

Relationship Between Personality Traits and Academic Procrastination Among College Students: A Correlational Study

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Abstract

In this study, the relationship between Personality Traits and Academic Procrastination of one hundred undergraduate students was investigated. The study was conducted with 100 Indian students who were engaged in different educational programmes of graduation at various higher education centres of Lucknow, Uttar Pradesh and Delhi, India. The age of participants ranged from 18 to 25 years. Data collection tools included the Procrastination Assessment Scale for Students (Rothblum & Solomon, 1984) and the Big Five Inventory. Correlational analysis revealed that academic procrastination was found to have a negative correlation with extraversion alone, while it did not significantly correlate with the other Big Five qualities (conscientiousness, agreeableness, openness, and neuroticism). These findings suggest that extraversion may mitigate undergraduate students' inclination for academic procrastination.

Keywords: Big Five Factors, Personality, Academic Procrastination, College students

Introduction

Personality is defined as "a set of psychological traits and mechanisms within the individual that are organized and relatively enduring and that influence his or her interactions with, and adaptations to, the intrapsychic, physical, and social environments." (Buss & Larsen, 2005) One of the most widely accepted theories describes personality in terms of the degree to which we exhibit each of the Big Five personality traits. **The Big Five Model of Personality** entails extraversion, neuroticism, agreeableness, conscientiousness, and openness to experience (Costa & McCrae, 1992).

- **Openness to Experience** evaluates a person's level of imagination, creativity, pragmatism, or groundedness.
- **Conscientiousness** measures the preference for an ordered lifestyle over a spontaneous one.
- **Extraversion** quantifies the inclination to exhibit happy emotions, seek out pleasant emotions from others, and look for stimulation in the outside environment.
- **Agreeableness** reflects being cooperative, amiable, kind, and focused on upholding good social relationships.
- **Neuroticism** measures the tendency to experience mood swings and feelings like guilt, anger, anxiety, and despair.

Procrastination is characterized by the avoidance of goal-directed actions and a tendency to prioritize short-term gratification over long-term goals (Tuckman, 1991) It is a complex interaction of behavioral, cognitive and effective components (Rothblum & Solomon, 1984). Different types of procrastination have been studied including, academic procrastination, neurotic procrastination, compulsive procrastination, and decisional procrastination, with academic procrastination ranking highest among them (Aghadelavarpour & Jokar, 2007). Academic procrastination is defined as "the habitual and intentional delay in initiating or completing academic tasks, even when faced with potential negative outcomes." (Lay, 1986) Three requirements were put forth by Olafson, Schraw & Wadkins (2007) for a behavior to be considered academic procrastination: it must be counterproductive, unnecessary, and delaying. Procrastination is a pervasive self-regulatory failure affecting approximately half of the student population (Carlbring & Rozental, 2014). Approximately 70% to 95% of college students engage in academic procrastination to some degree (Steel, 2007). As student's progress through college, the tendency to procrastinate tends to increase, with seniors procrastinating the most compared to freshmen (Glick, Semb & Spencer, 1979).

Academic procrastination can have a major impact on students' academic achievement and general well-being, making it an important problem in the college setting. Studies indicate that putting off tasks might lead to poorer academic performance as well as elevated stress, anxiety, and depressive symptoms (Steel, 2007). According to Kim and Seo (2015), academic procrastination among college students is associated with a low GPA, increased stress, and a poor sense of satisfaction with academic life. Prolonged procrastination can cause negative emotions such as guilt, shame, and low self-esteem, which can exacerbate the procrastination loop. (Baumeister & Tice, 1997). Additionally, academic procrastination can impair academic performance, which can have a detrimental effect on motivation and self-efficacy. Tuckman (1991) found that procrastination is linked to poorer academic performance and grades, which can increase procrastination and diminish motivation in a vicious cycle. Fear of failure and task aversion emerge as primary factors contributing to procrastination. Students may procrastinate due to fear of failure, marked by evaluation anxiety, perfectionism, and low self-esteem, or due to task aversion, related to laziness and task unpleasantness (Rothblum & Solomon, 1984). Additional factors that contribute to procrastination include avoidance and complexity of tasks, specific personality qualities, social interactions with peers, and engaging in more engaging activities that could cause the activity to be delayed (McCloskey, 2011). Most scholars in recent years have looked into and correlated personality traits with academic procrastination and academic achievement using the Big Five Trait Model.

Several studies have discovered that in academic contexts, procrastination is negatively correlated with conscientiousness (Steel, 2007). Research has demonstrated that college students with lower conscientiousness scores were more prone to participate in academic procrastination. (Rothblum & Solomon, 1984). Academic procrastination has also been consistently positively correlated with neuroticism across multiple studies (Steel, 2007). This association was shown by Baumeister and Tice's (1997) research, which highlighted the propensity of highly neurotic people to engage in avoidance behaviours, such as procrastinating, when confronted with academic work. The relationship between procrastination and agreeableness is inconclusive, with conflicting findings in different studies. While some studies have revealed a positive association between the two variables in university students (Van Eerde, 2003), few researchers have established a negative correlation (Day & Sullivan, 2000). The meta-analysis of Steel (2007) also discovered conflicting findings about the connection between agreeableness and procrastination, suggesting that further studies are required to fully understand the relationship. The

correlation between procrastination and openness to experience varies among studies. Some studies have suggested a positive relationship between these two variables, indicating that individuals who are more open to new experiences may be more prone to academic procrastination (Fogel & Rabin, 2011). However, other studies have found no significant correlation between openness to experience and academic procrastination (Levison & Milgram, 1998). The correlation between extraversion and academic procrastination is not as strong or persistent. No clear relationship was found between extraversion and academic procrastination among students, indicating that extraversion may not be a reliable indicator of procrastination behaviour in academic contexts. (Fogel & Rabin, 2011).

Literature Review

Understanding how personality traits can affect a student's tendency to put things off in their academic life is important. It helps to understand why people behave the way they do in educational settings. These traits, which make each person unique, have a big influence on all areas of life, including studies. Aristotle said, "Knowing yourself is the beginning of all wisdom," meaning that self-awareness and understanding yourself are key to doing well in life, including academics. Many students struggle with procrastination. Researchers have been studying procrastination for a long time, and they've found that our personality traits can play a role in whether or not students procrastinate. By looking at how different personality traits are linked to procrastination, it can be learned more about why some people put things off more than others. Studies done on this topic can be useful for teachers, counselors, and anyone else who works with students. By learning more about how personality traits affect procrastination, improved strategies can be developed to help students manage their time and be more successful in their academics and career.

Dianne Tice and Roy Baumeister (1997) investigated the long-term effects of procrastination on academic performance, stress levels, and overall health. They recruited a bunch of college students to participate in their research, and the students filled out surveys at the beginning and end of a semester. These surveys measured how much the students procrastinated, how well they did in college, how stressed they were, and if they had any health issues. The results showed that students who procrastinated more had higher stress levels, lower grades, and were more likely to have health problems compared to those who procrastinated less. Interestingly, chronic procrastinators also reported feeling less happy overall. Some people even thought that procrastination helped them feel less stressed in the short-term, even though it had negative effects in the long run. However, the study found that the short-term stress relief didn't outweigh the negative consequences of chronic procrastination in the long run. The study emphasizes how procrastination is often linked to self-regulation issues like low self-esteem and fear of failure. This suggests that effectively managing our emotions and setting realistic goals are super important for good time management.

Timothy A. Pychyl, et al., (2000) conducted a study that examined the negative impact of procrastination on academic success and personal wellbeing. They emphasized the importance of understanding the emotional experiences associated with procrastination. The participants, who were all undergraduate students, kept an electronic journal several times a day for five days, recording their feelings and indicating whether they were procrastinating or not. The study found a strong correlation between procrastination and emotions. The participants reported feeling unpleasant emotions like guilt, worry, and irritation more frequently when they were procrastinating compared to when they weren't procrastinating. Additionally, they experienced less positive emotions during procrastinating periods. The research emphasizes the significance of comprehending and tackling the underlying emotional and motivational factors that drive

procrastination behavior.

Piers Steel (2007) did a meta-analysis on procrastination and tried to figure out what makes people do it. The review talks about how our brains work when we put things off. It also talks about this idea called temporal motivation theory, which says that people don't want to do stuff right away if they think they can get more out of it later on. The author thinks that emotions play a big role in procrastination, too. Like, when we feel bad or don't think we can do something, we're more likely to put it off. And the fear of not doing well or failing at something can also make us procrastinate. The study also highlights how procrastinating affects us as people. It can make us feel worse about ourselves and affect our grades and jobs. The study highlights the effects of timing, reward, and task aversiveness on people's tendency to procrastinate at different times.

Rosário Costa et al. (2009) set out to investigate how academic procrastination is related to different personal, college, and family factors. They recruited a sample of college students for their study. The researchers found that there were strong connections between academic procrastination and various personal, college, and family variables. For example, lower self-efficacy, lower motivation, and poorer self-regulation skills were all associated with more academic procrastination. Furthermore, students who felt less supported by their teachers and who had a negative view of their academic abilities were more likely to engage in procrastination. Interestingly, academic procrastination was also linked to family factors such as non-intact family structures and reduced parental involvement. This study emphasizes how important it is to grasp how self-efficacy beliefs and setting goals can help us fight off procrastination.

Katrin Klingsieck (2013) investigated if procrastination in academic settings is different from that in other areas of life. A sample of university students was used in the study where they self-reported on their academic procrastination levels and procrastination in other areas, like personal goals, house chores and leisure activities. The findings showed a positive correlation between academic procrastination and procrastination in other aspects of life. People who reported higher levels of academic procrastination were also more likely to procrastinate in other parts of their lives. The study also found that a few factors, like self-control and time management, affected procrastination in different areas of life. People who struggled with managing their time and had lower self-control were more prone to procrastinate in both academic and non-academic settings. The study helps us see procrastination as more than just a simple problem by focusing on the various aspects of procrastination including its cognitive, emotional, and motivational sides to give us a well-rounded understanding of why people do it.

Alexander Rozental, et al., (2014) give us a comprehensive overview of procrastination, looking at what causes it and what can be done to help people deal with it. They consider different ways of thinking about procrastination, like cognitive-behavioral, motivational, and affective ones. They point out that procrastination can be linked to things like having low self-efficacy, being afraid of failing, being a perfectionist, and having a hard time controlling impulses. The paper stresses that procrastination, which is basically when people can't manage their own behavior, can be helped by using cognitive-behavioral strategies, like treating yourself with kindness and being more mindful, as well as using digital tools to help. This study explored whether online cognitive behavioral therapy (CBT) could help combat procrastination. The researchers were interested in how well these online programs work and if they could be a useful tool for helping people manage their time better.

Chooi Seong Lai, et al., (2015) explored the connection between personality traits and procrastination among college students. The sample size consisted of 148 undergraduates, with 52 males and 96 females. The study found that Diploma Year 2 students were most likely to procrastinate academically compared

to Degree 2 and Degree 3 students. On the other hand, Degree Year 2 students were least likely to procrastinate compared to Degree Year 1 and Degree Year 3 students. However, the correlation analysis did not reveal any significant association between personality types and procrastination. Moreover, the independent sample t-test showed no significant gender differences in academic procrastination among college students. The researcher finds that when people are super focused on being perfect, it can make them delay tasks, which can hurt their overall productivity in the long run.

Hakan Karatas (2015) focused on whether there's a link between college students' procrastination habits and their academic achievements. The research also looked into how personality traits and academic success might vary between genders and based on students' grades. The sample size included 475 undergraduates. To collect data, they used Tuckman's 16-item Academic Procrastination Scale (APS) and the Big Five personality trait scale. The correlation analysis revealed that academic achievement is positively associated with conscientiousness and agreeableness. On the other hand, academic procrastination is negatively associated with conscientiousness and extraversion. The study also found that neuroticism is negatively related to agreeableness while all other personality traits - conscientiousness, agreeableness, extraversion, and openness - are positively associated with each other. In terms of gender, only the extraversion aspect of the Big Five personality trait was found to have a significant difference, with female students performing better in academic achievement. When it came to grades, third and fourth graders had higher academic performance compared to second graders. The study goes back to the roots of procrastination, suggesting that it might've been useful for our ancestors in certain situations.

Eun Hee Seo's and Kyung Ryung Kim (2015) study aimed to clarify the link between academic success and procrastination considering previous research that produced conflicting results. The meta-analysis was based on 33 recent studies that met the selection criteria. All studies relied on self-report measures to assess procrastination and academic performance. The analysis revealed a negative correlation between the two variables, meaning that as one increased, the other decreased. However, the study also found that the measures of procrastination used, performance indicators, and demographic factors all influenced the strength of this relationship. The results suggest that future research should focus on developing more precise measures of procrastination and consider the impact of these factors when investigating the link between academic success and procrastination. The study shows how our personality and the world around us affects our tendency to procrastinate. It gives us new ideas about how to be more productive as individuals.

Lohyd Terrier, et al., (2017) conducted a study to investigate how five specific personality traits affect procrastination, and if there are any differences between active and passive procrastination when it comes to academic achievement. They collected data from a sample group and analyzed it thoroughly. The results showed that there is a connection between all five personality traits and both active and passive procrastination. Interestingly, some traits, like extraversion and neuroticism, seemed to have a positive relationship with active procrastination. Furthermore, active procrastination was found to be a better predictor of academic performance than passive procrastination. The study suggests that active procrastination might not be as effective as previously thought.

Piers Steel, et al., (2017) conducted a meta-analysis of various studies investigating the link between the Big Five personality traits and academic procrastination. These studies used both self-report measures of academic procrastination and personality traits. The results showed a strong correlation between certain personality factors and academic procrastination. Specifically, higher levels of procrastination were consistently associated with low conscientiousness and high neuroticism. However, the relationships

between procrastination and traits like extraversion, agreeableness, and openness to experience were either weaker or not present at all. The study sheds light on the complex relationship between fear of failure and the pursuit of perfection, showing how this affects procrastination habits in people who really want to do their best.

Elmira Ghasemi, et al., (2017) research focused on the connection between time management and the five main personality traits, and how they relate to academic procrastination. To carry out the study, the necessary tools and sample groups were also involved. The findings indicated a positive correlation between both the variables. Furthermore, a positive correlation was established between academic procrastination and the five personality traits, as well as time management abilities. The paper delves into the multifaceted nature of procrastination by looking at how it's influenced by cognitive, behavioral, and emotional factors.

Yogi Saraswati et al., (2017) explored the connection between self-efficacy, the Big Five personality traits, and academic procrastination among college students in their 2017 study. They recruited 207 undergraduate students as their participants for the study. These participants completed three surveys: the Big Five Inventory, an academic self-efficacy questionnaire, and an academic procrastination scale. After crunching the numbers, the researchers found that self-efficacy, extraversion, conscientiousness, and neuroticism were all significant predictors of academic procrastination among college students. Interestingly, the study also revealed a negative correlation between academic self-efficacy and academic procrastination, meaning that as one increased, the other decreased. Furthermore, extraversion and conscientiousness had a positive significant relationship with academic procrastination, while neuroticism had a negative significant relationship. Agreeableness and openness, on the other hand, didn't seem to have much of an impact on academic procrastination. It gives us a better idea of what's going on in our brains when we procrastinate. This could lead to new ways to help people stop procrastinating and get things done. It's not just about setting better goals or having more self-discipline; it's about understanding the psychological factors that play into it.

Godwin Ocansey et al., (2020) studied how different personality types affect academic procrastination among undergraduate students in Ghana, filling a gap in existing research that mostly focuses on Western and developed countries. Through correlational and multiple regression analyses, the study finds that there's a significant negative association between academic procrastination and personality traits like openness, conscientiousness, extraversion, and agreeableness. However, neuroticism shows a positive relationship with academic procrastination. Moreover, neuroticism and openness turn out to be the most influential predictors of academic procrastination, with neuroticism being the strongest one. These findings highlight the importance of considering personality traits when addressing academic procrastination among students.

Harshita Khosla's (2021) study explored the relationship between academic procrastination and personality traits in college students. The variables examined were academic procrastination and the Big Five personality traits. The sample size was 100 students. The McCloskey Academic Procrastination Scale and Costa and McRae's NEO-FFI Personality Inventory were used as instruments to measure academic procrastination and personality traits, respectively. The results revealed that, apart from conscientiousness, there was no significant correlation between academic procrastination and other personality traits. This suggests that individuals who score high on conscientiousness tend to be more disciplined and show lower levels of academic procrastination, while those who score low on conscientiousness exhibit higher levels of procrastination. Interestingly, research has also shown that gender does not play a significant role in

academic procrastination despite variations in personality traits among genders and differences in one particular personality trait, neuroticism, based on academic performance. This study is significant because it used neuroscience to explain how mindfulness helps with procrastination. It talks about how mindfulness changes the way our brains work, making us better at focusing and dealing with stuff we've been putting off.

Rationale of the study

The relationship between personality traits and academic procrastination in college students has been a topic of growing interest in recent years. Academic procrastination, which is the act of putting off academic tasks despite knowing the negative consequences, is common among college students. It can lead to lower grades and higher stress levels.

Personality traits, as defined by Costa & McCrae (1999), are enduring patterns of thoughts, feelings, and behaviors that make up an individual's unique psychological makeup. Research suggests that certain personality traits might make people more likely to procrastinate on their work. For example, a study by Ferrari, Johnson, and McCown (1995) found that people who score high in neuroticism, meaning they tend to worry a lot and doubt themselves, are more likely to procrastinate. The Big Five personality traits - extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience - have also been studied in relation to academic procrastination. In a meta-analysis by Ferrari & Steel (2013), they found that low conscientiousness and high neuroticism were consistently linked to higher levels of academic procrastination.

Understanding these connections is important because it can help us come up with ways to help college students stop procrastinating and do better in school. If we can figure out which personality traits make someone more likely to procrastinate, we can design interventions that address those specific issues. For instance, if we know someone is high in neuroticism, we can help them manage their anxiety and self-doubt in a healthier way. Furthermore, studying how specific personality traits influence different aspects of academic procrastination, like task initiation, time management, and self-regulation, can give us insights into what's really driving people to put things off. A study by Rozental et al. (2014) found that people high in neuroticism were more likely to procrastinate because they were afraid of failure and had negative self-evaluations. Therefore, understanding the relationship between personality traits and academic procrastination among college students is important because it can help us come up with ways to improve academic performance and mental health. By looking at how personality factors contribute to procrastination, researchers can design targeted interventions that address these issues and help students succeed in college.

Methodology of Study

Objective

This study aims to investigate the relationship between the levels of big five personality traits and propensity to engage in academic procrastination among a sample of college students.

Hypothesis

- Academic procrastination does not significantly correlate with any of the Big Five personality traits in undergraduate students.
- Academic procrastination significantly correlates with at least one of the Big Five personality traits in undergraduate students.

Operational Definition

- **Personality-** Personality can be defined as "a set of psychological traits and mechanisms within the individual that are organized and relatively enduring and that influence his or her interactions with, and adaptations to, the intrapsychic, physical, and social environments", (Buss & Larsen, 2005)
- **Academic Procrastination-** "The habitual and intentional delay in initiating or completing academic tasks, even when faced with potential negative outcomes", (Lay,1986).

Variables

- Independent variable: Personality Traits
- Dependent variable: Academic Procrastination

Research Design

Correlational research

Sample

The study was conducted on one hundred Indian students who were engaged in different educational programmes of graduation at various higher education centres of Lucknow, Uttar Pradesh and Delhi, India. The sample consisted of one hundred undergraduates. The age of participants ranged from 18 to 25 years. The participants were contacted in person and through emails and after taking their consent, questionnaires were administered.

Sampling Technique

Convenient sampling technique was employed for the present study.

Inclusion criteria:

- Participants within the age range of 18 to 25 years.
- Participants enrolled as undergraduate college students.

Exclusion Criteria

- Individuals not currently enrolled in undergraduate programs.
- Participants with severe mental or physical health conditions.

Data Collection Tools

1. Procrastination Assessment Scale-Students (PASS)-

The PASS is a 44-item instrument designed by Laura J. Solomon and Esther D. Rothblum in 1984. It is a self-report questionnaire used to measure academic procrastination tendencies in individuals aged 18 and above. The PASS is divided into two parts; the first part measures the prevalence of procrastination in six academic areas, and the second part assesses reasons for procrastination. The 5-point Likert-type scale scores (from 1 to 5) are totalled for individual academic tasks (resulting in scores between 2 and 10) and aggregated across the six academic domains (yielding scores ranging from 12 to 60). The six dimensions of the Procrastination Assessment Scale (PASS) are: Writing papers/assignments, Studying for exams, Keeping up weekly reading assignments, Academic administrative tasks, Attendance tasks, School activities in general.

2. Big Five Inventory-

Oliver P. John, Ph.D., in collaboration with Martinez and John, developed the Big Five Inventory to evaluate the personality of individuals aged 18 and above. The 44 item inventory is a standardized and dependable tool that measures personality traits based on the Big Five model: openness, conscientiousness, extraversion, agreeableness, and neuroticism. Test-takers express their level of agreement or disagreement

on a 5-point Likert scale in response to these descriptors. The scale provides insights into individuals' typical patterns of thoughts, feelings, and behaviours across these five dimensions.

Administration

For the study, one hundred undergraduates with a range of academic backgrounds were gathered. The goal, methods, and confidentiality of the study were explained to the participants. They expressed their desire to participate by signing consent forms. The participants filled out the Big Five Inventory and the Procrastination Assessment Scale for Students in a controlled setting to guarantee accuracy and consistency. The association between personality factors and academic procrastination was investigated using correlational analysis.

Results and Inference

The descriptive statistics revealed the mean and standard deviation scores of college students on the Academic Procrastination Scale and the Big Five Inventory. As displayed in table 1, the overall mean score of academic procrastination of college students was recorded at 52.88. The overall standard deviation score of academic procrastination of college students was recorded at 10.98. The component of openness to experience had the highest mean score of 37.01 among university students on the Big Five personality traits. This was followed by agreeableness at 31.78, extraversion at 23.91, conscientiousness at 27.58, and neuroticism at 26.76, respectively.

A Pearson Correlation analysis was conducted to study the association between personality traits and academic procrastination in undergraduate college students. As displayed in table 2, a low negative correlation between academic procrastination and extraversion was found in undergraduate students ($r=33$, $p<.05$). Negligible but significant negative correlation between academic procrastination and conscientiousness was found in undergraduate students ($r=28$, $p<.01$). No significant correlation between academic procrastination and other personality traits, including openness, agreeableness and neuroticism was found in undergraduate students.

Table 1.

Descriptive Statistics showing the mean and standard deviation scores of undergraduate students on the Academic Procrastination Scale and the Big Five Inventory.

Variables	Mean	Standard Deviation	N
Openness	37.01	4.29	100
Conscientiousness	27.58	5.06	100
Extraversion	23.91	4.98	100
Agreeableness	31.78	6.01	100
Neuroticism	26.76	5.69	100
Writing Term Paper	9.25	2.25	100
Studying for Exams	9.70	2.70	100
Weekly Assignments	9.28	2.72	100
Administrative Tasks	7.83	3.00	100
Attendance Tasks	8.23	3.06	100

General School Activities	8.58	2.53	100
Academic Procrastination	52.88	10.98	100

Table 2.

Pearson Correlation between Personality Traits and Academic Procrastination in undergraduate college students.

Variables	P1	P2	P3	P4	P5	P6	P7
O	.142	.145	.046	-.027	.065	.175	.127
C	-.102	-.279	-.345**	-.175	-.099	.135	-.282
E	-.101	-.242	-.358	-.186	-.249	.181	-.331**
A	.088	.068	-.033	.012	.055	.067	.030
N	.153	.102	.115	.019	.177	.105	.164

**Correlation is significant at the 0.05 level (2 tailed)

Discussion

The aim of the present study was to investigate the relationship between personality traits and academic procrastination among 100 Indian undergraduate students who were engaged in different educational programmes of graduation at various higher education centres of Lucknow, Uttar Pradesh and Delhi, India. The Big Five Inventory by John Oliver and the Academic Procrastination Scale by Laura J. Solomon and Esther D. Rothblum were the instruments used to gather the data.

The findings revealed that personality traits were not significantly correlated with academic procrastination of college students. Along the extraversion dimension, negative correlation with academic procrastination was established, indicating that college students who are more extraverted are less likely to procrastinate academically. The negative relationship between extraversion and academic procrastination indicated that students who are outgoing, sociable and proactive in their work are less likely to procrastinate on academic tasks like studying for exams or writing assignments.

No significant correlation was established between academic procrastination and the other four dimensions of the personality traits, including agreeableness, conscientiousness, neuroticism, and openness. The results align with the findings of Klassen & Krawchuk (2008), who found that although procrastination may be caused by a variety of circumstances, academic procrastination may not always be predicted by the Big Five personality traits. According to Solomon & Rothblum (1984) academic procrastination is a complex interaction of cognitive, behavioural, and affective components. This suggests that factors other than these personality traits may be influencing academic procrastination in university students. The hypothesis formulated was that there will be a significant relationship between academic procrastination and at least of the big five personality traits. Since extraversion is negatively correlated with academic procrastination, this implies that the hypothesis is accepted.

The results of this study add to the pool of existing literature by emphasising how crucial it is to take particular personality traits—like extraversion—into account when figuring out why undergraduate

students engage in academic procrastination. Extraversion was the only component that showed a statistically significant unique contribution to predicting academic procrastination. This finding is in line with the research of Tice and Baumeister's (1997) which demonstrated that extraverts were less prone than introverts to engage in academic procrastination. Chu and Choi (2005) supported this finding, indicating that extraversion was linked to decreased levels of academic procrastination in college students. One possible explanation is that extraverts are more likely to seek out social interaction and stimulation, which may include engaging with academic tasks in a timely manner to free up time for social activities. Additionally, extraverts may thrive in environments where they can interact with others, such as study groups or collaborative projects, which could provide additional motivation to tackle tasks early on. The observed inverse relationship between extraversion and academic procrastination suggests possible directions for intervention tactics. To lessen students' procrastinating tendencies, institutions and instructors can think about designing support systems that capitalise on extraversion attributes. Since there aren't strong links between academic procrastination and other personality traits, it seems like there's more room for research into these connections. Finding out how different factors can affect procrastination could give us a better understanding of the issue and help us come up with even better ways to help students succeed in combating their procrastinating tendencies and to excel academically.

Implication

The findings of this research raise some interesting questions about how undergraduate students' personalities and their tendency to procrastinate academically are connected. It seems that extraverts are less likely to procrastinate in an academic setting, as there is a negative relationship between extraversion and academic procrastination. This suggests that extraversion, which is characterized by traits like being outgoing, assertive, and enthusiastic, may actually help prevent procrastination in the classroom. On the other hand, the study found that the other Big Five personality traits—agreeableness, conscientiousness, neuroticism, and openness to experience—do not appear to significantly correlate with academic procrastination. This means that these traits might not have a direct effect on undergraduate students' tendencies to put things off when it comes to academic tasks.

These results contradict previous studies that suggested that procrastination might be linked to traits like neuroticism and conscientiousness. All in all, these findings emphasize the importance of taking into account individual personality differences when trying to understand and address academic procrastination. In particular, the role of extraversion as a potential protective factor deserves further attention.

To better understand why students procrastinate and how to help them overcome it, more research is needed to explore how their personalities play out in academic settings. This could lead to the development of targeted strategies and interventions that address the specific needs of individual students, helping them overcome procrastination and achieve their academic potential.

Conclusion

In conclusion, the study looked at how personality traits are related to academic procrastination in 100 undergraduate college students. The results indicated a strong negative correlation between extraversion and academic procrastination, meaning that people who are more extraverted tend to procrastinate less. However, there wasn't much of a connection between procrastination and the other Big Five personality traits: agreeableness, conscientiousness, neuroticism, and openness to new things. This suggests that

extraversion might play a special role in helping people avoid procrastinating on their academic tasks. But there might be other factors at play too. To understand these better, more research is needed. Overall, it is important to keep in mind that everyone is different, and what works for some people might not work for others when it comes to managing their time and excelling academically.

Directions for Future Research

Based on these findings, future researchers should dive deeper into the relationship between academic procrastination and personality factors. To gain a more thorough understanding, they could consider investigating potential moderating variables that might influence the correlations identified.

Furthermore, using longitudinal or experimental research designs would help researchers better understand the causal mechanisms behind procrastination and personality traits. Including additional personality tests beyond the Big Five Inventory might also provide a clearer picture of complex relationships between certain characteristics and procrastination tendencies.

Finally, considering contextual or cultural factors could give us a more nuanced understanding of why some individuals procrastinate more than others. In addition, incorporating other variables besides personality traits, such as self-efficacy, motivation, and coping mechanisms, could contribute to the development of a more comprehensive framework for understanding and treating academic procrastination in undergraduate students.

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