

EMPIRICAL ANALYSIS ON THE LEVEL OF ACADEMIC PROCRASTINATION AMONG OFFICE TECHNOLOGY AND MANAGEMENT STUDENTS IN DELTA STATE POLYTECHNIC, OZORO

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ABSTRACT: *This study was undertaken to investigate empirical analysis on the level of academic procrastination among the office technology and management students in Delta State Polytechnic, Ozoro. This study adopted the ex-post facto of a correlational design. The population of this study was 711 students in Department of Office Technology and Management, School of Business Studies, Delta State Polytechnic, Ozoro in the 2019/2020 academic year. The researcher sampled 427 (60%) of the students for the study. The stratified random sampling techniques were utilized sample the students utilized in the study. The instrument that was utilized in this study is a questionnaire titled, "Level of Academic Procrastination Scale (LAPS). Validity of the instrument was ascertained with Factor Analysis. Factor Analysis was utilised for the assortment of factors into the scale. The construct validity was ascertained with factor analysis. The factor matrix of the level of procrastination scale varies from .59 and .91. The factor matrix of the Class Attendance Scale was 77.3%. Study habits scale was 79.5% and Level of Procrastination Scale was 81.1%. The Cronbach Alpha Statistics was employed for determining the reliability of the instrument and the coefficient alpha. The internal consistency for the Class Attendance Scale was .89 ($P < .05$). Multiple Regression Analysis were used to answer the four research questions while simple regression was used to test the four null hypotheses formulated to lead the study at 0.05 levels of significance. Findings showed that there was significant relationship between class attendance, study habits, gender, age and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro.*

KEYWORDS: empirical analysis, level of academic procrastination, office technology and management students

INTRODUCTION

Procrastination is described as a defector behavioural character to hinder performing tasks or making decisions. It is a common subject among students and they have to manage it at every stage of education, because of its unconstructive penalty such as academic malfunction and lesser comfort. It obstructs academic success since it lessens the excellence and magnitude of study while raising the strictness of pressure and unconstructive result among students (Howell & Watson, 2007). It implies putting off academic tasks until a future time or to postpone or hinder needlessly. Primarily, procrastination perform as a plan of expressive regulation to manage disagreeable sentiment which are produced by assignment in little point in time, but this choice create it rigid to achieve an assignment in a given period of time. The outcome to

disagreeable feeling such as being distress, nervousness, blameworthy, feeling sorry, etc (Kennedy & Tuckman, 2013). Level of academic procrastination attained could persuade students' academic fulfillment positively or negatively.

Investigations on the topic of academic procrastination and contentment with academic existence observed that academic procrastination has great influence on students' contentment with academic tasks (Balkis, 2013; Balkis & Duru, 2015)

According to Grunschel, Patrzek and Fries (2013), uniqueness approach, self-awareness and thoroughness are primary qualities of procrastination. Procrastination may as well be connected to hopelessness, nervousness, and self-worth. Ellis and Knaus (2017) in a study established that 80% to 95% of students in polytechnics occasionally procrastinate, whilst about 75% of them consider themselves "constant procrastinators", and about 50% postpone significant assignments systematically, causing harms. Balkis, Duru and Bulu (2013) in their various investigations found that there was significant relationship between procrastination and poor academic performance among students. Balikis and Duru (2009) in their study ascertained that academic procrastination is adversely associate with academic performance, classes abandonment, academic fulfillment, contentment with learning and demographic characteristics such as gender and age. Kim and Seo (2015) in their analysis ascertained that there was no significant relationship between procrastination and academic performance. Capan (2010) in his search ascertained that small inspiration, awareness, extreme self-assurance, idleness, inadequate communication and discussion with teachers are basis for academic procrastination. Balikis and Duru (2015) in a study establish that there was insignificant and negatively relationship between academic procrastination and performance among male and female students.

Ahmed, Zeynaband and Ahmed (2013) in an exploration, confirmed that there was significant and positive relationship between procrastination and students' attendance to classes and their academic performance. Tice and Baumeister (2017) in a study established that those students categorized as procrastinators in academic performance perverted in their term papers afterward than did their classmates as they received lower test score. Wolters (2003) in a study found that consistent procrastination can be discovered in 15 to 25% of the global inhabitants. It can be assumed that students with a high level of procrastination are more likely to experience anxiety, more uncertain regarding the tasks at the very last moment, when the deadline is approaching and it is nearly useless to try to catch up to the wasted time. Cross, Copping and Campbel (2011) in the investigation established that there was significant difference between elevated levels of impulsivity, poor study habits and level of academic procrastination among students. Baumeiseter (1997) in an inquiry recognized that the more time is specified for performing academic activities, the elevated procrastination will happen. Ferrari (1992) in his study found that students with high level of procrastination intentionally shun preparation for coursework, assessments and communication.

Saplavska and Jerkunkova (2018) in their study found that 48% of the respondents confirmed a high level of academic procrastination and study habits, 27% rated average and 25% rated low. Onwuegbuzie (2000) in a study ascertained that 41% of the students who took part in the investigation affirmed that they "almost at every occasions" or "at every occasions" procrastinated on lettering an academic document while 39.3% procrastinated on study objects for examinations and 60% procrastinated on weekly basis studying for instruction. The

investigation as well showed that 3.5% students procrastinated on weekly study habits than undergraduate student. According to Tice and Baumeister (2017), there are three major aspects of investigations on procrastination that can be notable depending on the investigation area. They are analysis of situational issues such as awards and penalty allocation across an occasion extent, level of unpleasantness of responsibilities, character traits such as fright of malfunction and loss of control over the circumstances and character traits such as gender age. Stage and Kloosterman (1995) in their research instituted that academic procrastination can be forecasted with gender. Balkis and Duru (2015) in their study ascertained that male students had academic fulfillment. Eckstein (2012) in his study discovered that boys perform better than girls in civic education, vocational education and science. Eckstein further found academic procrastination is influenced by students' gender. Sirin (2011) in an investigation, instituted that there was no significant difference between gender and academic procrastination among students. Voyer and Voyer (2014) in their inquiry ascertained that there was significant difference between gender and academic procrastination among students. Way (2011) in their investigation found that male and female academic procrastinators were likely to miss out on scholarship prospect, potentially and decline in their academic performance.

Steel and Ferrari (2013) in their examination, found that male students are more possibility for procrastination. Morris (2015) in their study found that academic procrastination among male and female students varied at the collegiate and graduate levels. Balkis and Duru (2009) in their investigation ascertained that adult students are likely to procrastinate. Freiberg, Huzinec and Pempleton (2009) in their research, established that there was significant relationship among gender, age and academic procrastination among students. Naderi, Abdulla, Aizan, Sharir and Kumar (2009) in their study, documented that there was a significant and positive relationship between age and students' academic procrastination. Aitken (2004) in a study ascertained that there was mixed results between age, gender and students' academic procrastination. Ng and Feldman (2008) in their inquiry established that there was moderate positive relationship between age and students academic procrastination. Parker, Creque, Barabart, Harris, Majeski and Wood (2004) in their exploration instituted there was no significant and negative relationship between age, gender and academic procrastination among student.

Statement of the Problem

Academic procrastination has been identified as a problem influencing negatively academic performance among office technology and management students in Delta State Polytechnic, Ozoro. Their uniqueness, self-awareness, appropriateness, dejection, feeling sorry, anxiety, and sense of worth are basic character of procrastination among the students. The students assumed that procrastination are connected to their inspirational assumption. They do not study their books on a continuous basis for better academic performance. They believed that they can pass in examinations without attending classes and reading their books well before examinations. Their procrastination results to nervousness and anxiousness get to utmost level and they suffer aggravated to perform their endeavour. It results to unconstructive penalty such as academic disappointment and poor quality comfort.

Research Questions

The following research questions were to guide the study –

1. What is the relationship between class attendance and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro?
2. What is the relationship between study habits and academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro?
3. What is the relationship between gender and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro?
4. What is the relationship between age and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro?

Hypotheses

The following hypotheses were formulated –

1. There is no significant relationship between class attendance and level of academic procrastination among office technology and management student in Delta State Polytechnic, Ozoro.
2. There is no significant relationship between study habits and academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro
3. There is no significant relationship between gender and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro
4. There is no significant relationship between age and level of academic procrastinations among office technology and management students in Delta State Polytechnic, Ozoro

Purpose of the Study

The purpose of the study is to investigate the level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro. Specifically, the researcher set to find –

1. The relationship between class attendance and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro
2. The relationship between study habits and academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro
3. The relationship between gender and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro
4. The relationship between age and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro

METHOD

This study adopted the ex-post facto of a correlational design. The population of this study was 711 students in the Department of Office Technology and Management, School of Business Studies, Delta State Polytechnic, Ozoro in the 2019/2020 academic year. The researcher sampled 427 (60%) of the students for the study. The stratified random sampling techniques were utilized to sample the students. The instrument that was utilized in this study was a questionnaire titled, “Level of Academic Procrastination Scale (LAPS)”. The Academic Procrastination Scale of Justin (2011) was employed in the study. Aitken (1982) Procrastination list was used to establish students’ level of academic procrastination. The researcher constructed the instrument after carefully reviewing some associated test based on the variables of the study, statement of problem, research questions and hypotheses formulated

to guide the research. Validity of the instrument was determined with Factor Analysis Eigen values of above 1 for the gathering of factors into the scale. The content validity of the instrument was projected with Principal Component Analysis and the Extraction Method. The Factor matrix of the Class Attendance Scale was 77.3%, study habit scale was 79.5% and level of procrastination scale was 81.1%. The Cronbach Alpha Statistics was employed for determining the reliability of the instruments. The internal consistency for the Class Attendance Scale was .89 ($P < .5$), Study habits Scale was .85 ($P < .5$) and Level of Procrastination Scale was .83 ($P < .5$)

The researcher administered the instrument personally to the respondents and ensured that they completed the instrument independently. The completed questionnaire was gathered from them on the spot. Research questions and hypotheses on level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro were scored with the 4-point rating scale for Very High Extent (4 points), High Extent (3 points), Low Extent (2 points) and Very Low Extent (1 point). Out of the entire copies of 427 instruments administered, a total of 423 copies were retrieved. Simple Regression Analysis were used to answer the four research questions and test the four null hypotheses formulated to lead the study at 0.05 level of significance.

PRESENTATION OF RESULTS

Research Question 1: What is the relationship between class attendance and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro?

Table 1: Descriptive statistics and correlation between class attendance and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro

States	Variables	N	Mean	SD	r	r ²	Decision
Delta State Polytechnic, Ozoro	Class attendance	423	57.08	9.92	-0.47	0.22	Positive correlation
	Level of Academic Procrastination		82.28	9.95			

Data in Table 1 showed the relationship between class attendance and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro, Delta State. The table showed that class attendance value was - Mean = 57.08; $n = 423$; Standard Deviation = 9.92; and level of academic procrastination value was Mean = 82.28; $n = 423$; Standard Deviation = 9.95. Findings showed that there was positive relationship between class attendance and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro.

Research Question 2: What is the relationship between study habits and academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro?

Table2: Descriptive statistics and correlation between study habits and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro.

States	Variables	N	Mean	SD	r	r ²	Decision
Delta State Polytechnic, Ozoro	Study Habits	423	2.60	0.56	0.07	0.005	Positive correlation
	Level of Academic Procrastination		81.16	9.48			

Data in Table 2 showed the relationship between study habits and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro, Delta State. The table showed that class attendance value was – Mean = 2.60; n = 423; Standard Deviation = 0.56 and level of academic procrastination value was – Mean = 81.16; n = 423; Standard Deviation = 9.48. Findings showed that there was positive relationship between study habits and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro.

Research Question 3: What is the relationship between gender and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro?

Table 3: Descriptive statistics and correlation between gender and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro

States	Variables	N	Mean	SD	r	r ²	Decision
Delta State Polytechnic, Ozoro	Gender	423	56.36	9.67	0.45	0.20	Positive correlation
	Level of Academic Procrastination		81.16	9.48			

Data in Table 3 showed the relationship between gender and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro. The table showed that gender value was – Mean = 56.36; n = 423; Standard Deviation = 9.67 and level of academic procrastination value was - Mean = 81.16; n = 423; Standard Deviation = 9.48. Findings showed that there was positive relationship between gender and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro.

Research Question 4: What is the relationship between age and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro?

Table 4: Descriptive statistics and correlation between age and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro

States	Variables	N	Mean	SD	r	r ²	Decision
Delta State Polytechnic, Ozoro	Age	423	55.74	11.32	0.35	0.12	Positive correlation
	Level of Academic Procrastination		82.28	9.95			

Data in Table 4 showed the relationship between age and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro. The table showed that age value was – Mean = 55.74; n = 423; Standard Deviation = 11.32 and Level of Academic Procrastination value was - Mean = 82.28; n = 423; Standard Deviation = 9.95. Findings showed that there was positive relationship between Age and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro.

Hypothesis 1: There is no significant relationship between class attendance and level of academic procrastination among office technology and management student in Delta State Polytechnic, Ozoro.

Table 5: Regression Analysis of the relationship between class attendance and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro

Subject	Model	Sum of Square	Df	Mean Square	F	p
Office Technology and Management Students	Regression	8617.755	1	8617.755	118.404	.000
	Residual	36464.150	422	72.783		
	Total	45081.905	423			

Table 5 stated that there is no significant relationship between gender and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro. Sum of Square Regression was 8617.755; Residual was 36464.150; Degree of Freedom Regression was 1; Degree of Freedom Residual was 422; Mean Square Regression was 8617.755; Mean Square Residual was 72.783 and F value was 118.404. Thus, the hypothesis was rejected. This implies that there was significant relationship between class attendance and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro.

Hypothesis 2: There is no significant relationship between study habits and academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro

Table 6: Regression Analysis of the relationship between Study habits and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro

Subject	Model	Sum of Square	Df	Mean Square	F	p
Office Technology and Management Students	Regression	8852.811	1	8852.811	113.894	.000
	Residual	32024.244	422	77.729		
	Total	40877.056	423			

Table 6 stated that there is no significant relationship between study habits and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro. Sum of Square Regression was 8852.811; Residual was 32024.244; Degree of Freedom Regression was 1; Degree of Freedom Residual was 422; Mean Square Regression was 8852.81; Mean Square Residual was 77.729 and F value was 113.894. Thus, the hypothesis was rejected. This implies that there was significant relationship between study

habits and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro.

Hypothesis 3: There is no significant relationship between gender and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro

Table 7: Regression Analysis of the Relationship between Gender and level of procrastination among office technology and management students in Delta State Polytechnic, Ozoro

Subject	Model	Sum of Square	Df	Mean Square	F	p
Office Technology and Management Students	Regression	17047.878	1	2841.313	50.271	.000
	Residual	28034.026	422	56.520		
	Total	45081.905	423			

Table 7 stated that there is no significant relationship between gender and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro. Sum of Square Regression was 17047.878; Residual was 28034.026; Degree of Freedom Regression was 1; Degree of Freedom Residual was 422; Mean Square Regression was 2841.313; Mean Square Residual was 56.520 and F value was 50.271. Thus, the hypothesis was rejected. This implies that there was significant relationship between gender and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro.

Hypothesis 4: There is no significant relationship between age and level of academic procrastinations among office technology and management students in Delta State Polytechnic, Ozoro

Table 8: Regression Analysis of the relationship between Age and level of Academic Procrastination among office technology and management students in Delta State Polytechnic, Ozoro

Subject	Model	Sum of Square	Df	Mean Square	F	p
Office Technology and Management Students	Regression	12700.44	1	2116.740	30.575	.000
	Residual	28176.615	422	69.230		
	Total	40877.056	423			

Table 8 stated that there is no significant relationship between Age and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro. Sum of Square Regression was 12700.440; Residual was 28176.615; Degree of Freedom Regression was 1; Degree of Freedom Residual was 422; Mean Square Regression was 2116.740; Mean Square Residual was 69.230 and F value was 30.575. Thus, the hypothesis was rejected. This implies that there was significant relationship between age and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro.

DISCUSSION OF RESULTS

Relationship between Class Attendance and Level of Academic Procrastination among office technology and management students in Delta State Polytechnic, Ozoro

The result of the analysis showed of research question one showed that there was positive relationship between class attendance and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro. Hypothesis one showed that there was significant relationship between class attendance and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro. This finding was in line with finds of Agboola (2015) that there was a significant difference between academic performance of students who attend classes regularly and those who do not. This finding was also in agreement with the finding of Ahmed, Zeynaband and Ahmed (2013) that there was significant and positive relationship between students' attendance to classes and their academic performance.

Relationship between study habits and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro

The result of the analysis showed of research question two that there was positive relationship between study habits and level of academic procrastination among office technology and management in Delta State Polytechnic, Ozoro. Finding of hypothesis two showed there was significant relationship between study habits and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro. The finding was in concord with the finding of Balkis, Duru, and Bulu (2013) that there was significant relationship between study habits and poor academic performance among students. This finding was also in harmony with the finding of Saplavaska and Jerkunkova (2018) in their study found that study habits significantly influence academic performance among students.

Relationship between gender and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro

The result of the analysis showed of research question three showed that there was positive relationship between gender and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro. Hypothesis three showed that there was significant relationship between gender and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro. This finding was in agreement with the findings of Kachgal, Hansen and Nutter (2001) that there was no significant difference between gender and level of academic procrastination among students.

Relationship between Age and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro

The result of the analysis showed of research question four showed that there was positive relationship between age and level academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro. Hypothesis four showed that there was significant relationship between age and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro. This finding was in unity with the findings of Balkis and Duru (2009) that adult students are fewer probable to procrastination.

Findings

1. There was significant relationship between class attendance and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro;
2. There was significant relationship between study habits and academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro;
3. There was significant relationship between gender and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro; and
4. There was significant relationship between age and level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro.

Conclusion

1. Class attendance positively and significantly relate with level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro;
2. Study habits positively and significantly relate with academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro;
3. Gender positively and significantly relate with level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro; and
4. Age positively and significantly relate with level of academic procrastination among office technology and management students in Delta State Polytechnic, Ozoro.

Recommendations

1. The academic staff in the department of office technology and management in Delta State Polytechnic, Ozoro should advice students on the benefits of class attendance to enhance their academic performance;
2. The academic staff in the department of office technology and management in Delta State Polytechnic, Ozoro should advice students on improving their study habits to improve their academic performance; and
3. The academic staff in the department of office technology and management in Delta State Polytechnic, Ozoro should reduce workload connected with the learning procedure in the department to assist students shun the academic procrastination and nervousness.

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