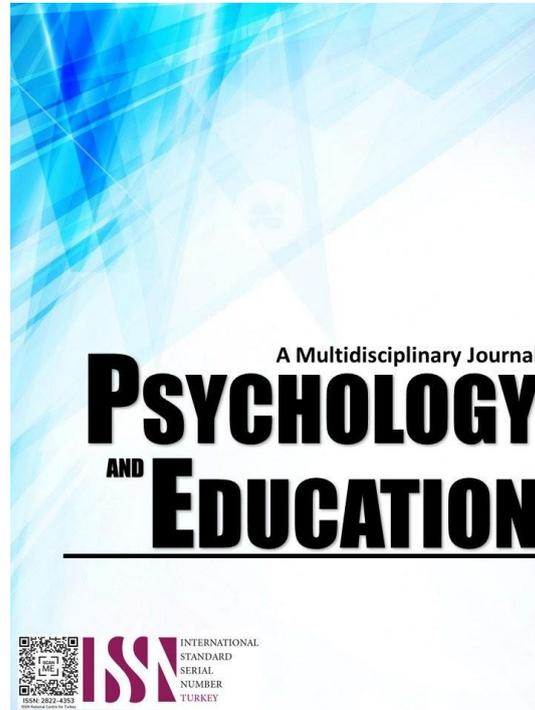


PERCEIVED EFFECTS OF PROCRASTINATION ON THE SOCIAL DEVELOPMENT OF NURSING STUDENTS



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Perceived Effects of Procrastination on the Social Development of Nursing Students

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Abstract

The study was conducted to determine the perceived effects of procrastination on the social development of nursing students. The respondents are 80 college nursing students. In the study, Descriptive-correlational research design was used while the quota and the stratified sampling methods were utilized. The findings revealed that majority of the respondents are female, 3rd year and 4th year, and aged between 21-25 years old. The students agreed that the common act of procrastination was browsing social media or internet aimlessly instead of completing their task. Similarly, the students engaged into procrastination to the extent that they almost always do it because they felt anxious. Furthermore, the results showed that students moderately agreed that the effects of procrastination on their social development made them cram and made them sleepless. It also revealed that there was no significant difference in the acts of procrastination of students according to the demographic profile.

Keywords: *procrastination, social development, acts of procrastination, effects procrastination, nursing students*

Introduction

Procrastination is a common problem that is often associated with being “lazy” or having poor time-management skills (Phillips, 2019). However, research suggests that procrastination is actually a problem of emotion regulation, not time-management. Baum (2019) stated that poor time management is a symptom of the emotional problem, it is not the problem itself. People may procrastinate due to underlying unresolve emotional issues, such as anxiety, depression, and perfectionism. Procrastination can also be a sign of low frustration tolerance and an avoidance strategy for difficult task (Cilley, 2019).

According to Ferrari (2019), a psychology professor at DePaul University in Chicago, he said that everyone procrastinates, but not everyone is a procrastinator. His research indicates that as many as 20% of adults worldwide are true procrastinators, meaning that they procrastinate chronically in ways that negatively affect their daily lives and produce shame or guilt. Johansson et al. (2023) found that procrastination is associated with subsequent mental health problems and unhealthy lifestyle choices. This study was conducted among 3525 Swedish university students and suggests that procrastination is linked to symptoms of depression, anxiety and stress as well as loneliness and reduced life satisfaction.

Moreover, Beutel et al. (2016), a German Representative found that procrastination is somewhat stronger correlations with stress, as well as with burnout. Stress might also play a role as mediator

between procrastination and illness, as proposed by the so-called procrastination- health model implying that procrastination not only leads to more stress, but that the increase in stress in turn leads to many physical issues. It also found that the associations between procrastination and lower psychological well-being may indicate that procrastination is also linked to reduced life satisfaction.

A study by Tiboron et al. (2021) found that procrastination is a major problem among senior high school students in the Philippines. The study linked procrastination to fear of failure, low self- confidence, and lack or behavioral self-control. It has also linked to poor academic performance and can lead to decrease social development. (Nartea et al, 2020).

Despite the significant prevalence of procrastination among students, there was a lack of local research focusing on the perceived effects of procrastination on the social development of students. Furthermore, the researchers identified reasons for procrastination through interviews, such as poor time-management skills, lack of motivation and using procrastination as a temporary escape from academic stress and boredom. Students also lack awareness and understanding of the potential consequences of procrastination on their social development, highlighting the need for further investigation in the local context. Thus, these led the researchers to conduct the study.

Research Questions

This study sought to determine the perceived effects of procrastination on the social development of nursing



students. Specifically, it answers the following questions:

1. What is the demographic profile of the respondents in terms of age, gender, school and year level?
2. What are the different acts of procrastination done by the students?
3. To what extent do students practice procrastination in terms of fear of failure, thrill- seeking, task-related anxiety and anxiety?
4. What are the effects of procrastination on students' social development?
5. Is there a significant difference on the acts of procrastination of the students according to age, gender and year level?

Literature Review

Procrastination

Procrastination is a common practice among students, where they tend to delay actions and tasks in their learning (Bao, 2020). This behavior is generally viewed negatively due to the negative consequences it produces and its prevalence in students' learning. Tiboron (2021) supports this view, emphasizing that procrastination is a bad habit that needs to be addressed. It leads to increased stress levels, frustration, anxiety, and reduced creativity and productivity among students. Despite being aware of the negative consequences, people still tend to procrastinate.

Moreover, Ballard (2018), presents a different perspective on procrastination, suggesting that procrastination is not solely about task avoidance but rather stems from individuals not valuing certain tasks or expecting to fail due to impulsivity and was backed-up by Rozental's (2018) indicating that people may procrastinate out of fear of failure and not achieving their desired outcomes. Thus, procrastination can be seen as a result of worrying about results and lacking confidence in one's abilities.

Procrastination can have significant repercussions on various aspects of our lives like neglecting projects, school tasks, or household chores due to an uncontrolled habit of procrastination can lead to detrimental effects on work performance, academic grades, and overall life satisfaction (Cherry, 2019). This can manifest as receiving low grades or even being terminated from employment. To add, Laureta (2017) emphasizes that procrastination often leads to self-loathing and regret, particularly when faced with

a heavy workload and impending deadlines. The feeling of not being productive earlier on can intensify when confronted with numerous tasks that need to be completed within specific timeframes.

In summary, procrastination is a prevalent issue nowadays, especially with the increasing use of technology and social media. With the rise of social media, people are constantly distracted and bombarded with new and attractive distractions, which can lead to procrastination that can have a serious implication for social development of students due to the negative feelings and stress it can cause. It can lead to feelings of guilt and shame, which can affect relationships with others. Procrastination can also lead to missed opportunities and a lack of personal growth as tasks and goals are not completed in a timely manner. Overall, procrastination can hinder both social interaction and personal development if not properly addressed and managed. Nowadays, there is a lack of research examining the relationship between procrastination and social development among students. While previous studies have explored the negative consequences of procrastination on academic performance and mental health, little attention has been paid to how procrastination affects the social development of students. Therefore, this study is unique because the perceived effects of procrastination on the social development of students were being examined.

Methodology

Descriptive-correlational design was the method used in the study. It is descriptive because it aimed to provide a static picture or description of a situation, specifically the effects of procrastination on the social development of students. Also, this was a correlational study because it investigated the significant difference on acts of procrastination of the students according to age, gender and year level.

Participants

The respondents of the study were 3rd year and 4th year college nursing students with a total number of 80 respondents.



Results

This section presents the results and findings of the study. The results are presented in tabular form.

Instruments of the Study

The researcher-made survey questionnaire was used as a research instrument of the study. The questionnaire is composed of four (4) parts: First, is the profile of the respondents according to age, gender, school and year level. On the other hand, the second part is the different acts of procrastination made by the students while the third part determines the extent of students practice procrastination practices in terms of fear of failure, thrill-seeking, task-related anxiety and anxiety and the last part was a set of statements that determines the effects of procrastination on the social development of students. The respondents were asked to rate their agreement and disagreement with each statement by selecting the appropriate response options on the Likert scale which ranges from “Strongly Disagree” to “Strongly Agree” and “Never” to “Always”.

Procedure

The researchers sought approval from the dean of the College of Nursing of Notre Dame of Midsayap College to conduct the study. After the approval, the researchers personally delivered the letter to the Deans or School Heads of the schools involved in the study. As approved, the letter was forwarded the teachers and the students were provided letter of consent for the voluntary participation in the study. Before the students proceeded to answering the questionnaire, the researchers explained the rights as respondents and what the study is all about. The students were given 30 minutes to answer and immediately after the questionnaires were retrieved Lastly, the instruments were tabulated, and analyzed applying appropriate statistical treatment.

Table 1. Demographic Profile of the Respondents

Profile of the Respondents	Frequency (f)	Percentage (%)
<i>Age</i>		
15-20 years old	7	8.8
21-25 years old	72	90.0
26-30 years old	1	1.0
Total	80	100
<i>Gender</i>		
Female	76	95.0
Male	4	5.0
Total	80	100
<i>School</i>		
NDMC	40	50
CMFCI	40	50
Total	80	100
<i>Year Level</i>		
Third Year	40	50
Fourth Year	40	50
Total	80	100

Table 2. Acts of Procrastination

Statements	Mean	Sd	Description
1. I often find myself browsing social media or the internet aimlessly instead of completing tasks	4.10	0.89	Agree
2. I frequently watch TV or movies when I should be working.	3.00	1.06	Moderately Agree
3. I prefer to socialize with friends instead of working on my tasks.	3.13	1.05	Moderately Agree
4. I engage in physical activity instead of working on my tasks.	2.96	0.89	Moderately Agree
5. I find myself texting or chatting with friends instead of working on my tasks.	3.57	1.01	Agree
6. I tend to put off starting my tasks until later.	3.81	0.85	Agree
7. I do errands or household chores instead of working on my tasks.	3.45	1.10	Moderately Agree
8. I spend time on hobbies or interests that are not related to the task at hand.	3.63	1.00	Agree
9. I frequently postpone or make excuses for not doing things on time.	3.76	0.99	Agree
10. I often wait until the last minute before deadlines to get started.	3.53	1.05	Agree
Grand Mean	3.49		Moderately Agree
Average Standard Deviation		0.99	



Table 3.1 *Extent of Procrastination Practices in terms of Fear of Failure, Thrill-Seeking, Task-Related Anxiety and Anxiety.*

Statements	Mean	Sd	Description
<i>Fear of failure</i>			
1. I often put off tasks because I am afraid of failing at them.	3.38	1.18	Oftentimes
2. The fear of failing at a task makes me more likely to procrastinate.	3.31	1.16	Oftentimes
3. I avoid tasks that I think I may not be good at to avoid the fear of failure.	2.96	1.21	Oftentimes
4. I feel overwhelmed and stressed when I have multiple tasks to complete and this is made worse by my fear of failure.	3.73	1.14	Almost Always
5. I struggle to make decisions and take action on tasks due to fear of failure.	3.41	1.02	Oftentimes
<i>Thrill-seeking</i>			
1. I find that waiting until the last minute adds an element of excitement to my work.	3.20	1.03	Oftentimes
2. I procrastinate because I enjoy the rush of completing tasks at the last minute.	3.20	1.10	Oftentimes
3. Procrastination makes me more productive.	3.75	0.87	Almost Always
4. Procrastination helps me think creatively and come up with new ideas.	3.77	0.88	Almost Always
5. I feel like procrastinating is a way for me to live life to the fullest.	2.97	1.13	Oftentimes
<i>Task-related anxiety</i>			
1. I feel stressed when I have multiple tasks to complete.	4.07	0.93	Almost Always
2. Procrastination has caused me to miss important deadlines.	3.17	1.19	Oftentimes
3. I often delay tasks because I feel anxious about doing them.	3.10	1.14	Oftentimes
4. I feel demotivated and uninterested to the task I am doing.	3.10	1.19	Oftentimes
5. I have difficulty deciding which task to start first.	3.61	1.19	Almost Always
<i>Anxiety</i>			
1. I avoid doing my task when I do not have the energy to work on it.	3.75	1.16	Almost Always
2. I avoid doing my task when I am not in the mood.	3.72	1.19	Almost Always
3. I often delay tasks due to feelings of low self-esteem or worthlessness.	2.92	1.19	Oftentimes
4. I have lost interest in all things that were important to me.	2.91	1.23	Oftentimes
5. I have a hard time handling school requirement.	3.05	1.08	Oftentimes
Grand Mean	3.56		Almost Always
Average Standard Deviation		0.89	

Table 3.2. *Extent of Procrastination Practices - Summary*

Indicators	Mean	Sd	Description
a. Fear of failure	3.36	1.14	Oftentimes
b. Thrill-seeking	3.38	1.01	Oftentimes
c. Task-related Anxiety	3.41	1.13	Oftentimes
d. Anxiety	4.07	1.17	Almost Always
Grand mean	3.56		Almost Always
Average Standard Deviation		0.89	

Table 4. *Effects of Procrastination on Social Development*

Statements	Mean	Sd	Description
<i>Procrastination has:</i>			
1. led me to miss out on social opportunities.	3.11	0.98	Moderately Agree
2. left me feeling unprepared for social situations.	3.21	0.96	Moderately Agree
3. made me feel isolated or disconnected from my peers.	2.87	0.98	Moderately Agree
4. led to feelings of guilt and regret about unfinished tasks.	3.67	1.04	Agree
5. resulted in submitting incomplete or poorly done activities which negatively affects my social relationship.	3.25	1.03	Moderately Agree
6. led to conflicts with classmates or friends due to missed important deadlines.	2.96	1.11	Moderately Agree
7. resulted to an increased sense of anxiety and stress because of unfinished tasks.	3.62	1.11	Agree
8. affected my overall self-esteem	3.28	0.98	Moderately Agree
9. affected my ability to participate in extracurricular activities or social events.	3.12	1.01	Moderately Agree
10. decreased my motivation to study.	3.25	1.08	Moderately Agree
11. led to poor time management skills.	3.62	1.12	Agree
12. made me feel overwhelmed with the amount of work to be done.	3.52	0.99	Agree
13. Led to lack of focus and concentration.	3.47	0.99	Moderately Agree
14. Made me cram that makes me sleepless.	3.73	1.11	Agree
15. Led to disorganization, making it difficult for me to keep track of my assignments and other responsibilities.	3.47	1.12	Moderately Agree
Grand Mean	3.34		Moderately Agree
Average Standard Deviation		1.04	

Table 5.1. *Significant Difference on the Acts of Procrastination of the Students According to Age*

Variable	Age	N	Mean Rank	p-value	Interpretation	Decision
Age of Respondents	15-20 yrs. old	7	43.29	0.960	Not Significant	Not Rejected
	21-25	72	40.53			
	26-30	1	19.00			
Total		80				

Table 5.2. *Significant Difference on the Acts of Procrastination of the Students According to Gender*

Variable	Gender	N	Mean Rank	p-value	Interpretation	Decision
Gender of Respondents	Male	4	52.13	0.304	Not Significant	Not Rejected
	Female	76	39.89			
	Total	80				

Table 5.3. Significant Difference on the Acts of Procrastination of the Students According to Year Level

Variable	Year Level	N	Mean Rank	p-value	Interpretation	Decision
Year Level of Respondents	Third Year	40	42.03	0.556	Not Significant	Not Rejected
	Fourth Year	40	39.98			
Total		80				

Discussion

The majority of the nursing students were female, with most students in the age group of 21-25 years old. Half of the students were enrolled in Notre Dame of Midsayap College, while the other half studied at Cotabato Medical Foundation College Incorporated. The respondents were equally divided between 3rd and 4th year nursing students.

The study revealed that nursing students engage in various acts of procrastination. The most common form was browsing social media or the internet aimlessly instead of completing tasks, while engaging in physical activity as a form of procrastination was the least common. Additionally, the study found that nursing students practice procrastination to a significant extent. Students procrastinate due to various indicators. Fear of failure was identified as a significant factor where students feel overwhelmed and stressed when they have multiple tasks to complete. On the indicator, thrill-seeking, students believed that procrastination could lead to creative ideas and increased productivity while on the indicator task-related anxiety, students are experiencing stress when faced with multiple tasks. Further, students are using procrastination as a means to avoid tasks when there is lacking of energy to work on them. Among these indicators, anxiety emerged as the primary motivator for procrastination. Moreover, the study also examined the effects of procrastination on students' social development, revealing that students who engaged in procrastination often leads to cramming and sleepless nights. Moreover, the study found that there is no significant difference on the acts of procrastination of students in terms of their age, gender and year level.

Conclusion

The study concluded that the female nursing students, both 3rd year and 4th year aged between 21-25 years old comprised the highest frequency. The students agreed that the common act of procrastination done by the students was browsing social media or internet aimlessly instead of completing their task. Similarly, the students engaged into procrastination to the extent that they almost always do it because they felt anxious. Furthermore, the results showed that students moderately agreed that the effects of procrastination on their social development made them cram and makes them sleepless. There was no significant difference on the acts of procrastination of students according to the demographic profile in terms of age, gender, and year level.

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