

Relationship between Achievement Motivation with Academic Procrastination in College Students

¹Junita Sipahelut, ²Berta Ice Leatemia

Faculty of Social and Religious Science
Institut Agama Kristen Negeri Ambon, Maluku, Indonesia

Abstract: This study outlines the relationship between achievement motivation and academic procrastination at college students. The focus of the research was the students of Institut Agama Kristen Negeri that involved 100 students. Achievement motivation variables consist of for indicators namely responsibility, creativity, value, and passion. Medium procrastination variables include perceived time, intention-action gap, emotional distress, and perceived ability. The researcher analyzed the data with Product Moment correlation techniques from Karl Pearson. The results showed that there was a relationship between achievement motivation and academic procrastination on students. Students with high motivation for achievement will complete the task on time or avoid procrastination.

Index Terms: College student, procrastinate, achievement

I. INTRODUCTION

In everyday life, students are required to show their academic work and be able to manage their time in generating works, innovations, and ideas. Students must be able to manage their time efficiently so that the study completion can be achieved. However, the fact shows that many students often postpone work or in the psychological literature referred to as procrastination. Academic procrastination is a kind of delay in completing formal assignments related to academic assignments (school assignments or coursework). Academic procrastination has many negative consequences which are namely academic assignments are ignored by students, or if done at a limited time, the results are not optimal. Procrastination also causes someone losing opportunities.

This time management problem is many problems for students. The previous study described that student frequency in procrastinating the academic work completed for various reasons. The causes of the delay are fear, failure, and anxiety. Delay in assigning tasks is not only caused by study habit or time management, but also involving linkages between behavioral, cognitive, and affective components [1]. Moreover, self-variable that is very influential on procrastination is self-regulated learning [2]. Furthermore, postponement behavior is considered a habit in student life. Some students who claimed to be procrastinators revealed that procrastination was considered a lifestyle [3].

Procrastination is a specific behavior with indications: 1) there is an element of delay, both to start and complete a task or activity. 2) produce other far-reaching consequences, such as delays in completing tasks and failures in doing assignments, 3) involves a task that is perceived by procrastinators as an essential task to be worked on, such as office assignments, school assignments, or household assignments, 4) produce unpleasant emotional states, such as feelings of anxiety, feelings of guilt, anger, panic, and so on [4][5].

The trigger for procrastination is the presence of external conditions. In theory of reinforcement, described that procrastinator never or seldom receives punishment. He felt that he was benefited because delaying the work was finally completed. whereas a cognitive behavioral theory explains that delaying behavior results from errors in thinking and the existence of irrational thoughts on tasks such as fear of failure in completing a task [6].

In the other side, students have an academic challenge in showing positive performance or academic achievement. The challenge encourages students to show their achievement, or in other words, students have the motivation to generate academic achievement. The motivation for students is something that can arouse, direct and maintain behavior. Besides that, some terms that connote the same as motivation are needs, desires, hopes, and motives [7]. Specifically, Achievement motivation is an individual driver to achieve results with certain standards and overcome obstacles in achieving goals. Someone who has achievement motivation shows characteristics such as: likes to work hard, is resilient, needs real feedback, is future-oriented, doesn't like to waste time, is optimistic, is responsible and takes risks [8].

Procrastination for student colleges results in a series of academic problems. The consequences of this behavior are aborting the course, delaying the completion of the study, low academic quality and academic performance that are not by academic standards. Academic procrastination is a sedentary behavior and will always be a barrier to one's success. Therefore if someone has high academic procrastination, then it must have something to do with motivation, because if someone has the motivation, then procrastination behavior can be reduced. Based on the assumption, the authors assess that there is a relationship between achievement motivation and academic procrastination.

II. RESEARCH METHOD

This study is quantitative with correlational analysis approach. The independent variable of the study is procrastination (X), and the dependent variable is achievement motivation (Y). The population of the study was students of Institut Agama Kristen Negeri Ambon in the third semester of six study programs. Samples were randomly selected with a total of 100 people representing all study programs at the study site.

Instruments built on indicators in both variables (Table 1).

Table 1 The Description of Variable and Indicator

Variable	Sub Variable	Indicator
Procrastination	Perceived time	failure to complete the task
		failure to predict the time
	Intention action gap	Inconsistent
	Emotional distress	feeling of displeasure
	Perceived Ability	fear of failure
Doubtful		
Motivation Achievement	Responsibility	Ability to accept risks.
		prioritize carrying out obligations
	Creativity	Demonstrating new ideas
		Taking advantage of its ability to get rewards
	Value	Planning the value to be obtained.
		Setting the achievement standard.
	Passion	Have high ideals
Try to get new information.		

The questionnaire with a Likert scale was using in collecting and there were four choices namely Strongly Agree, Agree, Disagree and Strongly Disagree. Each alternative answer has a different score, and an average score analysis is the basis of the calculation of descriptive analysis.

The scoring technique was the technique to compare between respondent value. The scores are divided into four categories that score 1.00 – 1.74 indicate very low, 1.75 – 2.49 indicate low, 2.50 – 3.24 indicate high, and score 3.25 - 4.00 indicate very high.

The instrument formation stage was to make 45 item questions on each variable with validity and reliability test. Then the data normality test using Sample Kolmogorov-Smirnov to state that the data is normally distributed. Hypothesis testing is done by using the Product Moment correlation technique from Karl Pearson with SPSS 16.0 for windows.

III. RESULT AND DISCUSSION

Validity Test Results and Instrument Reliability

Based on item selection analysis using the corrected item-total correlation method on the scale of academic procrastination, the results showed that of the 45 items tested there were 29 items which were dropped during the first test and five items that were dropped during the second test. Falling items are caused by having a correlation coefficient of less than 0.30. Determination of items that do not fall using the provision that the item has a good contribution if it shows a valid value of ≥ 0.30 . On this scale, item selection testing is done three times so that the data obtained becomes saturated data and there are no more items that fall. Measurement of validity in procrastination variables is 0.305 - 0.495.

While on the scale of achievement motivation, corrected item-total correlation analysis on 45 items resulted in the number of questions that dropped as many as ten items with a correlation coefficient of less than 0.30. Next, to the selection of the second item, there are no more items that have been dropped. The reliability of the academic procrastination scale was measured using the Cronbach Alpha method with the help of the SPSS program for Windows version 20.0. valid with a reliability index of 0.305-0.521s.

Question reliability test results with the help of Microsoft Excel 2010 and SPSS (Table 2)

Table 2 The Description of Variable and Indicator

Variable	Alpha	Status
Academic Procrastination	0.889	Reliabel
Achievement Motivation	0.921	Reliabel

Based on table 2, the reliability coefficient results in procrastination variables are 0.889, and the achievement motivation variable is 0.921. The figure can illustrate that the instruments used in this study are reliable because the numbers show <0.6 .

Normality Test

The normality test in this study used the SPSS program with the Sample Kolmogorov-Smirnov test which used a significance level of 0.05. Data is declared to be normally distributed if the level of significance is higher than 5% or 0.05. The result of the normality test for academic procrastination is the value of K-S-Z = 0.723 with a probability value of academic procrastination = 0.673. Whereas the achievement motivation variable produced the value of K-S-Z = 1.072, and the probability of achievement motivation = 0.200 ($p > 0.05$)> The results showed that academic procrastination data and achievement motivation were normally distributed.

Linearity test

The results of linearity testing between academic procrastination and achievement motivation were carried out by the F test. The analysis results showed a linearity coefficient of 0.979 and a significance value of 0.522. Significance values of more than 0.05 indicate a relationship between academic procrastination and achievement motivation.

Descriptive Analysis

Before the hypothesis test, the results of a descriptive analysis of two variables are first described. The description of Academic Procrastination illustrates that most students fail to predict the completion time of the study. The second contributing factor to the habit of delaying students is not feeling happy about completing a task. The average value of respondents' answers to Academic Procrastination is 2.87. This value indicates that procrastination occurs in students with a high category or most students show a habit of delaying completion of coursework.

The motivation achievement variable is characterized by a desire to demonstrate a new idea or student creativity. (Table 3). The results of the analysis show that students generally have low achievement motivation with a value of 2.36.

Table 2 The Description of Variable and Indicator

Variable	Indicator	Value
Procrastination	failure to complete the task	2.6
	failure to predict the time	3.5
	Inconsistent	2.8
	feeling of displeasure	3.2
	fear of failure	2.4
	Doubtful	2.7
Motivation Achievement	Ability to accept risks.	2.3
	prioritize carrying out obligations	2.7
	Demonstrating new ideas	3.1
	Taking advantage of its ability to get rewards	2.6
	Planning the value to be obtained.	1.9
	Setting the achievement standard.	2
	Have high ideals	2.2
	Try to get new information.	2.1

Results Test for correlation between variables

Hypothesis testing is done by using Product Moment correlation techniques from Karl Pearson and using SPSS for windows person 20.0. Pearson Product Moment was used to analyze whether or not a correlation between the variable of academic procrastination and achievement motivation. The results of the hypothesis test show the value $r = 0.323$ and the significance value is 0.001 ($\text{sig} \leq 0.05$). The results of the analysis indicate that there is a significant relationship between academic procrastination and achievement motivation.

Discussion

The results of hypothesis testing indicate that students with low achievement motivation tend to have a high level of academic procrastination. The results of the descriptive analysis show that there are as many as 86% of students. While the achievement variable shows dominance at a low level, there are as many as 57% of the samples showing the low category and 43% of the samples with the medium category. The reason for students with academic procrastination habits is to prioritize other fun activities, fail to observe deadlines and confidence in their abilities. While achievement motivation was 57% low category and 43% medium category. Because when students carry out procrastination behavior, their motivation for achievement is low.

The contribution of the results of this study to educational institutions is a consideration in motivating students to complete assignments promptly. The results of this study can be a reference for lecturers in achieving optimal learning outcomes. This study has a variety of limitations, namely a more detailed study of the description of the causes of the presence of procrastination behavior in students has not been identified. Likewise, the sources of external motivation in students can encourage prevention of procrastination.

IV. CONCLUSION

The results of data analysis showed that there was a relationship between achievement motivation and academic procrastination on students. Students with high motivation for achievement will complete the task on time or avoid procrastination.

REFERENCES

- [1] L. J. Solomon and E. D. Rothblum, "Academic procrastination: Frequency and cognitive-behavioral correlates," *J. Couns. Psychol.*, vol. 31, no. 4, p. 503, 1984.
- [2] R. M. Klassen, L. L. Krawchuk, and S. Rajani, "Academic procrastination of undergraduates: Low self-efficacy to self-regulate predicts higher levels of procrastination," *Contemp. Educ. Psychol.*, vol. 33, no. 4, pp. 915–931, 2008.

- [3] M. K. Akinsola, A. Tella, and A. Tella, "Correlates of academic procrastination and mathematics achievement of university undergraduate students," *Eurasia J. Math. Sci. Technol. Educ.*, vol. 3, no. 4, pp. 363–370, 2007.
- [4] N. A. Milgram, W. Dangour, and A. Ravi, "Situational and personal determinants of academic procrastination," *J. Gen. Psychol.*, vol. 119, no. 2, pp. 123–133, 1992.
- [5] N. A. Milgram, G. Batori, and D. Mowrer, "Correlates of academic procrastination," *J. Sch. Psychol.*, vol. 31, no. 4, pp. 487–500, 1993.
- [6] J. R. Ferrari, J. L. Johnson, and W. G. McCown, "Procrastination research," in *Procrastination and Task Avoidance*, Springer, 1995, pp. 21–46.
- [7] L. Neale and D. Funk, "Investigating motivation, attitudinal loyalty and attendance behaviour with fans of Australian football," *Int. J. Sport. Mark. Spons.*, vol. 7, no. 4, pp. 12–22, 2006.
- [8] D. C. McClelland, J. W. Atkinson, R. A. Clark, and E. L. Lowell, "The achievement motive.," 1953.

