PROCRASTNATION AS A FACTOR FOR INFLUENCING STUDENTS ACADEMIC ACHIEVEMENT: A CASE FOR ETHIOPIAN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT: *One of the focal errands of an educational psychologist has been to reveal factors that enhance or hinder students' academic achievement. Accordingly, educators identified the factors that promote or hinder the success of students in the higher education institutions. Among the factors procrastnation is considereded as the key important variable in affecting learners academic performance. The present study was conducted to examine the relationship of studentsprocrastnationto their academic performance. The participants of the study were 400 ethiopian higher education sudents. Data were gathered through questionnaire and docment. The questionnaire were employed to gather relevant data regarding the learners procrastnationto their academic performance and document were employed to collect students GPAs. The data were analyzed using the pearsoncorreational analysis. The correlational analysis revealed that procrastnationand significantly and negatively correlated with academic performance. Moreover, an independent sample t-test were employed to see wether there is significant mean difference on students academic performance as a function of students smoking habit. The result of the independent sample t test depicted that there is no significant mean difference on students academic achievement as a function of smoking habit.Based on the present study findings, the conclusion made was students tend to improve their academic performance when they avoid the habit of procrastination in their teaching and learning process. Based on the conclusion, the recommendation forwarded was time management workshops can be arranged to address task averseness as a reason for procrastination*

Key Words: procrastnation, academic performance.higher education institutions

Introduction

Because of procrastination having timeless starting points and being a typical dialect term, scientists characterize procrastination in a huge number of ways. At present, there is no supreme agreement among scientists for procrastination's definition in light of the fact that distinctive analysts feature different parts of the conduct. Be that as it may, the definition has developed as more research has been directed, and in this way, a more profound comprehension of procrastination has been looked into.

Procrastination is an unavoidable human occasion that there are more than 600 self-improvement guides tending to answers for this marvel (Ferrarri,2010). This conduct is significant to the point that in 2010 alone, 120 new books were composed and distributed on this subject (McRaney, 2010). Despite the fact that procrastination is a typical event, the conduct isn't completely comprehended.

Research has reliably exhibited that procrastination is one of the greatest dangers to the academic performance of the learners at every academic level. By the by, the vast majority of the current writing has concentrated on procrastination on college students. It has been evaluated that 70% of college students procrastinated on scholarly errands in any event at times(Ellis, and Knaus (1977) and half detailed as procrastinate about portion of the time or more (Onwuegbuzie,2004).

Procrastination in scholarly circumstances is an extremely basic marvel; late investigations demonstrate that 70% of the college learners report procrastination as being a characteristic to their scholastic exercises (Schouwenburg, Lay, Pychyl, Ferrari, 2004).

Onwuegbuzie(2004), for example, revealed that it is a critical issue on graduate students' academic performance, as well. Unique in relation to college students, they procrastinate more on keeping up week after week perusing assignments (60%) than on composing a research paper (42%) and considering for examinations (39%).

There are numerous investigations demonstrating that students who make academic procrastination face with different negative aftereffects of this conduct (Burka and Yuen, 1983; Kandemir, 2010). Academic procrastination conduct has negative outcomes, for example, academic failure (Burka and Yuen, 1983;

Ferrari, Johnson and McCown, 1995; Knaus, 1998), falling behind in the class (Rothblum, Solomon and Murakami, 1986), not going to the school and dropping out the school (Knaus, 1998).

In spite of the fact that students' procrastnation and academic performance regularly looked into, there is a lot to be investigated. What's more, there is a noteworthy absence of writing in Ethiopian setting with respect with the impacts of procrastination on academic performance of higher education students.

It is trusted that the present study will add to research to help instructors and policy makers in designing interventions custom fitted to an individual student's particular profile and needs to limit academic procrastination that improves their academic performance.

The present study attempted to handle this issue through answering the following sets of questions:

- Are there statistically significant relationship between students' procrastination and academic performance?
- Are there significant mean differences in students' academic achievement as the function of students smoking habit?

The major purpose of this study was to examine the relationship procrastination and academic acievemnt of Ethiopian Higher education students' specifically the purpose of this study was to:-

- Examine the reationship between procrastination and academic performance.
- To examine whether there exist significant mean difference in Ethiopian Higher education students' academic achievement as the function of students smoking habit.

METHOD

Research Design

Likewise, to achieve the purpose of the study and to answer research questions, this study is principally organized around a cross sectional survey research design. The reason behind selecting this design is, primarily it is "…the most commonly used design in the social science" (Kumar, 1996:81). The second reason is that a cross sectional survey research design is best suited to studies intended at finding out the prevalence of a phenomenon, circumstance to problem of attitude or issue by taking cross section of the population.

Participants

The target population of this study has been university students of Wolkite University, Jimma University and DebrebrhanUniverity. These students are from different batches (years) of undergraduate regular program of 2017/2018 academic year. The present study employed on the sample size determination proposed by Krejcie and Morgan(2012). Accordingly, for the population up to one million the required sample size is 384. In order to respond to non-responses, the sample size had increased by a non-response insurance factor. Thus, allowances of 10% non-response rate make a total sample of 422. So as to select the desired sample from the population of each universities proportional random sampling were employed. The total number of students in these selected in the three universities was 422. Of which 290 were male and 132 were female. Although the questionnaire was administered to all the students of the selected samples, 10 students didn't return the questionnaire, 4 were incomplete and 8 students GPAs were incomplete. Consequently, the analysis was done based on the date obtained from 400 students. From the total 400 sample, there were 258 males and 142 females respectively.

Instruments

In this study, to gather relevant date, questionnaire and document were used. The questionnaire was used to collect date regarding learners' procrastnation. Document was used to collect students' GPAs.

Procrastination Scale: The procrastination scale was adapted from Lay (1986). In the scale there are 16 questions. The scale ranges from (1) "extremely uncharacteristic" to (5) "extremely characteristic." Based on Cronbach alpha reliability estimation of the present study the questionnaire had internal consistency of 0.866.

Data Analysis

After all to answer the to the first research question, Pearson correlation coefficient was used to investigate the relationship between the selected variables. To answer the second leading question independent sample t test were employed to see whether there is significant mean difference on academic achievement of higher education students as a functions of smoking habit.

RESULTS
Socio-demographic Context of Participants of the Study
Before turning to the foremost analyses of the study, the main socio-demographic characteristics of the respondents are summarized in Table 1 below

Table 1
Characteristics of Demographic Variables (N=400)

Variable		N	Percentage
Gender	Male	248	64.5
	Female	142	35.5
Smoking habit	Non-smoker	388	97.0
	Smoker	12	3.0

As it is clearly indicated in Table 1, a total of 400 regular Ethiopian higher education students have been included from three government universities. The sex distribution of participants was: 248(64.5%) male and 142 (35.5%) female.

As it is shown in the above table,388 (97.0%) of the respondents identified themselves as non-smoker whereas 12 (3.0%) of them reported as they are smokers. This depicts that the majority are categorized as non -smokers.

Relations between studentsprocrastnaion and academic achievement
Table 2 presented the means, standard deviation, and Pearson coefficients for procrastination and academic performance. The result of the correlational analysis summarized in table 2 revealed the following aspects of interest. Procrastination was negatively and significantly correlated with academic performance ($r=-.305, p<0.01$).

Table 2: Means, Standard Deviations and Correlation Coefficients for Procrastination and Academic Performance (n=400)

Variables	Mean	SD	Correlation coefficients
			Procrn
Procrn	51.7475	6.03073	
AA	2.1514	.46175	-.305**

**$p<0.01$

Whereas, Procrn: Procrastination; and AA: Academic Achievement

Mean score differences in students smoking habit on the pattern of Ethiopian higher education student's academic achievement.
An independent-samples t-test was conducted to compare the academic achievement scores for smoking habit (Table 3). There was no significant difference in scores smokers (M = 2.1375, SD = .38205) and non-smokers (M = 2.1518, SD = .46440); t (398) =. 106, p = .916(two-tailed). The magnitude of the differences in the means (mean difference = .01430, 95% CI: -.25210 to.28071) was very small (eta squared =.005).

Table 3
Results of independent samples t-test and Descriptive Statistics for Academic Achievement Score as a function of smoking habit.

	Smoking habit						95% CI for Mean Difference		
	Smoker			Non-smoker					
	M	SD	N	M	SD	N		t	df
Academic Achievement	2.1375	.38205	12	2.1518	.46440	388	−.25210,.28071	.106	398

Discussion
The results in the correlational analysis revealed that students' procrastination was significantly and negatively correlated with academic achievement. These results would seem to suggest that students who reported high on procrastination and achieve less in their academic achievement. This implies that students fail to succeed in their academic achievement when they are procrastinating or putting of tasks related to their instruction. The results of the current study are in lined with previous research works. Research

conducted by (Burka and Yuen, 1983; Ferrari, Johnson and McCown, 1995; Knaus, 1998) depicted that students' procrastination was negatively and significantly correlated with academic performance. Thus, from the result it seems logical to say that students will achieve higher when they avoid or minimize a tendency of procrastination. Therefore, creating conductive environment that help students to avoid procrastination may help achieve a better academic endeavor.

The findings of the present study showed that there was no significant academic achievement means score difference between students who reported as smoker and non-smoker. This result is inconsistent with (Bell, Wechsler, & Johnson, 1997; Emmons et al., 1998) who found out that students who do not engage in smoking achieve better in their academic achievement. This rather contradictory result may be due to the fact that the majority of the participants are non-smokers. Besides, in spite of being smoker, the participants of the present study might have effectively achieved their academic career, by managing their smoking habit

Conclusion

Based on the findings of the study the following conclusions were drawn:

- Students tend to improve their academic performance when they avoid the habit of procrastination in their teaching and learning process.
- Academic achievement is affected by numerous psycho-educational dynamics
- Employing efforts to help learners' avoid habit of procrastnation will have greater opportunity to improve students' academic performance.

Recommendations

Based the conclusions the following recommendations could be given:

- Time management workshops can be arranged to address task averseness as a reason for procrastination
- Curriculum designers should design a curriculum that is relevant to minimize students tendency to procrastination.
- This research has thrown up many questions in need of further investigation. A nation-wide study at university level can be taken up using random sampling to increase external validity of the study.
- Current study was cross-sectional, in future longitudinal studies can be taken up as differences along educational group reveal procrastnation may vary with time, increased level of training, and skills.
- More research is needed on students' procrastnation in different educational levels to better understand how and where students' procrastnation greatly affect their academic performance.

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