

The Relation between Academic Procrastination and Student's Achievement - A Quantitative Study Among Female Students at Jouf University

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Abstract: University students frequently put off doing their homework, hurting their academic performance. Throughout this research, female students at Jouf University were asked to examine the relationship between academic procrastination and student performance. At Qurayyat, Saudi Arabia, at the College of Sciences and Art, 342 female students served as the study's sample. The researcher used the Arabic Scale of Procrastination (ASP) questionnaires to determine the relationship between academic procrastination and student performance. Descriptive analysis was employed in the study to evaluate the information. The participants in this research exhibited a minimal degree of educational procrastination, it was discovered after data analysis. Furthermore, this research reveals that academic procrastination had a detrimental impact on female students' accomplishments. As per the age, marital status, section, level, and grade, there were no statistically significant variations in academic procrastination among female students at Jouf University.

Keywords: Academic Procrastination; Academic Achievement.

1 Introduction

Procrastination, which has now become a prevalent issue, has been the subject of extensive investigation. Undergraduate students' academic progress and accomplishment are nuanced interactions between various behavioral, emotional, and cognitive factors in addition to their research objective and ability to organize their time. Research on this behavior has concentrated on its causes and how it relates to academic success [1] This research aims to determine how students' academic procrastination and accomplishment relate.

This research was carried out to investigate the issue of academic procrastination among female students at Jouf University. What is the amount of procrastination among female students at Jouf University in Saudi Arabia? Does academic procrastination have anything to do with academic success? Do female students at Jouf University vary in their propensity to put off doing their homework depending on their age, marital status, department, level, and grade? These were the major goals of this investigation.

Several learning-related habits might negatively impact academic success. Procrastinating is one of the habits that has generated a lot of interest in educational studies over the last 20 years [2]. Several scholars in the area of education have made procrastination their main focus. Procrastinating has often been identified as an undesirable factor that can harm students' academic progress in the academic area [3].

Procrastination is an interactive behavior in which a person neglects or postpones a timely completion of a required task or assessment. The future effects of this activity might be painful and unwanted. Doing tasks poorly or postponing choices are examples of this potentially harmful conduct (i.e., decisional procrastination) [4].

When a student intentionally puts off doing an assignment, even when they are aware that doing so may result in academic difficulties, this is known as academic procrastination [5]. University students frequently postpone, and evidence suggests that all students procrastinate to a certain degree. According to studies in education, tardy pupils are more likely to miss deadlines; receive poorer results on their assignments, final examinations, programs, and cumulative grade point average [6].

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Twenty to seventy percent of university students procrastinate, and they do it for one-third of their study hours, making it a common phenomenon [2]. According to study findings, at least 70 to 95 percent of undergraduates are thought to engage in problematic academic procrastination, and between 20 and 30 percent of undergraduates are thought to engage in serious or ongoing procrastination [4]. Gareau found that over 80% of undergraduates procrastinate [5]. According to Kasim, 23% of university students put off doing their academic assignments until later [4]. According to research by [6], procrastinating is a frequent behavior in academics, particularly among college students, with between 50% and 95% of university students admitting doing so on a regular schedule. According to research by Fentaw [7], half of the students consistently postpone because they have poor time management skills, don't prepare ahead for educational tasks, are lazy, or are under stress. About 80% of undergraduates are procrastinators to varied degrees.

Section 2 define the literature review of related studies. Methodology section is presented in Section 3 and 4 and Section 5 presents data collection, results and discussion, finally the paper concludes in section 6.

2 The Literature Review

There have been several descriptions of procrastination put forward throughout the years. A comprehensive description of procrastinating as the deliberate postponement of an action that is desired, essential, and/or [personally] significant while anticipating probable negative effects that outweigh the benefits of the postponement [8]. When there is a motivating conflict between education and leisure activities, procrastination is the "desire to select the leisure choice." [4].

Procrastination intentionally postpones activities from being accomplished and completed [3]. Moreover, it describes "the deliberate postponement of a planned course of action in the anticipation that the postponement will suffer more [1]. Authors in [8] state that procrastination is caused by an inability to manage a workload that can hinder an individual from achieving their goal. Obtaining a direct rich website that procrastination is live a more successful and happy life.

Recent studies have concentrated a lot on procrastination in academic settings. Academic procrastination is what is considered too as this. Academic duties and pursuits that might be put off include those connected to studying and acquiring knowledge [9]. At different educational levels, academic procrastination is viewed as contentious since it is associated with students' lack of a set deadline for finishing their assignments, which undermines the effectiveness of the instructional and learning procedure [6]; on the other side, in addition to severe psychological and health issues, this could result in lost time, lost chances, lower production, and failure [10]. Procrastination contributes to other educational issues, including academic problems, low achievement, difficulty adapting, and subpar efficiency.

Educational attainment is vital to daily life in people's jobs, relations, the feeling of existence, and leisure time. The primary indicator of achievement is an educational accomplishment, which strives to meet the curriculum's objectives for performance and importance as previously established by society [11]. Academic success is best demonstrated through extracurricular activities that show the extent to which the student has attained certain goals [12].

Consequently, academic accomplishment should be viewed as a complex construct incorporating several learning domains since academic accomplishment encompasses a wide range of educational results and is a fairly broad topic. Several different requirements can be used to determine student achievement. Some indicators include declarative and procedural knowledge gained through education, more curriculum content criteria include grades or effectiveness on an educational achievement test, and accumulated markers include educational grades and certificates [13].

The findings of several empirical studies on academic procrastination and student success were varied. According to the research findings, academic procrastination was strongly inversely connected with academic achievement and may have a detrimental effect on learning outcomes. For instance, the study conducted by Kasim [4] identified a connection between academic procrastination and poor academic performance. 90 students enrolled in the 5th semester of the landscaping and architectural course at the Faculty of Design and Architecture of a nearby institution participated in this study to examine academic procrastination and its connection to academic achievement. Gender was considered in this study. The data analysis revealed that the research subjects had a moderate procrastination tendency. The findings from this research likewise revealed a negative correlation between academic procrastination and effectiveness. The gender variable had considerable influence on the correlation between academic performance and educational accomplishment but none on the propensity for academic procrastination.

Academic procrastination and academic success have been linked negatively in previous studies. University students' academic procrastination and locus of control were examined by Johal [14] as potential indicators of academic success. A sample of 200 bachelor's degree candidates, split equally between men and women. First-year undergraduates from several Amritsar district institutions connected with Guru Nanak Dev University, Amritsar, were randomly chosen. Regression analysis and Pearson product-moment correlation were utilized. The research found a weak but unfavorable correlation between academic success and procrastination. Yet, there were no distinctions between genders in academic achievement, academic procrastination, or control locus.

In the same context, the findings of the study revealed that the tendency of academic procrastination is an important predictor of academic achievement for online learners [15]. This research examined the reasons behind variations in

academic achievement between online learners' procrastinating tendencies. The research examines whether academic procrastination is an important indicator of online students' academic achievement. There are 333 Online course learners became part of the sample, and information was collected using an online survey. The findings indicated no statistically noteworthy variations in academic procrastination among male and female students. The academic procrastination tendency of the learners strongly predicted academic achievement and minimum procrastinators outperformed higher procrastinators in terms of academic achievement.

Comparably, [16] study verified the connection between academic procrastination and academic achievement in a sample of adolescents (1278) high school and middle school pupils to look into the connection between adolescents' usage of technology and media, as well as their academic procrastination behaviour, and educational success. The association between teenage technology and media use and academic accomplishment is also the subject of this research's investigation into the potential moderating role of academic procrastination behaviour. Data was gathered using questionnaires that included the Pupil Scoring Average, Behavioral Rating, Educational Procrastination, Demographics Data, Technology and Media Usage Forms, and Technology and Media Usage Form to assess pupils' academic performance. The findings indicated that this link was mediated by academic procrastinating behavior. In other terms, teenagers who use media and technology tend to put off their academic work, which has a detrimental impact on their grades.

According to research by Fentaw [7], procrastination impacts a student's functional and psychological conduct and academic success. The research examines academic procrastination at a few higher education institutions in Ethiopia's Amhara region, including its occurrence, reasons, areas, and consequences. They also looked at how student gender and institution type affected academic procrastination. 323 male and female students from three institutions participated in the investigation and filled out a questionnaire about procrastination. The research utilized mixed methods, integrating quantitative and qualitative information from the beginning to the end. According to the findings, procrastination is a problem among students to varied degrees in almost 80% of cases. Procrastination happens independently of gender and institutional conditions, the research also demonstrated.

In contrast, the Aldham research [6] concluded that there isn't a statistically significant relationship between academic success and procrastination. This study aims to evaluate the degree of academic procrastination between high achievers and low achievers. There are 256 randomly picked male and female students from King Khalid University's Faculty of Education made the research sample. An online survey about academic procrastination was used for this research. The findings showed that excellent and underachieving pupils had moderate academic procrastination. The correlation between academic accomplishment and academic procrastination is not significantly different. Moreover, procrastination in academic tasks was unaffected by the level of education.

Authors in [3] research additionally found that procrastinating did not significantly affect pupils' total grade point averages. This research aimed to examine the impact of psychological capital on employees' effectiveness and educational accomplishment across a range of conscientiousness degrees in both students and workers. The initial participants 1670 were undergraduates from four cities of Makassar's top colleges. Between the ages of 17 and 24, most (73.7%) are female. The following group was made up of 400 workers (females, 57.5%) from five significant Makassar-area institutions that represented both the private and public domains. The findings showed that while procrastination did not substantially reduce students' cumulative average ratings, it did have a detrimental direct impact on academic achievement. Whenever students' conscientiousness levels were low compared to great, psychological empowerment had a more detrimental influence on procrastination than when students' conscientiousness levels were minimal.

Moreover, Baka in [17] found that other variables, rather than just procrastinating behaviour, impact a student's academic achievement. In this research, 100 Malaysian university students, 29 from the social sciences and 71 from the physical sciences were recruited to examine the association between academic procrastination, self-efficacy, and academic achievement. The findings indicated that most pupils tend to put off doing their homework. However, procrastination doesn't generally impact a student's educational performance. The findings also showed that students' propensity to put off doing their academic work was unaffected by self-efficacy.

Studies have examined the connections among indicators, stressors, and reactions to stressors and educational achievement in 435 people aged between 17 and 25 (M Age = 19,03). One such study in [18] examined the relationships among indicators, stressors, and reactions to stressors and academic achievements in a specimen of 435 people. A comparison of procrastination between student populations with various academic levels of performance revealed that low-achieving students frequently procrastinate, becoming lazy in their judgment while restricting their private time and taking care of their frustration, pressure, and anger. According to correlation studies, procrastination is correlated with stress levels and academic problems.

Some other studies studied gendered variations in educational procrastination, academic achievement, and academic satisfaction with life and found a negative correlation between academic procrastination and academic success [19]. There are 441 college students that participated in the research, with 50.6% men and 49.4% women. The information was collected using the Academic Satisfaction Scale, the Demographic Information Model, and the Aitken Procrastination Inventory. The findings showed that academic procrastination was connected with poor academic achievement and a

lack of happiness with one's academic life. Male students procrastinated more in class, performed worse academically, and were less satisfied with their academic lives. Gender impacted the link between academic procrastination, academic success, and academic satisfaction with life, according to Manova and hierarchical regression analyses. According to the study results, male students are more vulnerable than female students to the detrimental effects of academic procrastination on their academic achievement and overall fulfillment.

To look into the connections between academic pressure, academic procrastination, and academic success, Qian in [20] conducted correlational research. The goal was to investigate how procrastination, both passive and active, mediated the link between academic anxiety and academic success. The research additionally showed that the association between academic stress and academic procrastination is influenced by academic self-efficacy. The research's findings indicate that academic procrastination acts as a mediator between academic stress and student achievement. Those who actively postpone when they are conscious of the pressures of academic life do well. However, passive procrastination can have negative effects.

Similarly, this research [21] used procrastination as a mediating factor to examine the possibility of a connection between students' academic success and their fear of failure. The investigators utilized the technique of quantitative correlation. The participants in the study were 52 students 37 females 71.2%, and 15 males 28.8% between the ages of 20 to 24 years; samples were taken randomly. The Efficiency Failing Appraisal Inventory and the Procrastination Academic Scale-Students were the instruments the investigators utilized to evaluate the variables. The findings show that procrastination does not mitigate the link between students' academic success and fear of failing.

A study by [22] examined academic procrastination, personality characteristics, and academic accomplishment in a study involving college students. One of Turkey's public institutions, Yildiz Technological University, hosted the research. From grade two through grade four, students were randomly chosen from twelve different academic institutions and three distinct grade levels. The participants consisted of 475 undergraduate students, 161 of whom 33.9% were female, and 314 of them 66.1% were male. Participants completed a 54-item survey, including questions on a scale of academic procrastination and the Big Five personality traits scale. At the end of every semester, departmental administrators provided information on students' academic performance. According to the preliminary analysis, these factors have an important association, particularly with academic success.

Our earlier examination of the literature revealed that academic procrastination is a frequent behavior among students and that, in general, it has a detrimental effect on academic achievement.

Academic procrastination is a significant barrier to students' academic success, according to research on procrastination, which has found that it has unfavorable impacts on people. A higher propensity for academic procrastination is associated with lower academic performance. In this way, we can conclude that academic procrastination hinders students' study effectiveness, affects performance, and contributes to stress.

The mainstream research on public procrastination and academic procrastination has been conducted on males, females, respondents, and non-Arab associations, except the study applied in the Kingdom of Saudi Arabia [6]. Further study is thus required to acquire a deeper knowledge of academic procrastination and how it affects Arab women.

The current quantifiable, causal comparison analysis attempts to ascertain if female students at Jouf University's propensity for academic procrastination impact their academic success.

2.1 Research Questions

- 1.How much procrastination do female students at Saudi Arabia's Jouf University exhibit?
- 2.Is there a correlation between academic procrastination and students' achievement?
- 3.Do female students at Jouf University engage in different levels (age, marital status, section, level, and grade) of academic procrastination that are statistically different?

2.2 Research Questions

- 1.In Saudi Arabia's Jouf University, female students exhibit significant procrastination.
- 2.There is no connection between students' performance and their procrastination in the classroom.
- 3.The academic procrastination of students does not change much with age.
- 4.There are no significant differences among married, divorced, single, and widow female students on academic procrastination.
- 5.The GPAs of students procrastinating in class do not differ significantly.
- 6.The grades of students who procrastinate in class are not significantly different from one another.

2.3 Research Questions

The deployment of procrastinating therapies throughout higher education institutions may be a beneficial strategy given the frequency with which students regard procrastination as a serious issue in their academic life:

- 1.It would aid institutions in figuring out how to deal with students’ academic procrastination.
- 2.It would also make clear to pupils how crucial time management is for academic achievement.
- 3.It would increase students’ understanding of how procrastination affects academic achievement.

3 Methodology

This study area outlines the methodology for the present research, the research sample and population, research instruments and information gathering, the validation of the questionnaires, and the explicitly expressed reliability test utilized. The description of the statistical analysis performed to get the data is the last.

3.1 Study Methodology

The research’s descriptive methodology was utilized to discover the relationship between female students at Jouf University’s academic procrastination and academic accomplishment. Descriptive research evaluates attitudes, views, demographic data, circumstances, and practices [23]. A descriptive survey design has been selected as the methodology for the current investigation. Surveying collects information from community members to determine where that population stands about one or more factors. Considering this topic, the survey study can offer highly significant information. It includes carefully planning and carrying out every step of the research process. The study sample had access to a survey instrument, which the investigator utilized. The survey tool aimed to gather information on attitudes and beliefs to determine the relationship between academic procrastination and students’ accomplishment.

3.2 Study Population and Sample

The study’s population of female students at Jouf University in Saudi Arabia’s Faculty of Sciences and Arts included 3095 individuals with various majors and specialties, as indicated in Table 1. A random selection from the population served as the study’s sample, based on their size table, which is 342 with a percent of 11.05% from the population size as shown in Table 1.

Table 1: Population and sample size.

Science sections	Population	Sample * (11.05%)	Arts sections	Population	Sample * (11.05%)
Physics	138	15	Religious	550	61
Chemistry	455	50	Arabic	600	66
Mathematics	91	11	Kindergarten	290	32
Computer	71	8	English	300	33
Total	755	84	Business Administration	450	49
			Arts	150	17
			Total	2340	258
Total of the sample = 84+258 = 342					

The researcher specifically dispersed 342 participants to the Jouf University Science and Arts College study sample (female students). Three hundred-five students participated in the study, and 37 were excluded because it was unfinished. The total percent of participants was $305/342 = 89.1\%$ from the original sample. The demographic distribution for the research sample is shown in Table 2.

Table 2: Demographical distribution for the study sample.

Demographic	Distribution	Frequency	Percentage
Age	18 – 20	178	58.4
	21 and above	127	41.6
Total		305	100.0
Marital Status	Married	55	18.0
	Single	238	78.0
	Divorce / Widow	12	3.9
Total		305	100.0
Department	Sciences	85	27.9
	Arts	220	72.1
Total		305	100.0
Academic level	First + second	75	24.6
	Third + fourth	121	39.7
	Fifth + sixth	75	24.6
	Seventh + eighth	34	11.1
Total		305	100.0
Grade (Average)	2 and below	15	4.9
	Above 2 and below 4	169	55.4
	More than 4	121	39.7
Total		305	100.0

4 Data Collection

Standardized systemic using a quantitative technique, sampling responses were acquired through the questionnaire's data gathering. Data was collected in the summer and fall semesters of 2022 after getting approval from the Deanship of Scientific Research at Jouf University.

4.1 Study Tools: The questionnaire

The researcher adopted the Arabic Scale of Procrastination Survey (ASP-S) consisting of two sectors. Section One: Demographic Variables, contains (Age, Marital status, Section, Academic level, and GPA). Section Two: academic procrastination questionnaire which contains (20) statements [24].

4.2 Validity

Academic reviewers from Jouf University properly carried out a macro evaluation that encompasses all the research constructs to assess the reliability of the questionnaire. The questionnaires were sent to three reviewers to ensure the integrity of the items.

4.3 Reliability

The study conducted Cronbach's alpha testing, which aids in determining the internal consistency in Table 3, to determine the instrument's trustworthiness. The evaluation findings revealed that all claims connected to academic procrastination had Cronbach alpha values that were typically greater than 60% and appropriate in studies and research in [25] provides the questionnaires as a whole. The dependability coefficient varied from 0.613 to 0.700 and had an average value of 0.660.

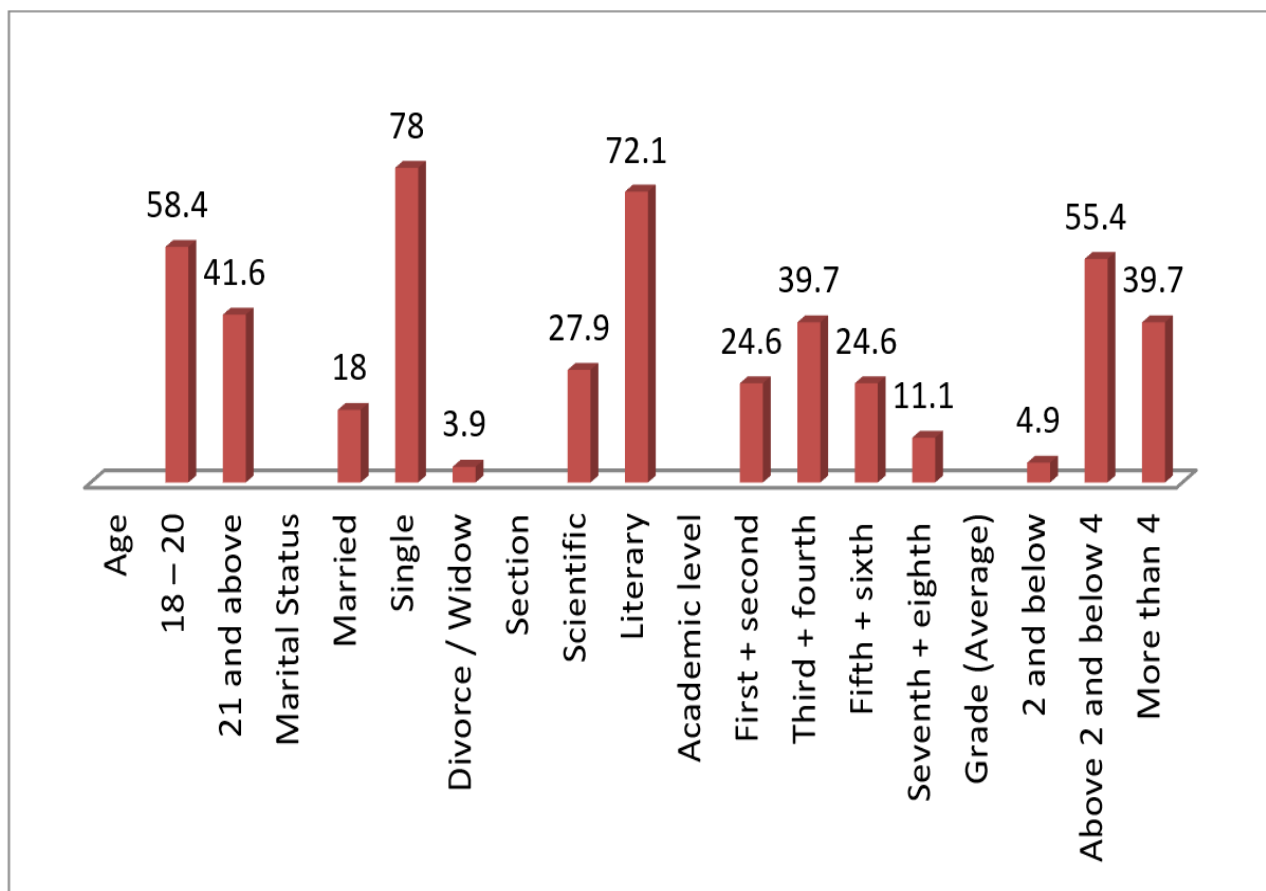


Fig. 1: Demographical distribution for the study sample.

4.4 Strategies for data analysis

A Statistical Package for Social Sciences (SPSS) was utilized to analyze the data gathered and evaluate the research hypotheses to respond to the research questionnaire and hypothesis formulated to examine the relationship between academic procrastination and pupil attainment among female students at Jouf University. To analyze the data, the following statistical methods and tests were applied:

1. By highlighting the stability and consistency of how the tool evaluates the idea, Cronbach’s Alpha reliability indicates the degree of correlation and coherence among questionnaire items. It aids in evaluating the “quality” of a measurement.
2. Demographics characteristics are described using percentages and frequencies.
3. Methods of descriptive statistics: they comprised standard deviations and means. Several methods were employed to demonstrate participants’ levels of agreement with the study’s criteria.
4. Five-way ANOVA analyses were used to demonstrate the statistically meaningful variations in the degree of academic procrastination relating to demographic data.
5. Five Likert scales made up the research-type scale:

- 1.No 0
- 2.Sometimes 1
- 3.Medium 2
- 4.Much 3

Table 3: Cronbach's Alpha test (n= 305).

	Cronbach's Alpha if Item Deleted
q1	.700
q2	.650
q3	.652
q4	.621
q5	.664
q6	.620
q7	.649
q8	.657
q9	.613
q10	.657
q11	.650
q12	.654
q13	.620
q14	.640
q15	.647
q16	.649
q17	.635
q18	.663
q19	.648
q20	.663
Cronbach's Alpha	0.660

5. Very Much 4

Relative importance determined by:

$$\text{Class Interval} = \frac{\text{Maximum Class} - \text{Minimum Class}}{\text{Number of Levels}}$$

$$\text{Class Interval} = \frac{4 - 0}{3} = 1.33$$

1. Low degree, ranging from 0.00 to 1.33.
2. Medium degree, ranging from 1.34 – 2.67.
3. High degree, ranging from 2.68 – 4.000.

5 Results and Discussion

5.1 Results

Question (1): How much do female students at Saudi Arabia's Jouf University engage in procrastination? The investigator determined the degree of educational procrastination among the female students at Jouf University in Saudi Arabia using the arithmetic averages, standard deviation, ranking, and significance level, as shown in Table 4.

According to Table 4, academic procrastination among female students at Jouf University in Saudi Arabia was in the lower range, with a mean score of (0.97) and a standard deviation of (0.37).

Indication (8) (I make sure to make good use of my time) ranked first with a medium-level average of (2.18), statement (18) (I can organize my time well) placed second with a mid-level average of (2.17) and standard deviation (1.36) and statement (16). (I have a set time for every job) rated third with a mid-level average of (1.98) and a standard deviation of (1.37). With a mean of (0.35) and a standard deviation of (0.66), which is on a minimal level, statement (11) (I get sidetracked from work that has deadlines with other things) ranked last. In contrast, statement (10) scored last with a mean of (0.41) and a standard deviation of (0.62), which is likewise on a minimal level.

This low level of procrastination may be due to the sense of responsibility among the female students of Al-Jouf University, in addition to their great interest in tasks. This time in their academic lives or the practice of their normal

Table 4: Arithmetic Mean, SD, Rank, and Importance level of academic procrastination among the female students at Jouf University in Saudi Arabia in descending order.

No	Statements	Mean	Std. Deviation	Rank	Importance Level
8	I make sure to make good use of my time.	2.18	1.40	1	Medium
18	I can organize my time well	2.17	1.36	2	Medium
16	I have a set time for every job.	1.98	1.37	3	Medium
1	I complete the work required of me on time without delay.	1.82	1.30	4	Medium
9	Time runs out without noticing it	1.65	1.44	5	Medium
13	Many of my current problems are caused by my procrastination	1.04	1.08	6	Low
12	I keep saying, "I will do this work tomorrow."	0.95	0.94	7	Low
17	My time is wasted despite me	0.88	0.98	8	Low
19	I miss a lot of chances due to procrastination	0.79	0.78	9	Low
15	It takes a long time to start any work.	0.76	0.95	10	Low
20	I think procrastination is better than hastening	0.74	0.98	11	Low
5	My problem with time cannot be solved	0.70	0.68	12	Low
6	If there is a difficult task, I prefer to procrastinate.	0.57	0.83	13	Low
7	I buy essential things late (books and study tools).	0.56	0.94	14	Low
2	I procrastinate on the work that is required of me too much.	0.52	0.85	15	Low
3	I go late to appointments, meetings, and study lectures.	0.48	0.94	16	Low
4	I start the work I have to do late.	0.46	0.79	17	Low
14	I procrastinate the completion of necessary work for no reason	0.43	0.82	18	Low
10	I'm late getting things done.	0.41	0.62	19	Low
11	I get distracted from work that has deadlines with other things.	0.35	0.66	20	Low
Total		0.97	0.37		Low

lives leads students to understand life, not to overlook the very important time in life, to organize time, to pay attention to planning, to develop programs with specific goals, and to achieve. Everything that students plan is timely and specific to prepare students to face cognitive and academic challenges and avoid risks that lead to poor academic accomplishment.

Question (2): Is there a statistically important link between students' performance and their procrastination in university? The researcher utilized a one-sample T-test, as given in Table 5, to determine the relationship between academic procrastination and student accomplishment among female students at Jouf University:

Table 5: One Sample T-test to show the effect of academic procrastination on students' achievement among female.

	Mean	St. Deviation	T-Tabulated	T-calculated	D. f	sig	Result
procrastination	0.97	0.37	1.96	-48.078	304	0.00*	Negative Effect

(t) tabulated = 1.96, (t) value = 2.00 * Significant at level of (0.05)

Table 5 outcomes show that the total mean of the effect of academic procrastination on achievement among female students was (0.97) with a standard deviation of (0.37) and (t) calculated value was (-48.078), which is more than the value of (t) Tabulated (± 1.96).

The findings revealed a statistically significant difference between the scale's mean and the default mean (2.00), and the (t) computed value was higher than the (t) tabulated value was 1.96, suggesting that academic procrastination has a detrimental effect on female students' accomplishment. This outcome may be ascribed to academic procrastination delaying accomplishments and doing work. In this study, the work focused on academic duties, as procrastination often forgets work and wastes time, greatly leading to confusion among students. And reaching a stage of disorganization and lack of awareness wastes time and information due to a lack of follow-up and work on time.

Question (3): In terms of age, marital status, department, level, and grade, are there statistically meaningful variations in academic procrastination among female students at Jouf University? As per (age, marital status, section, level, and grade), the research utilized average, standard deviation, and the five-way ANOVA test to illustrate the statistically significant variations in the level of academic procrastination among female students at Jouf University as demonstrated by tables (6, 7) below.

Table 6: Descriptive analysis to show the differences in the level of academic procrastination according to demographical information.

academic procrastination among female students at Jouf University according to demographical information	age	N	Mean	Std. Deviation
	18 - 20 years	178	0.97	0.36
	21 and above	127	0.96	0.40
	Marital status			
	Married	55	0.97	0.42
	Single	238	0.96	0.36
	Divorce/widow	12	1.03	0.44
	Section			
	Sciences	85	0.97	0.38
	Arts	220	0.96	0.37
	Academic level			
	First + second	75	0.99	0.41
	Third + fourth	121	0.93	0.31
	Fifth + sixth	75	1.03	0.38
	Seventh + eighth	34	0.92	0.46
	Grade			
	2 and below	15	1.01	0.52
	Above 2 and below 4	169	0.95	0.38
	More than 4	121	0.98	0.35

According to the findings in Table 6 of Jouf University, there were clear variations in the average values connected to the degree of academic procrastination amongst female students (age, marital status, section, level, and grade). The following statistically significant variations were displayed using a five-way ANOVA test:

The results of Table 7 revealed that there were no statistically meaningful variations in the degree of academic procrastination among female students at Jouf University as per (Age, Marital status, Section, Level, and Grade), with (F) values equal to (0.037, 0.357, 0.009, 1.467, and 0.100) for each of these independent factors, respectively. If a distinction in the means was discovered, it was not substantial, as shown in Figure 2.

Table 7: A five-way ANOVA test will demonstrate the statistically meaningful variations in the degree of academic procrastination based on demographic data.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Age	.005	1	.005	.037	.848
Marital status	.102	2	.051	.357	.700
Section	.001	1	.001	.009	.923
Level	.628	3	.209	1.467	.224
Grade	.029	2	.014	.100	.905
Error	42.117	295	.143		
Total	327.533	305			
Corrected Total	42.881	304			

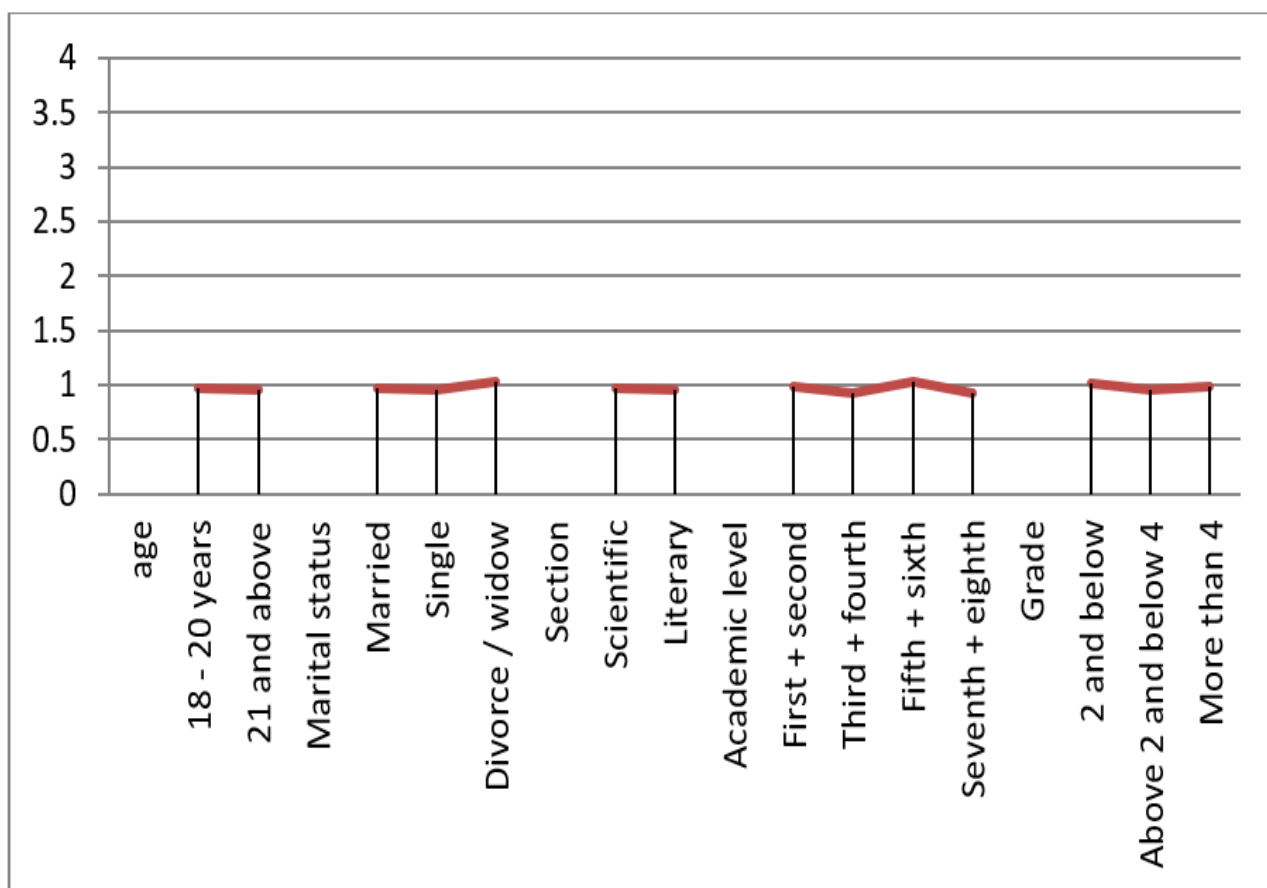


Fig. 2: differences in the level of academic procrastination according to demographical information.

5.2 Discussion

This investigation aims to gauge the degree of procrastination among female students at Saudi Arabia’s Jouf University. This research aimed to gain greater insight into how academic procrastination affects students’ success. The research also aimed to identify and evaluate the degree of academic procrastination among female students at Jouf University, as indicated by (age, marital status, section, level, and grade).

The findings revealed that female students at Al-Jouf University in the Kingdom of Saudi Arabia had a low propensity to put off doing their tasks. This result contrasts with Kasim's research, which [4] revealed that academic procrastination among students was generally modest. It also goes against research that indicates academic procrastination is common and has a higher proportion among university students [7].

This research reveals that academic procrastination badly impacts female students' success. The findings confirmed the hypothesis that students who procrastinate frequently are likely to perform poorly academically. This result was consistent with earlier studies. One study, for example, claimed that academic procrastination was strongly inversely associated with academic achievement. Academic procrastination tendency is a significant indicator for predicting the academic achievements of online learners, according to studies [4, 15, 16] supported this association between academic procrastination and educational success in the adolescent population.

This outcome may be attributed to the reality that academic procrastination limits pupils' time to complete activities, increasing the likelihood that they will execute below par and receive poorer grades. Recent meta-analyses have shown a small-to-medium negative connection between procrastinating and university students' academic success, which is particularly intriguing and supports this claim. In [5] meta-analysis found that academic procrastination was linked to poorer GPAs and grades on assignments and in courses.

Authors in [3] discovered that procrastinating did not significantly affect students' cumulative Grade-Point Average, did not agree with this research. This finding conflicts with research by [11], which found that participants' academic success was unaffected by their amount of procrastination and that there was no discernible difference in respondents' academic accomplishment according to procrastinating levels. According to research by Korkmaz a bad correlation exists between procrastinating and success [6].

Even though the term "procrastination" in the current study refers to the negative version of the activity, certain procrastinators may equate purposeful procrastination with productive learning strategies for superior efficiency. Procrastinators who manage their learning process and generate massive learning results are referred to as "active procrastinators" by [1]. For some people, delaying learning opportunities does not necessarily compromise it [1]. Adopting a deliberate learning strategy and improved self-control were negatively correlated with procrastination. Using a strategic learning approach entails planning the study activities to maximize the time for studying [1].

Both aggressive and passive procrastinators were not found among students in this survey. Further study is therefore necessary. According to the findings, there were no statistically significant variations in female students at Jouf University's levels of academic procrastination (Age, Marital status, Section, Level, and Grade). This outcome aligns with Aldalham's study [6], which found no statistically significant changes related to the educational level variable across all instrument areas.

6 Conclusion

This research investigated the relationship between academic procrastination and female students' performance at Jouf University. The sample was 342 female students in Qurayyat, Saudi Arabia. The researcher utilized the Arabic Scale of Procrastination (ASP) questionnaire to discover the relationship between academic procrastination and student accomplishment. Descriptive analysis was employed in the study to evaluate the information. The survey discovered that there was little procrastination among the students.

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