

# Academic Procrastination among Adolescents and its Implication on Guidance and Counseling

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## ABSTRACT

Procrastination is an entrenched phenomenon among adolescents. Furthermore, academic procrastination is an individual's tendency to postpone tasks due to a lack of motivation, self-regulation, and ability. This study, therefore, aims to obtain the prevalence of academic procrastination and its implications for guidance and counseling. Data were descriptively collected from a sample of 574 high school students on their academic procrastination scale and analyzed using the described method (mean and standard deviation). The results showed 45%, 5%, 42%, and 8% of the students often, always, rarely, and occasionally participated in academic procrastination, respectively. These findings indicate that the main focus of school personnel is to improve students' academic procrastination to achieve success.

**Keywords:** academic procrastination, guidance, and counseling, senior high school students

## 1. INTRODUCTION

Academic procrastination is a phenomenon that is entrenched in students ranging from high school to college. It is interpreted as the act of delaying or postponing academic-related tasks and assignments, which is influenced by the experiences and perceptions of individuals in achieving success [1]–[4]. This means that the experiences and perceptions acquired by students regarding academics tend to affect their accuracy in completing assignments.

Previous studies defined procrastination as the avoidance or delay in carrying out tasks or activities due to lack of motivation and feeling of failure [5]–[10]. Therefore, it can be concluded that procrastination is the act of delaying and postponing work due to lack of motivation, self-regulation, ability to carry out the task, and an anxiety feeling of failure.

The tendency of individuals to delay and postpone related academic assignments is called academic procrastination. This is consistent with the statement that academic procrastination is the delay in the completion of assignments, which is common among college and high school students [11]–[15]. Düşmez and Barut [16], and Savithri [17] also stated that academic procrastination is the act of delaying academic assignments or not making decisions due to irrational beliefs. Those that carry out this activity are motivated by irrational beliefs, the conditions experienced, and the results of the tasks arranged, and this tends to affect completion accuracy.

Academic procrastination emerged in the 1990s, with the emergence of technology that was integrated into learning. This led to an increase in the number of Turkey students that spent time on social media [18]–[21]. Asri et al. [22], and Ocak and Boyraz [23] stated that academic procrastination in Turkey is a common phenomenon due to students' unwillingness to complete assignments. Students feel unable to learn anything and are supported by conditions where teachers fail to teach and provide a satisfactory amount of knowledge during the learning process. This means that teachers also play a role in the development of academic procrastination by students. Therefore, its emergence in developed countries is due to the rapid use of social media, the unwillingness of students to complete assignments, and teachers' poor intention to teach.

In developing countries, such as Pakistan, academic procrastination is due to students' courage to take risks, make decisions, and reject assigned responsibilities [24], [25]. Meanwhile in Indonesia, it is among adolescences is generally caused by their inability to complete assignments, high demands [26], consideration of other priorities, delay in carrying out work, difficulty in time management, preference in conducting other activities such as using social media, watching television, and hunting [27]. It is also associated with relying on friends, spending time on entertainment, irrational beliefs related to the timeliness of completing assignments, and teachers' poor motivation [28]–[30]. These conditions create negative impacts on students in developed and developing countries. By analyzing these conditions, it is

interesting to understand the academic procrastination of high school students in Indonesia, especially in East Java.

## 2. METHOD

This research employed the survey research design, which is commonly used for scientific studies, such as social sciences [31]. Although the design is not an experimental research [32], it tries to collect data from a small or large population [33], [34]. Furthermore, it allows researchers to draw conclusions on certain issues related to thought, feeling, or experience [35], [36]. The sample population was 574 senior high school students in East Java, which was determined using the cluster random sampling method.

This research used the student academic procrastination scale as the data collection instrument. The scale validity and reliability were tested using the Rasch Model with Winsteps 3.73. The application was used to analyze the construct validity from an instrument to make it meaningful, significant, and purposeful [37]. The procedure started with the selection process, which was carried out on all 10-12 grade senior high school students to meet the sample characteristics. After selecting students that met the selection criteria, data were collected through a 45 minutes questionnaire on academic procrastination.

The results of the validity and reliability analysis of the students' academic procrastination scale using the Rasch model application produced 36 valid items with a Cronbach alpha reliability value of 0.99 and a unidimensional value of 71.5%. This means that the scale of procrastination prepared is valid and reliable to be used for collecting data. Unidimensional is a basic assumption for the standard Rasch model [38]. It is used to clarify the ability of the item to measure a single latent variable [39], with a minimum limit on raw variance data at 40% unidimensional [40]. The SPSS descriptive data analysis technique was used to provide a basic understanding of

the phenomena [41]. This data analysis yielded a mean and standard deviation, with its range used to obtain an overview of the collected field data [42]. Therefore, the percentages of academic procrastination in East Java were known.

## 3. RESULTS

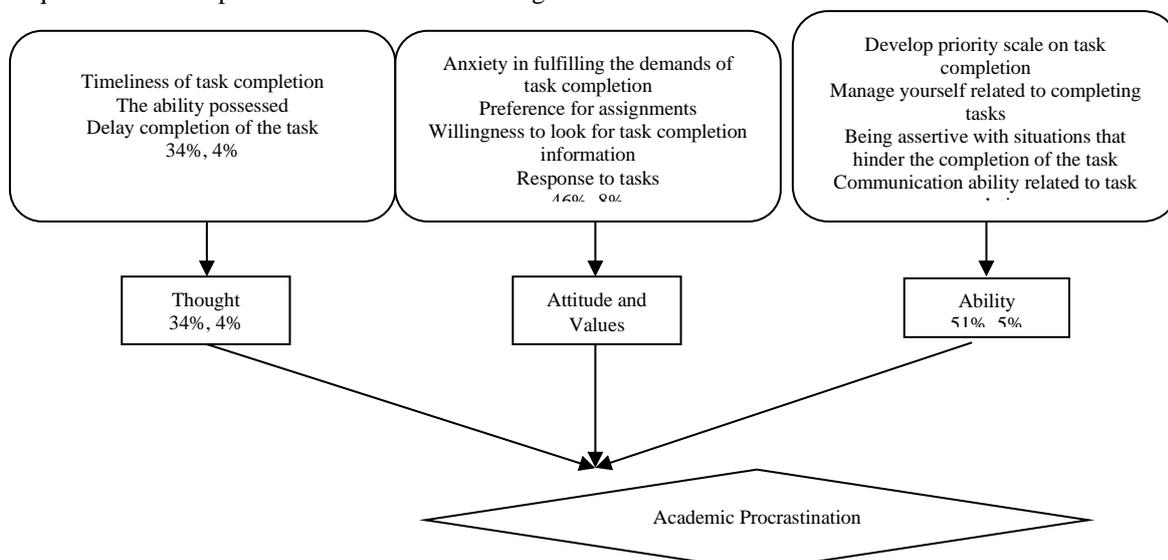
The results of this research show the depiction of academic procrastination among adolescences in East Java, Indonesia. These are presented in table 1.

**Table 1 The Description Results Academic Procrastination among Senior High School in East Java**

No	Range	Remarks	Total	Percentage
1	56 – 75	Always	33	5%
2	76 – 95	Frequently	256	45%
3	96 – 115	Often	239	42%
4	116 – 135	Occasionally	46	8%

Table 1 illustrates that 8% (46), 42% (239), 45%, and 5% of the students occasionally, often, frequently and always perform academic procrastination, respectively. The results further showed that 50% of adolescences frequently perform academic procrastination in school. These categories of students are assessed from their thought, attitude, values, and ability.

Furthermore, their attitude and values are indicated by a feeling of anxiety to fulfil the demand for task completion, characteristics preference, willingness to carry out researches, and the response to the given task. On the dimension of ability, students tend to arrange priority scales of task completion, self-management, an assertion on certain situation that leads to postponement, and communication. Graphical models of students that often or always perform academic procrastination are explained in Figure 1 with further description provided in Table 2.



**Figure 1 Academic Procrastination Model among Adolescents in Malang**

**Table 2 The Results Description of Academic Procrastination of High School Students in East Java for Each Sub-variable**

No	Sub-variable	Percentage			
		Always	Frequently	Often	Occasionally
1	Thought				
	a. Perception on the timeliness of task completion	25	193	276	80
	b. Perception on the perfection of task completion				
	c. Confidence in their abilities	4%	34%	48%	14%
	d. The decision to postpone the completion of a task				
2	Attitude and values				
	a. Anxiety in fulfilling the demands of task completion	44	264	225	41
	b. Preference for task characteristics				
	c. Willingness to look for task completion information	8%	46%	39%	7%
	d. Response to a given task				
3	Ability				
	a. The ability to set priorities for task completion	27	293	222	32
	b. The ability of personal management to task completion				
	c. The ability to be assertive in situations that hinder the completion of a task	5%	51%	38%	6%
	d. Communication ability related to task completion				

The results of the analysis in Table 2 show that students that frequently carried out academic procrastination are influenced by ability rather than thoughts, attitudes, and values. This is supported by the research on its prevalence with higher ability at 56% compared to thought (38%) and attitudes as well as values (54%). Therefore, it is influenced by their ability to arrange priorities, self-management, assertiveness, and communication ability related to task completion.

## 4. DISCUSSION

### 4.1. The Description of Academic Procrastination among Adolescence in East Java

The purpose of this study was to obtain an overview of academic procrastination among adolescences in East Java. Data were obtained from high school students between the ages of 15-18 years. Adolescence is a period where individuals start experiencing intellectual, emotional, biological, and physical changes [43]. Intellectual and emotional changes experienced by adolescents, sometimes triggers other life problems such as academic procrastination, when not properly facilitated. Feelings of displeasure (negative emotions) [6], problems associated with daily planning and time management [8], [44], lead students to postpone the completion of their assignment [1], [12]. Feelings of displeasure (emotional) on the given task lead to self-distrust, laziness, low motivation, and procrastination. In addition, when students are unable to manage time properly while planning daily activities, they tend to procrastinate.

Furthermore, the findings in this research confirm that as much as 45% and 8% of students frequently and

occasionally perform this activity, respectively, in school. This is noted through the following three aspects, namely thought, attitude and values, and ability. Academic procrastination performed by students is commonly due to their ability rather than thought and attitude, as well as values. According to these findings, the aspect of ability contributes 56% compare to attitude and values with 54% and thought with 38%. It further affirms that when performing this act, students are mainly influenced by their ability to manage their priority [45], how to carry out self-regulation [46], assertiveness in a certain situation and how to communicate with the task completion.

Afzal and Jami [16], Düşmez and Barut [24], Saracaloğlu et al. [47] stated that the reduced ability of personal and time management leads to academic procrastination. The argument above strengthens the notion that students' time management ability plays are a significant predictor. This is because when students have the poor ability to arrange a priority scale to complete the task given, due to their poor self-management and communication, they do not take any assertive measure on a certain situation that distracts the process of completing the task. Shih [48] stated that students' poor ability to arrange priority scale and managing time are due to internal perceptions such as the anxiety of failure. These perceptions occur when they are anxious, and their parents are taking a critical attitude towards their academic performance, and a demand to be perfect in completing every single task.

Perception also influences the student's attitude and values towards the completion of a task that invokes the occurrence of academic procrastination. Therefore, students that perform this activity are indicated by the feeling of anxiety, preference, willingness to research for information, and their response to the task.

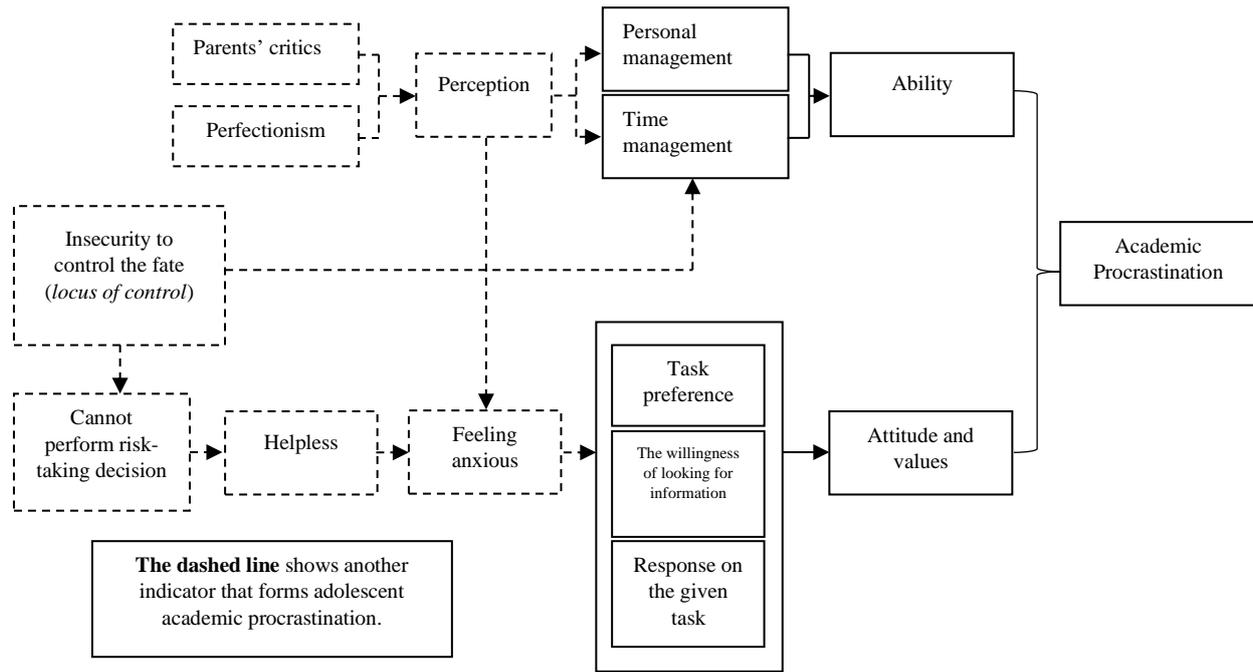


Figure 2 Academic Procrastination Patterns among Adolescents

Khotimah et al.[9], and Prihadi et al. [49] reported that the tendency of students in procrastinating their task is due to their inability to complete it due to limited capacity [50], the anxious and discouraged feelings, and the perception of less knowledge [51]. This argument confirms that the negative feeling of other people regarding students’ inability to complete tasks actually force them into procrastination. This is in line with the findings that it is caused by a feeling of anxiety, willingness to search for information, and response to the given task among adolescences in East Java. Afzal and Jami [24] included that the peak feeling of anxiety influences students’ risk-taking ability. Therefore, the feeling of anxiety within the individual to complete the task given influences the ability of risk-taking since they have less perception to control the outcome. The detailed depiction is shown in figure 2.

#### 4.2. The Description of Academic Procrastination among Adolescence in East Java

The findings of this research indicate that academic procrastination plays a major role among senior high school students, which influences their achievement. The findings of this research also confirm that the variable of attitude-values and the ability to establish this activity among students.

Teachers need to facilitate students to overcome the act of procrastination. Ocak and Boyraz [23] stated that the attitude and behavior exhibited by teachers have the ability to influence students. This means that they also

play a role in the occurrence of this activity by students. However, they can also play a role in assisting students by providing appropriate information and support [18], [52]. To help students avoid this activity, teachers need to collaborate with school counsellors.

Guidance and counseling is an integral part of the educational system, which involves the component of management and leadership, as well as instructional and education. These components comprise of different scopes and support each other to achieve the overall goal of education. Guidance and counseling service in school plays an essential role in supporting students to achieve the tasks related to the development of Independent Competency Standard and Basic Competence of Students (SKKPD), [53].

The method used by school counselors to minimize the issues of academic procrastination among students is by optimizing their roles [54]. The use of the scaffolding conception is relatively popular in the context of cognitive psychology and education because it is easily described and offers a dynamic structure between teachers and students. Scaffolding is currently applied to various educational platforms and disciplines as well as in the context of Guidance and Counseling service in school [55]–[57]. By undertaking a scaffolding role, school counselors are expected to provide students with a channel to understand responsibility and independence. This has the beneficial ability to improve personal management and help them complete the given task. Based on the perspective of constructivism, students need to be actively involved in the learning process to improve

their confidence, the ability of management, and optimize their potential [58].

The three major concepts related to the role of scaffolding are contingency, fading, and responsibility. In terms of contingency, the school counselors need to choose and accommodate Guidance and Counseling strategies that allow students to be active and adjust the strategy based on their character. During the contingency process, counselors need to obtain virtual or verbal feedback from students, which help them to analyse their understanding of what has been given and instructed. Secondly, school counselors are expected to understand when and how to withdraw the support that enables students to develop independently. Lastly, the school counselor needs to ensure students have good responsibility regarding the learning process and vice versa before withdrawing their support [59]. In this context, students are expected to be responsible for their assignments.

Related to the program of Guidance and Counseling in school, the results of this research can be used as a fundamental reference for the school counselor to design programs, particularly to resolve issues associated with learning among students. The basic component of service is developed as a topic of information service and training activities to decrease procrastination among students, in the form of group and classroom-based counseling services. The research findings showed that the importance of avoiding this activity has not yet been internalized within the aspect of attitude-values and ability. Therefore, school counselors need to choose Guidance and Counseling techniques capable of elaborating on cognitive, affective, and psychomotor aspects in a single service. In addition, they need to consider the presence of instructional media for services that are in accordance with the characteristics of students.

In terms of individual concern and planning, the results of this research are used for school counselors as initial information material to assist students in making a strategic decision related to academic and professional careers. Based on the findings of this research, school counselors are able to play a role in assisting students to properly recognizing their potentials and weaknesses. Therefore, in the future, students are able to make realistic decisions. The information in this research is ideally elaborated with the supporting supplementary data on students' personality to obtain a comprehensive understanding of academic materials.

Regarding the component of responsive service, the results of this research are used to provide initial information on students that require further assistance. School counselors are advised to design responsive services in the form of individual or group counseling services by applying suitable approaches for the counselee's characteristics and needs. This is in line with the argument by [1], which stated that school counselors

tend to assist students by providing training on how to keep up with academic assignments, psycho-education, or counseling.

The attempts are strengthened in the form of basic service, planning, and responsive services. In addition, school counselors need to make concrete attempts to solve problems among students through the system support component. The concrete efforts that can be taken by school counselors include a) discussing strategies during forums (MGBK), b) conducting classroom action research to determine the effectiveness of Guidance and Counseling techniques, c) taking an active role in various scientific meeting forums.

The prevalence of academic procrastination by adolescents in East Java shows that 45%, 5%, 42%, and 8% of the students often, always, rarely and occasionally participated in the activity. Therefore, this activity, among students needs the attention of teachers and school counselors. The teacher can help students to overcome this process by providing the required knowledge to complete their assignments. Meanwhile, school counselors can help students by providing training, psycho-education, and counseling. Future research needs to pay attention to the factors of time management, anxiety, and locus of control, which has the ability to influence academic procrastination in adolescents.

## 5. CONCLUSION

The prevalence of academic procrastination by adolescents in East Java shows that 45%, 5%, 42%, and 8% of the students often, always, rarely and occasionally participated in the activity. Therefore, this activity, among students needs the attention of teachers and school counselors. The teacher can help students to overcome this process by providing the required knowledge to complete their assignments. Meanwhile, school counselors can help students by providing training, psycho-education, and counseling. Future research needs to pay attention to the factors of time management, anxiety, and locus of control, which has the ability to influence academic procrastination in adolescents.

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