

## Academic Procrastination – An Antecedent To Millennials In Managing Lifestyles During Disaster Management

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### ABSTRACT:-

Academics is the window through which we view the changes happening in the world. The best are Millennials -the future- through whom the world wants to witness the changes. The world dream through their thought process and the world trust these millennials to make their dreams come true. On the other side there is a gap analysed through various research studies. Researchers claim that the level of procrastination among these millennials is increasing day by day. One of the reasons for this is claimed to be the parenting styles followed by their parents. The problem takes its original shape when there is a disaster. The procrastination behaviour put them across greater stress. They fear to face and cross the challenges. Samples were drawn from selected colleges and a multiple regression test was adopted to prove the same. The result seems to be positive and there lies a positive correlation between these two variables. Motivational styles are proposed to change the challenges into opportunities and become benchmarked examples for their forthcoming generations.

**Keywords:** Procrastination, Motivational styles, Millennials, disaster management, academics etc.

### 1. Introduction

The framework of this research study focuses more on traits with reference to personality Solomon and Rothblum [1] analyzed out academic procrastination behavior is finishing assignments, preparation for exams at the at the eleventh moment. Postponement of daily activities without knowing their priorities. Procrastination in academics is considered as a common day to day activity in the digital era where we live in. It is a general problem among university students in recent years [5, 6]. From a research finding, it has been found that approximately 74% of students in universities procrastinate [7]. In addition, Solomon and Rothblum [1] added that 46% of their undergraduate participants procrastinated in their writing work, with 27.6% doing so when preparing for exams, and 30.1% when learning weekly tasks and assignments.

There are many studies attempted to analyze academic procrastination and it is estimated that as many as 85% of students purposefully delay tasks [9]. Procrastination in the field of academics is one of the most important forms of procrastinations in field of education, particularly higher among millennials, it is always exposed by the student delaying in working on assignments which ultimately result in late submissions, coupled with a general reduction in study time and inadequate preparation for exams [11 - 14]. There are numerous studies reveal the truth that there is s inverse relationship and effect on academic procrastination and psychological problems among millennials (15, 16).

The research is able to witness a wide gap in this area. Millennials are defined to be the population who become teens in 21<sup>st</sup> century. Procrastination in academics is defined as postponement of work given to them to the last moment.

There are several reasons identified for these types of procrastinations. One among them is motivating them in their day to day activities from their childhood. Most of the parent's priority list holds motivating their children to take up their regular routine. But the item stands in the bottom. On the

other hand, it can be projected as their lifestyle and the kind of parenting the millennials enjoy during their adolescence, they misunderstand autonomy and misuse the same in most of the situations. Motivations can be done in different forms and different stages. Parenting is one of the types of motivation given to students at the age of 3. This is anal phase of parenting and grows through latent, genital and phallic phases and it gets expanded till early bachelorhood phase. The study aims to study the association between the motivation and procrastination among millennials. Standard statistics were applied to study the association and influence. Motivation from one side cannot help both the child and the parent to reach their destiny. It requires regular practice and result (even in a small exercise). Millennials find reasons rather than focusing more on results. The same will be challenge when they enter their profession.

## 2. Research Objective

1. To study the extent of procrastination among the millennials with reference to selected under graduation programmes.
2. To study the association between motivation and procrastination in academics with reference to parenting styles (motivation) among the millennials with reference to selected under graduation programmes.

## 3. Research Methodology

The research study adopted descriptive design of research.

The sampling technique adopted to select samples was random sampling. Students-Millennials were selected randomly from different disciplines. The graduation degree program is for a period of four years. Therefore, millennials were selected from all the four years namely first, second, pre final and final years.

The data collected was primary in nature and the data was collected through structured non disguised questionnaire. The data collection instrument was distributed and self-administered among the millennials.

The instrument has two important variables namely procrastination in academics, and motivation scales in parenting. The questions were adopted from Abu-Ghazal questionnaire. The instrument has 21 items with Likert scales namely 1 for strongly disagree to 5 for strongly agree. The second variable concentrates on motivation scales with reference to parenting styles adopted to bring up their children designed by Buri. This has 40 items with Likert scaling ranging from 1 to 5.

Standardized statistical tools were used for analysis. Mean, Standard deviation, regression were used to analyze the data and attain the objective framed.

## 4. Analyzes and Interpretation

**Table 1:** Level of Procrastination in academics among Millennials

<b>Factors</b>	<b>M</b>	<b>SD</b>	<b>Rank</b>
<b>I believe in ‘Work first and rest next’.</b>	3.07	1.17	1
<b>I finish my work assignments and homework first, so I am punctual with my work.</b>	3.01	1	2
<b>I stick to deadline.</b>	3.03	1.18	3
<b>Proper planning of activities and fall in line with my plans.</b>	2.74	1.2	4

<b>I start and finish my as work as soon as it is assigned.</b>	2.93	1.14	5
<b>I don't justify in delaying my work, even if they are important.</b>	3.0	1.17	6
<b>I don't believe in deadlines.</b>	2.89	1.26	7
<b>I don't postpone a assignments if it is necessary to do it I take the task.</b>	2.89	1.2	7
<b>I take up the work regardless of their nature and importance in a delayed manner (exciting or not).</b>	2.87	1.15	9
<b>I am not so comfortable to start my work immediately.</b>	2.82	1.21	10
<b>I delay and postpone my work till last moment.</b>	2.82	1.19	11
<b>I get divert with other activities even during exams.</b>	2.79	1.15	12
<b>Before changing my mind, I plan and finish my work.</b>	2.75	1.14	13
<b>I drag on other work to complete my task.</b>	2.72	1.23	14
<b>If the task is difficult, I try postponing.</b>	2.75	1.07	15
<b>I find reasons then results.</b>	2.72	1.29	16
<b>I spend time in entertainment rather in my task and studies.</b>	2.70	1.27	16
<b>I postpone and promise to complete the task next day.</b>	2.66	1.26	18
<b>To get entertained I stop my task very fast.</b>	2.69	1.22	19
<b>Postponing my task and assignment work is a great problem which I suffer from.</b>	2.46	1.22	20
<b>I think I can get sufficient time to finish my task later.</b>	2.46	1.67	21
<b>Total</b>	2.8	1.21	

**Table 2:** Level of Motivation and association of procrastination in academics

Factors	1	2	3	4
<b>Procrastination in academics</b>	0.32*	0.36*	0.21*	<b>1</b>
<b>Permissive</b>	0.24**	0.14*	1	
<b>Authoritarian</b>	0.10**	1		
<b>Authoritative</b>	<b>1</b>			

**Table 3:** Multiple regression of motivation and procrastination in academics

Motivation styles	R	R <sup>2</sup>	F	sig
<b>Authoritative</b>	.314	.099	76	<b>.00</b>
<b>Authoritarian</b>	.359	.129	102	<b>.00</b>
<b>Permissive</b>	<b>.211</b>	<b>.045</b>	<b>33</b>	<b>.00</b>

## 5. Findings and Suggestions

1. 44% of them were male and 56 % of them were females.
2. 24% from first year, 25% from second year, 23% of them were from pre final year and 28% of them were from final year under graduation programme.
3. 18% of them showed high level of procrastination in academics and 55% showed medium level of procrastination.
4. From the study male were comparatively higher in procrastination when compared to female students.
5. The influencing factors were self-motivation, high degree of accountability and responsibility, rate of acceptance of work, core competency, passion towards the assigned work, lifestyle etc.
6. The correlation analysis reveals that there is a positive correlation between the motivation factors and he more the parent is an authoritarian in the initial stages the level is very low later it shows higher degree of procrastination in academics.
7. The style of parenting determines the level of autonomy given to their children. Millennials show more of aggressive behavior when they are ordered. They feel their competencies are under estimated and self-efficacy is questioned.
8. During disaster management female struggle to complete the work. Male try to withdraw from the assignments. We can observe perfect work life imbalance.
9. Moving digital is convenient.
10. Students accept that - Quality of data received through digital mode (class room lectures, webinars, video conferencing, online presentations) are not taken in a serious tone.

11. Submission of completed assignments, projects are comparatively compromised in such disastrous situations.
12. Motivation styles have primary influence on procrastination of work either at work or at home through parents and teachers.

## 6. Conclusion

The truth behind the study reveals that there is a relationship between the motivation styles and procrastination of work among millennials which is positive in nature. They always expect an autonomy where they want to build their self-efficacy. They want to gain confidence over the work assigned to them in their individualistic styles. Motivation styles in force cannot gain confidence among millennials over a period of time. In initial stages of life, they try obeying but, in later days they are not able to with stand the pressure created by the environment in and around them. They miss work-life balance. If students can manage their academics in time, other thing in their lifestyle immediately will fall in line. Academic procrastination should be totally avoided to place students in their proper tract. The responsibility is with students, parents and their teachers. The study gives a platform and scope for further investigation in other underlying factors which also contribute for such procrastinations in academics.

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