



## Relationship between Personality Traits and Academic Procrastination

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### Abstract:

Every human person, whether working or not, must complete a variety of tasks throughout the course of a day, yet these tasks are often put off due to numerous reasons. To put it another way, procrastination is the tendency to put off or postpone doing certain tasks. When it comes to the interpsychic physical and social environment, a person's personality refers to the collection of psychological features and components inside him or her that are ordered and typically persistent. When it comes to achievement in the classroom, academic procrastination and personality qualities are seen as critical determinants. Procrastination and personality have been the focus of most of the study on students. Procrastination has been shown to have an impact on an individual's personality, academic success, and psychological well-being. In the current research, academic procrastination is linked to a person's personality. There are a number of concerns related to academic procrastination that need to be addressed. Academic procrastination is still influenced by personality, despite the fact that this has been studied before. Students in various grades and levels of schooling need to be studied further.

**Keywords:** procrastination, academic procrastination, personality traits etc.

### Introduction

As a human ailment, procrastination has long been regarded as one of the least understood. Procrastination is a problem for most individuals when they have to accomplish a daily regular chore by a certain deadline. He defined procrastination according to Lay (1986) as a propensity to postpone the start or completion of crucial activities. Procrastination is the act of putting off doing something until it causes one trouble (Solomon and Rothblum 1984). This is a highly prevalent occurrence in academic settings and has a negative impact on students' academic progress. In academic contexts, Schouwenberg and Lay (1995) claim that procrastination is characterised by late assignment submissions and late writing papers, overdue library book returns, and squandering time with other activities. An academic procrastination signifies a delay in educational activity. Academic procrastination occurs when students fail to meet their academic obligations and repeatedly put off completing assignments that should have been completed over the course of their study. Academic procrastination is often exacerbated by a lack of sleep and a high level of stress. Academic procrastination is described by Senecal et al.,



(1995) as delaying academic considerations until a time of intense stress is experienced by the person. Academic procrastination disrupts the learning process, which has a negative impact on students' grades. A variety of educational establishments, such as secondary schools, junior and senior high schools, and community colleges, have this problem. Procrastination has been shown to have a detrimental impact on one's self-esteem, as well as on one's ability to learn, succeed, and feel good about oneself (Ferrari, 2001). (Katz et al.2014). Procrastination is a problem for the vast majority of individuals, but the extent of the problem varies; some people are very procrastinators, while others are less so. It all comes down to one's own personality, which might vary greatly from person to person. It is our ideas and actions that create our personality and allow us to succeed in a variety of fields. Cognitive, behavioural, and effectual patterns are all intertwined. As defined by Hogan et al. (1996), "personality" refers to a person's inclination toward certain types of behaviour, thoughts, and feelings. Individual well-being and mental health are closely linked to this crucial personal talent (Ozer & Benet - Martnez, 2006). To put it another way, personality is a collection of core features that govern how an individual acts, thinks, and feels on a day-to-day basis. Educational success and academic performance are heavily dependent on it (Poropat 2009). Adolescents' personalities may be shaped in important ways by the learning opportunities and contexts provided by their schoolwork throughout adolescence (Bleidorn 2012; Roberts 2006).

### **Significance of the Study**

Despite the fact that procrastination is not a new problem, it has a cognitive, emotional, and behavioural component. Procrastination is an everyday occurrence in our lives. Postponing a task while knowing it will have negative repercussions is called procrastination. Academic procrastination is widespread and has a negative impact on students' grades. A kind of procrastination called as academic procrastination involves students delaying various academic tasks such as completing an assignment or filling out a form, among others. When this occurs, pupils' feelings of confidence in their own abilities and abilities to maintain self-control and discipline are all negatively impacted. Learning and academic performance are made more difficult by procrastination in academic pursuits. Every kid is unique, and as a result, their procrastination methods and patterns vary widely. A student's personality is a valuable asset in the classroom and a key factor in his or her academic achievement. Each other, as well as our personalities, play a role in our academic laziness and subsequent failure. The purpose of this research is to examine the relationship between academic procrastination and personality



qualities and to determine which personality factors are associated with academic procrastination.

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

A prevalent and passive kind of procrastination is academic procrastination. It encourages pupils to procrastinate and become apathetic and lazy. Students who procrastinate in school often do so out of worry, a desire to avoid failure, and a desire for perfection. Academic procrastination has been linked to both good and bad personality qualities, according to several research. Positive personality qualities have been linked to higher academic achievement, according to research (Medford & McGeown 2012; Poropat 2009). Several studies have shown a strong link between the Big Five personality qualities and academic achievement (Steel, 2007; Eerde, 2003; Furnham, Nuygards & Chamorro - Premuzic, 2013), and the majority of these studies are based on the Five-Factor Model of personality. Researchers found that the Big Five factors of personality were strong predictors of academic accomplishment or grade point average in a research by Komarraju et al. (2009). (GPA). Open, conscientious, neurotic and amiable students wanted better GPAs than their closed counterparts, according to him. Academic accomplishment is also influenced by other components of personality, such as friendliness and emotional stability, as well as coarseness (Duckworth et al., 2007). These two unfavourable behaviours are strongly linked, and procrastination is one of them. Neuroticism, conscientiousness, and procrastination were studied by Johnson and Bloom (1995) in a study of university students. They discovered that procrastination is closely associated with both neuroticism and conscientiousness. In terms of procrastination, neuroticism has a favourable correlation with impulsiveness and susceptibility, which are key indicators. Neuroticism, which encompasses features such as sadness and self-awareness, was shown to be a substantial predictor of procrastination in a research by Watson (2001). McCown et al., (1987) established a curvilinear association between procrastination and neuroticism in a research that demonstrated that those with high neuroticism had high procrastination scores. As a result, McCown and Johnson (1991) found that neuroticism is linked to total study time as well as to overall procrastination scores, as well as excessive anxiety and lack of confidence in one's capacity to prepare. Take into account, as well, that academic procrastination was definitely and substantially associated with neuroticism.

### **Conclusion**

Some personality qualities are highly linked to procrastination and academic procrastination, whereas other personality traits are either negatively linked or not linked at all, according to the results of the study. The growth of procrastination and academic procrastination is mostly a result of a person's disposition.

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