

## Research Article

# Academic Procrastination among Nursing Students at Private Nursing Schools in Karachi

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**Abstract: Background:** Academic Procrastination refers to the act of delaying any academic task or assignment without any logical reason including academic assignments, examinations, and their preparation.

**Objective:** The purpose of this study is to determine academic procrastination among nursing students at private nursing schools in Karachi.

**Materials and Methods:** This cross-sectional analytical study was conducted in two private nursing colleges Horizon School of Nursing and Allied Health Sciences and Suvastu School of Nursing and Allied Health Sciences, from May 2023 to July 2023. The study participants were approached by a convenient sampling technique utilizing Procrastination Assessment Scale-Students (PASS) with a total sample size of 235 nursing students enrolled in Generic Bachelor of Science Nursing (GBSN) including 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> years.

**Result:** The study findings show that 52.13% nursing students reported moderate levels of procrastination, 45.72% showed severe procrastination, and 2.56% mild procrastination. Moreover, there is a statistically significant difference between procrastination scores and gender ( $p = 0.001$ ), but no significant difference was found regarding relationship status ( $p = 0.582$ ), college attendance ( $p = 0.240$ ), and academic year ( $p = 0.442$ ) among the participants.

**Conclusion:** Majority of nursing students reported moderate to severe levels of academic procrastination, emphasizing the necessity for focused interventions and support to enhance time management and study habits in this student population.

**Keywords:** Academic procrastination, Nursing students, Private nursing schools, Management, Behavioral components, Gender.

## INTRODUCTION

Procrastination has cognitive, affective, and behavioral components and it is described as an act of routinely delaying activities, work, and decisions, which affects accomplishment of the tasks as well as the self-efficacy of any individual [1]. Academic Procrastination (AP) refers to the act of delaying any academic task or assignment without any logical reason including academic assignments, examinations, and their preparation [2]. Students have a history of putting off doing their work, and 95% of them did so with their projects [3]. Additionally, a study from Indonesia showed that academic procrastination affected 55.1% of respondents more frequently than the average [4]. Another study revealed the prevalence of academic procrastination, ranged from 13.8% to 49.9% acknowledging to procrastination in their learning activities [5].

In education, time management, high intrinsic motivation, problem-solving skills, and learning abilities are very important for the student for their better performance and to achieve their academic activities and grades. The students need to complete the academic activities and tasks in the assigned time frame including writing term papers, home assignments, the performance of academic projects, and preparation for examination [6].

Literature endorses that there are multiple reasons for AP such as lack of perfectionism, low self-efficacy, high level of educational stress, laziness low learning motivation, disorganization, sleep disorders including insomnia and hypersomnia, and deficiency of time management skills [7]. In addition, the causes of a nursing student may differ, the causes of AP in nursing students may be a lack of energy, high demand of tasks including educational and clinical, memory and concentration problems, lack of problem-solving skills, and scholarly demands [8].

Numerous studies indicate that students who delay completing their academic work run the risk of a number of unfavorable outcomes. Poor academic self-efficacy and self-esteem are linked to procrastination, as are high levels of exam and social anxiety, stress, and illness, as well as goal-avoidance behavior. Additionally, procrastination has been associated with poor performance in classes, low grades, high levels of boredom, greater inefficiency, and lower use of problem-solving skills [9]. Academic laziness can be attributed to students' willingness to take chances, make tough choices, and refuse given obligations [10].

AP itself is destructive behavior and may affect the physical, emotional, and psychological aspects of any student. It may result in depression, stress, anxiety, and unhealthy habits including smoking, alcohol consumption, sleep disorders, lack of self-confidence, and poor quality of life. In conclusion, it neg-

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actively affects the academic learning, performance, life satisfaction, and self- efficacy of the student [11].

Literature on AP among nursing students in Pakistan is very limited. Procrastination can effect the learning of nursing students in classroom and clinical education. This study aimed to ascertain the prevalence of AP and measure differences among gender and academic years.

**MATERIALS AND METHODS**

This cross-sectional study was conducted in two private nursing colleges Horizon School of Nursing and Allied Health Sciences and Suvastu School of Nursing and Allied Health Sciences, from May 2023 to July 2023 (HSBHS/2023/390). The study participants were approached by a convenient sampling technique with a total sample size of 235 nursing students enrolled in Generic Bachelor of Science Nursing (GBSN) including the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> years. The sample was calculated through Open Epi version 3 with a 95% confidence interval and a total population of 620 the obtained sample size is 235. The eligibility criteria for participant selection necessitated enrollment in a nursing program at an accredited educational institution and adherence to the specified age range. Additionally, participants were required to provide informed consent to participate voluntarily in the study. On the other hand, the exclusion criteria ensured that individual who are already involved in another interventional study. Moreover, participants who provided incomplete information and did not complete the data collection process were also excluded.

**STATISTICAL ANALYSIS**

The data was collected by a validated and reliable tool named Procrastination Assessment Scale-Students (PASS) by Solomon & Rothblum (1984). Good content validity was found and Cronbach’s alpha reliability coefficient was 0.93 [12]. The tool’s total score was 90 and it is categorized into three levels Likert scale, Mild: Score range of 18-41, Moderate: Score range of 42-65, and Severe: Score range of 66-90. The data was collected after informed consent; the collection of data was done via Online administration of the study tool using Google Forms. Institutional permissions were obtained from the relevant authorities, and informed consent was obtained from all participants. They were assured of the confidentiality and anonymity of their responses. Furthermore, demographic characteristics were assessed using frequency distribution, and percentage. The level of procrastination was evaluated using frequency distribution and percentage analysis.

**RESULT**

Table 1 presents the distribution of participants based on various variables in a research study. The first variable is “Gender,” with 89.74% of the participants being male and 10.6% being female. The second variable is “Educational Level,” showing that 41.45% of the participants were in Year 01, 22.64% in Year

02, 20.08% in Year 03, and 16.23% in Year 04 of their respective educational programs. The third variable is “Relationship Status,” revealing that 85.89% of the participants were single, 8.97% were engaged, and 5.55% were married.

**Table 1.** Demographic Information of the Participants n=235.

Variables	Frequency	Percent (%)
Age (years)	21.41	2.29
<b>Gender</b>		
Male	210	89.74
Female	25	10.68
<b>Educational Level</b>		
Year 01	97	41.45
Year 02	53	22.64
Year 03	47	20.08
Year 04	38	16.23
<b>Relationship Status</b>		
Single	201	85.89
Engaged	21	8.97
Married	13	5.55

Table 2 depicts that the majority of nursing students reported moderate levels of procrastination (52.13%), (45.72%), severe procrastination, and (2.56%) mild levels of procrastination.

**Table 2.** Levels of Procrastination.

Levels of Procrastination	Frequency	Percent (%)
Mild	6	2.56
Moderate	122	52.13
Severe	107	45.72

Table 3 shows the association of procrastination with demographic variables the data indicates that there is a statistically significant difference between procrastination scores and gender (p = 0.001), but no significant difference was found regarding relationship status (p = 0.582), college attendance (p = 0.240), and academic year (p = 0.442) among the participants.

**Table 3.** Difference of Procrastination in Demographic Variables.

Variables	Mean	N	Std. Deviation	P value
<b>Gender</b>				
Male	47.94	210	15.53	0.001 <sup>a</sup>
Female	48.12	25	16.09	
<b>Relationship Status</b>				
Single	48.25	201	15.39	0.582 <sup>b</sup>
Engaged	44.61	21	13.72	
Married	48.92	13	20.80	

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Academic Year				
BSN Year 01	47.41	97	14.65	0.442 <sup>b</sup>
BSN Year 02	51.84	53	16.47	
BSN Year 03	46.27	47	16.66	
BSN Year 04	46.05	38	14.73	

a: Independent t-test.

b: ANOVA test.

c: BSN= Bachelor of Science in Nursing.

## DISCUSSION

Academic procrastination is a prevalent issue among students across various disciplines, and nursing students are no exception [13, 14]. Procrastination can lead to suboptimal academic performance, increased stress levels, and hindered professional development [15]. Despite its potential negative consequences like stress, the phenomenon of academic procrastination among nursing students remains relatively underexplored [16]. This research study aims to address this gap by investigating the extent of academic procrastination tendencies among nursing students.

The present finding revealed that 52.13% had moderate academic procrastination. A Malaysian study reported higher percentage of nursing at moderate while another study found moderate academic procrastination at 81.4% level [16]. Similarly, another study reported, 87.2% of participants were procrastinating on their academic work [17]. Procrastination not only negatively affects students' academic achievement, but also lowers the productivity of those who are employed along with their academics [18].

Moreover, the present findings demonstrate that 45.72% had high academic procrastination. Similarly, a study found the same result that the results showed that 45% of students consistently engaged in academic procrastination [10]. In this regard, another study found it 61.33% [19]. Based on these findings workshops or training sessions should be organized to help nursing students develop effective time management skills. Providing practical strategies and tools to plan and prioritize academic tasks can empower students to overcome procrastination tendencies. Poor sleep, high levels of stress, tardiness owing to time constraints, incomplete homework, perplexity, self-blame, feelings of guilt and inadequacy, low self-esteem, anxiety, and despair are all signs of academic procrastination [20]. A study suggested investigating the efficiency of counseling programs in improving mindfulness and getting rid of procrastination in academics [21].

The current study also shows that 2.56% had mild academic procrastination while another study found slightly different results and showed 15.9% [16]. The current study revealed that a significant difference was found in gender with academic procrastination total score. These findings align with another study's results found a significant difference in gender with academic procrastination total score [22]. Likewise, another study highlighted that possible reasons for the higher involvement of female nursing

students in active participation could include societal expectations favoring collaborative and communicative traits, the nurturing nature of the nursing profession, teaching methodologies that encourage participation, and individual motivations driving engagement with their education [23]. Similarly, another study also supports these findings. Procrastination is a complicated behavior that is influenced by several variables, including personality traits, motivation, self-control, and time management abilities [24]. Gender might inherently influence these factors significantly, suggesting that its impact on procrastination might be less pronounced when compared to other crucial aspects.

The current study findings also show that there are no statistically significant differences in academic procrastination with age. These findings align with another study. Moreover, these findings also align with another study [25]. These findings may be due to that academic procrastination is a common challenge that affects individuals across different age groups.

## LIMITATIONS AND STRENGTHS

However, certain limitations must be acknowledged. These include the study's focus on a private sector college, which may not represent the experiences of students in public sector institutions. Additionally, potential biases in self-reported data could affect the findings, and the complexity of capturing Karachi's diverse cultural context may limit the generalizability of the study's conclusions. Additionally, time constraints and unaccounted external factors could limit the depth of analysis and the scope of identified causes, emphasizing the need for careful interpretation of findings.

This study offers focused insights into academic procrastination among nursing students in Karachi's private schools. The present study findings could lead to the development of interventions or strategies in future research, to address procrastination issues among nursing students, potentially benefiting educational institutions.

## CONCLUSION

Based on the findings a significant number of nursing students engage in moderate to severe levels of academic procrastination. Although a small percentage of students indicated mild procrastination tendencies, the majority displayed moderate and severe procrastination, which emphasizes the need for focused interventions and assistance to help nursing students manage their time and study more effectively. Furthermore, it is suggested to foster a supportive campus culture that encourages open communication about academic challenges. Reducing stigma around seeking help and support can empower students to seek assistance proactively.

## AUTHORS' CONTRIBUTION

- **Rizwan Ali:** Data analysis, Article writing, Manuscript supervision.

- **Muhammad Hasnain Shaikh:** Article writing.
- **Afsha Bibi:** Data collection, Article writing.
- **Nasar Khan:** Data collection entry.
- **Muhammad Adnan Tamraiz:** Assist in data analysis.

## CONFLICT OF INTEREST

Declared none.

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