Management Issues. Each factor has 5 questions. Scoring 1,2,3,4,5 i,e. Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree respectively. Factors influence graded from less to extremely influenced. The minimum score is 25 and maximum score is 125.

4.5 Validity and Reliability Tool:

Content Validity: The content validity of the Academic Procrastination Likert Scale was established using the Scale Content Validity Index (S-CVI), which was found to be 0.89, indicating strong agreement among experts regarding the relevance and clarity of the items.

Construct Validity: Construct validity was assessed through Exploratory Factor Analysis (EFA) using Principal Component Analysis (PCA). A minimum factor loading of 0.50 was set as the criterion, and all items achieved the required loading, confirming that the tool appropriately measured the intended construct of academic procrastination.

Reliability: Reliability of the tool was established using Cronbach's alpha method. The tool was administered to 12 samples (pilot study) and the correlation coefficient was found to be more than 0.87, indicating high internal consistency. The overall reliability coefficient (Cronbach's alpha) was 0.87, confirming that the scale is a reliable instrument for measuring academic procrastination among nursing students.

4.6 Statistical analysis:

All the results calculate using SPSS version 26. Statistical analysis done and calculated over four different sections. Descriptive statistics for assessment of the study variables & their counts & measurement. Inferential statistics for determination of finding significance difference over results over categorical knowledge & attitude level and also for association of knowledge & attitude level with the demographic variables of the study.

4.7 Ethical consideration:

The present study was approved by the Institutional Ethical Committee of Government Medical College, Nagpur (IEC/2/05 dated 23.2.2024). Written informed consent was obtained from each participant and purpose of study mentioned. Participants were informed that participation in this study is voluntary and they can withdraw at any time. Confidentiality was ensured throughout the study.

V. RESULTS:

Table 1: Showing distribution of students with regards to demographic variables in terms of frequency and percentage.

		Frequency	Percent
Age (Yrs)	17- 18	17	17.0
	18.1 - 19	54	54.0
	19.1 -20	19	19.0
	Above 20	10	10.0
	Total	100	100.0
		Frequency	Percent
Gender	Male	14	14.0
	Female	86	86.0
	Total	100	100.0
		Frequency	Percent
Year of Semester	Semester I	34	34
	Semester III	42	42
	Semester IV	24	24
	Total	100	100.0
		Frequency	Percent
Gender	Male	14	14.0
	Female	86	86.0
	Total	100	100.0
		Frequency	Percent
Year of Semester	Semester I	34	34
	Semester III	42	42
	Semester IV	24	24
	Total	100	100.0

1. Distribution of students with regards to demographic variables in terms of frequency and percentage.
As per table number 1, Maximum students are in the age group of 18-19 years 54%. Majority of students are females 86%, belongs to semester III 42%, average family income 25001-50000 62%, higher proportion belongs to Urban areas 54%, use of social media engage with multiple platform 45%
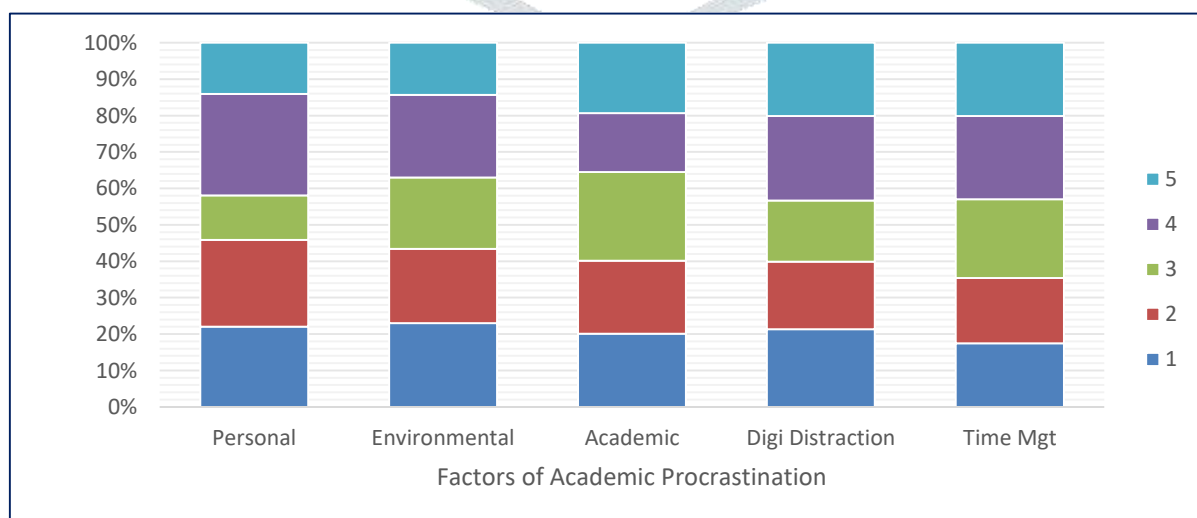
2.Description on assessment of the level of factors influencing academic procrastination among students of selected Nursing Colleges.

The majority 58 (58%), were moderately influenced (26% to 50%). while smaller group of 4 (4%) were extremely influenced (76% to 100%). This indicates that most participants experienced a moderate level of influence overall.

LEVEL OF FACTOR INFLUENCE

	Less Influenced	Moderately Influenced	Highly Influenced	Extremely Influenced
■ Series1	28%	58%	10%	4%
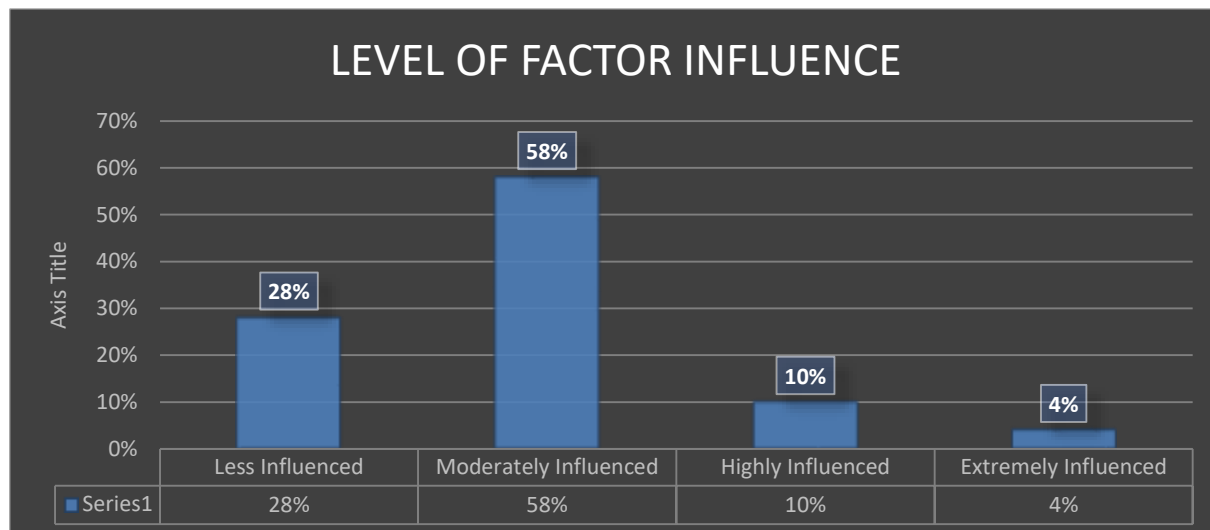
Graph No. 1: Graphical representation of assessment of the level of factor influence score.

3.Distribution of Items wise assessment of the level of factors influencing academic procrastination among students: The most influential factor across all categories is Personal Factors specifically "struggle with managing my time effectively for academic work" – 53 agree, 24 strongly agree (77 total). Followed by, Academic Factor particularly "Postponing assignments due to unclear instructions" (63 total agree/strongly agree). Thus, Personal Factors and Academic Factor appear to be the strongest influences contributing to academic procrastination in this study.

Graph No. 2: Graphical representation of Items wise assessment of the level of factors influencing AP

Table 2: Showing association of the level of factors influencing AP with demographic variables

	Chi Sq	P-value
Age in completed Years	5.952	0.745
Gender	4.252	0.023
Year of Semester	75.25	<0.001
Family income (Monthly in Rupees)	12.098	0.208
Residential Status	5.078	0.016
Use of Social Media	16.125	0.186

4.Association of the level of factors influencing AP with demographic variables
Analysis reveals that there is association of knowledge with gender,year of semester, residential status, and there is no association of knowledge score with any other demographic variable.

VI. DISCUSSION:
The present study shows that, maximum students are in the age group of 18.1-19 years 54 (54%). Majority of students are Females 86(86%). Majority of participants are belongs to Semester III 42 (42%). Majority average Family Income 25001- 50000 in rupees 62(62%). Higher proportion belongs to urban areas 54%. Use of Social Media highlights that a significant portion of participants (45%) engage with multiple platform.
The present study concluded that, there was significant association of level of factors influencing academic procrastination with the demographic variables Gender, Year of Semester and Residential Status. The present study also concluded that, there was no significant association of level of factors influencing academic procrastination with the demographic variables such as Age, Family Income and Use of Social Media.

The levels of factor influence among participants 58 (58%), were moderately influenced (26% to 50%). The scores ranged from a minimum of 5 to a maximum of 81, with a mean factor influence score of 34.50 ± 15.30. This indicates that most participants experienced a moderate level of influence overall.
The correlation between factors influencing academic procrastination and demographic variables was determined by using Karl Pearson's correlation coefficient and positive correlation was found (r= 0.87). The association between factors influencing academic procrastination and demographic variables was determined by using chi square test. The test was conducted at 5% level of significance and concluded that there is association between factors influencing academic procrastination and demographic variables such as Gender, Year of Semester and Residential Status.

The findings of the present study are in agreement with Rai et al. (2024), who reported that personal and environmental factors had a greater influence on academic procrastination among nursing students compared to academic factors. In their study, 65% of students were moderately affected by personal variables, while 38% were influenced by environmental and only 28% by academic factors. Similarly, the present study also shows that academic procrastination is influenced more by personal and environmental aspects rather than purely academic ones, highlighting that procrastination is a multi-factorial problem requiring interventions beyond academics alone.[9]

Additionally, A descriptive study by Solomon & Rothblum (2017) reported that 48% of nursing students delayed tasks when instructions were vague or overly complex. Structured, step-by-step guidelines reduced procrastination tendencies (p < 0.05). The above studies signify that both personal factors and academic factors has stronger influence on academic procrastination.[10]

VII. CONCLUSION:
Academic procrastination among nursing students emerges as a significant barrier to effective learning and overall academic success. The study findings reveal that personal habits, academic pressures, environmental distractions, and digital media usage are key contributors to procrastination. These factors are often underestimated but have a profound impact on students' efficiency, confidence, and performance. Addressing procrastination requires not only individual effort but also structured support from educators and

institutions. Strategies such as time management training, clear academic guidance, motivational counseling, and incorporation of stress-reduction techniques like meditation, yoga, and relaxation exercises can help students manage procrastination more effectively. By implementing such measures, nursing students can enhance their academic performance, reduce stress, and build resilience in their professional journey.

The present study aligns with the study of Çevik & Yıldız (2019) which was A quantitative descriptive study involving 350 nursing students found that 68% of participants struggled with personal factors and time management, leading to frequent procrastination. The study used the Academic Procrastination Scale and reported a significant negative correlation between time management skills and procrastination ($r = -0.62$, $p < 0.01$).

VIII. RECOMMENDATIONS:

1. A similar study can be replicated on a lager population for a generalization of findings.
2. A study may be conducted to enhance time management training on Academic Procrastination.
3. A study can be conducted on Life Skill Intervention on Academic Procrastination.
4. A study can be conducted to evaluate the effectiveness of Self Structured Likert Scale on Factors Influencing Academic Procrastination.
5. A similar study can be conducted among community health leader e.g., ASHA, ANM.
6. A comparative study can be conducted at different setting areas.

Declaration regarding Conflict of Interest: No Conflict of interest found.

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