Chapter Two

Literature Review

This chapter provides experts' opinions that support the research. The relevant ideas from experts are elaborated into two parts, procrastination and students' achievement. The first part consists of elaboration on the definition of procrastination, causes of procrastination, effects of procrastination, and types of procrastination. Meanwhile, the second part comprises of amplification on the definition of students' achievement and level of students' achievement.

Procrastination

Definition of procrastination. Many researchers attempted to define what procrastination is. These attempts produce various different types of definition. The difference might be caused by the root and origin the researchers used as the basis to define the procrastination. Neville (2007) stated that the word of procrastination derived from its origins in Latin: *pro-* (forward) and *crastinus* (of tomorrow). It means that procrastination is putting something forward tomorrow. Besides, according to Klingsieck (2013) and Rozental and Carlbring (2014), the definition of procrastination is willingly delaying a planned task which is intended to be done without concerning bad consequences coming from that delay. In addition, Klingsieck (2013) and Rozental and Carlbring (2014) stated that the definition may be differentiated into three different manners, distress, postponement, and irrationality. Distress refers to the procrastination in the form of delay that is in conjunction with subjective discomfort (Solomon & Rothblum, 1984; Rozental & Carlbring, 2014). Postponement constitutes a type of procrastination when people

postpone to start or to complete an intended course of action (Beswick & Mann,

1994; Rozental & Carlbring, 2014). Irrationality represents a kind of procrastination

to delay activities irrationally as behavior of the doers (Sabini & Silver, 1982;

Rozental & Carlbring, 2014).

From various definitions of procrastination, some experts asserted that theirs

is the most proper definition. Eerde (2003) and Thakkar (2009) claimed that the best

definition for procrastination is the postponing of a duty that was initially planned in

spite of expecting to be poorer for the delay. Collaterally, according to Steel (2007),

Rozental and Carlbring (2014), and Steel (2010), procrastination is "to voluntarily

delay an intended course of action despite expecting to be worse off for the delay." In

line with Oxford Advanced Learner's Dictionary (2005), procrastinate is "to delay

doing something that you should do, usually because you do not want to do it". In

education field, academic procrastination term refers to the delay in academic

activities intentionally, incidentally, and/or habitually but has significant effect

toward students' learning and achievement (Hussain & Sultan, 2010).

To sum up, procrastination is the tendency to delay and postpone task or duty.

Commonly, people do procrastination on tasks impulsively, intentionally, and

voluntarily. Moreover, people who procrastinate do not consider the bad impact from

the action.

Types of procrastination. Procrastination is divided into types. The variance

of procrastination types existed because the experts see it based on many different

perspectives like character and trait. Babadogan (2010) pointed out that there are two

classifications of procrastination. The first is procrastination as personal trait which is

mostly based on putting off in decision-making and daily life routine and the second is conditional procrastination which is included also academic procrastination. In line with that, Solomon and Rothblum (1984), Milgram, Mey-Tal, and Levinson (1998), Lay (1988), Ferrari and Dovidio (2000), Ferrari (1991), and Babadogan, (2010) distinguished procrastination as life routine procrastination, compulsive procrastination, decisional procrastination, and academic procrastination. Life routine procrastination manifests as difficulty in arranging daily routine tasks and in getting these done in time. Then, compulsive procrastination emerges as a deferring both the tasks to be accomplished and likewise the decision to be occupied. Subsequently, decisional procrastination arises as "procrastination in decision-making in case of conflict situations and various options." Last but not least, academic procrastination is addressed as like leaving academic tasks until last minute such as preparation for examinations and doing assignment.

Instantly, those categories are generalized into two extractors which are based on reason and area that people procrastinate. The types of procrastination may be different and it depends on the characteristic which is used as a separator. Moreover, the experts provided two different groupings of procrastination types. They are two types and four types and those categorizations are based on the reason and the area that people procrastinate.

However, the researcher tends to choose the first type of procrastination which divides procrastination into two: personal trait and conditional. The reason is because Babadogan provided two different discrimination of procrastination; they are two types and four types. On the other hands, he explicated that compulsive

procrastination and academic procrastination are included in conditional procrastination, meanwhile decisional procrastination and life routine procrastination are part of personal traits. Thus, the researcher prefers to two types of procrastination.

Causes of procrastination. There are many factors that cause procrastination. Thakkar (2009) analyzed that there are two main reasons of procrastination especially in America. They are modern technology and procrastination's evolution to become postmodern values. However, the other experts discovered various reasons that cause people to procrastinate as elaborated in the following paragraph.

Firstly, technology becomes one of the causes of procrastination. Along with the development of technology, people are fascinated with the features offered by technology especially gadget. For example, a smart phone contains many social media like Facebook, Twitter, Path, Instagram, WhatsApp, and Blackberry Messenger. People are happier keeping in touch with their affiliations and relations through virtual world than direct interaction. They are distracted by checking e-mail, texting with friends instantly, browsing the news, listening to music, streaming videos on YouTube, and playing games. Those all can unnecessarily postpone the work at hand. Unintentionally, people become stupid just because giving priority to their virtual world rather than their reality world where they live. This disorder makes exaggerated quote, "We live in the era of smart phones and stupid people". Sadly, a smart phone is not the only distraction, but computer, television, video games, and a whole host of progressively sophisticated modern invention might also cause acute procrastination.

Secondly, procrastination that has already improved as postmodern values has permeated most of Western society in the last thirty years. According to Dr. Ronald Ingleheart (as cited in Thakkar, 2009), a protuberant political science at the University of Michigan and director of the World Values Survey, Western societies are underway to cultivate postmodern values such as tolerance, gratitude of social contacts, and self-actualization. These values coexist with modern values such as hard work, security, and wealth. When used to academic, modern values point to a preference for school, future aims, and hard work whereas postmodern values refer to a preference for social deeds and pleasure at the moment. In many occasions, there is restricted time to pursue distinct academic and leisure activities, resulting in motivational conflict between the two events. Determining by their value construction, daily activities that students have will be different coherently (Dietz, Hofer, & Fries, 2007; Thakkar, 2009). Students with modern values need to plan for their future and will organize their daily routines to meet their objectives. Meanwhile, students with postmodern values prefer to choose spontaneously the activities during the day they want to engage, resulting in the greater chance of putting of academic tasks with slight instant pleasure. Those three persons are all professors of Psychology at the University of Manheim in Germany and conducted an empirical study on 700 German students that verified Inglehart's theory by revealing, "Postmodern value orientation was positively linked to academic procrastination".

Interestingly, when the students are failed in academic, it may raise the possibility of having academic procrastination. Kandemir (2014) found that academic success predicts academic procrastination. It is worsened by the existence of internet

which attracts students from their study and distracts their focus. While internet is part of technology, it means that Kandemir's research is coherent with Thakkar's research before which proposes the idea of excessiveness usage of modern technology.

On the other hand, some experts stated that internal factor has significant correlation with procrastination. Yazici and Bulut (2015) explained that perfectionist personality traits have significant relationship with academic procrastination of the prospective teacher. It is supported by Kagan, Çakir, Ilhan, and Kandemir (2010) who discovered that perfectionism, obsessive-compulsive, and personality traits are the variables that elucidate academic procrastination. Steel (2007) and Steel (2010) tried to generalize that the strongest factor is impulsive. When people have intended to finish their task but put it off even the moment comes, it seems that their preferences impulsively change to take pleasure in more readily temptation. This may support the premise about impulsive as the core reason in procrastination.

Generally, there are two big factors that make people postpone their duty. They are internal factors which are like impulsive, modern, and postmodern values, and external factors which include internet and modern technology. As a result, it can be concluded that internet – supported technology and impulsive are the strongest factor which drives people to procrastinate.

Effects of procrastination. Since procrastination is obscured dangerous epidemic, the effects that are caused by procrastination are so many. Many people get the troubles because of procrastination. Critchfield and Kollins (2001), Ainslie (2005), and Steel (2010) unveiled that procrastination nowadays becomes epicenter of

numerous public problematic. In line with it, Schouwenburg, Lay, Pychyl, and Ferrari (2004) and Ozer and Sackes (2011) highlighted that, predominantly, students of university regularly search for help from guidance counselor to complain about procrastination that makes them feel so hard and might bring their life satisfactory to the lowest level. Appositely, Clayton (2000), Tice and Baumeister (1997), and Ozer and Sackes (2011) discovered that procrastination seems to reduce the stress by giving pleasure in the beginning, but the pleasure will be paid with long term stress, disorganization, and even failure. In addition, procrastination in academic setting often brings many negative outcomes (Semb, Glick, & Spencer, 1979; Ozer & Sackes, 2011). This might be relevant with what Sirois (2007), Stead, Shanahan, and Neufeld (2010), Muraven, Tice and Baumeister (1997), O'Donoghue and Rabin (1999), and Rozental and Carlbring (2014) discovered that procrastination might affect to decrease well-being, unhealthy mentally, a reduced amount of performance, and economic difficulties.

In summary, procrastination effects are always bad. The effects could be in psychological forms such as demotivation, stress, and mental disorder. Besides, they might also be in material types like financial loss and failure. Nothing is good at all.

Student's Achievement

Definition of student's achievement. Based on literal meaning, students' achievement is what students achieve during certain period. Arikunto (2010) and Awaliyah (2015) stated that academic achievement is a result of learning during learning processes. Correspondingly, regarding to Syah (2008) and Awaliyah (2015), achievement is students' accomplishment in learning any subjects and it is measured

by scores. Regardless its poorness, Grade Point Average (GPA) is a measure of academic integration (Tinto, 1975; Pietras, 2010) that can be assumed GPA is student achievement itself. Similarly, despite the flaw in measuring student achievement (Milton, 1988; Elliott & Strenta 1988; Chance 1988; Ramist, Lewis, & McCamley, 1990; Young 1990; Larkey & Caulkins, 1992; Caulkins, Larkey, & Wei, 1996), GPA is still the foremost measure of student quality in educational system (Caulkin et al. 1996). At the end, student's achievement can be described as GPA because it is still the primary measurement in educational field regardless its imperfection.

Factors affecting academic achievement. Two big parts of factors that affect academic achievement are internal factors and external factors. Internal factors come from inside of every person including psychological, emotional, and motivation whilst external factors derive from outside of the person like environment, family, and society (Hakim, 2005). It needs integration among environment, family, and society. Here, the role of parents, brothers, sisters, teachers, friends and even neighbors is important in determining students' academic achievement. Then, the rest depends on students' mood and emotional like motivation, anger, sadness, hatred, etc. In addition, emotional variable factor has a strong influence toward students' achievement and can predict academic success (Heyningen, 1997 as cited in Pritchard & Wilson, 2003). Moreover, Hasheminasab, Zarandi, Azizi, and Zadeh (2014) stated that there are some important factors that affect student's achievement such as gender, self-efficacy, achievement motivation, and academic procrastination. In this respect, procrastination is highlighted in this research as a basis that affects students' achievement.

Level of GPA. As the media to measure GPA, it needs level to distinguish and separate the classifications. Every level of classification describes different description. Various classifications exist because every institution can have its own arrangement. Academic Guideline Book of Universitas Muhammadiyah Yogyakarta determines the level of Cumulative GPA (CGPA) with its character. The arrangement is based on "Keputusan Mendiknas Nomor 232/U/2000. The order is as seen below:

1. 2.00 – 2.75   : Satisfactory

2. 2.76 – 3.50   : Good

3. 3.51 – 4.00   : Very Good/ *Cumlaude*.

Related Study Review

The correlation between procrastination and students' achievement. Several experts had done the researches about correlation between procrastination and students' achievement. The study of relationship between procrastination and academic performance among a group of undergraduate dental students in India was conducted (Nagesh Lakshminarayan, Shrudha Potdar, & Siddana Goud Reddy, 2013). In addition, correlations of academic procrastination and mathematics achievement of university undergraduate students were investigated in Nigeria (Akinsola, Tella, & Tella, 2007). Those researches founded significant correlation between procrastination and students' achievement. Additionally, students with low level of procrastination are good in their academic achievement as well as students with high level of procrastination are bad in academic performance.

The relationships among procrastination, flow, and academic achievement were also examined in Korea with different result. In contrary with previous findings,

the result of this study indicated that there was no relationship between

procrastination and students' achievement (Eun, 2011). This proved that the

likelihood of the same result of the similar researches does not necessarily occur.

Thus, the difference of result depends on the site where the research is conducted and

becomes the motive of the researcher to conduct this research at EED UMY.

Conceptual Framework

Based on the literatures above, the researcher conceptualizes the theory in

order to support this research. According to Arikunto (2010), learning outcome is

student achievement. Meanwhile, Caulkin et al. (1996) claimed that GPA is still the

primary technique to measure students' achievement. Moreover, there are two big

parts of factors that affect academic achievement; they are internal factors like

psychological and external factors like environment (Hakim, 2005). While

Babadogan (2010) stated that procrastination is a kind of behavior and psychological,

Heyningen argued that students' achievement can be predicted from emotional

factors because they relate strongly one to another (as cited in Pritchard & Wilson,

2003). Thus, the theories above lead to the idea of the connection between

procrastination and students' achievement which is depicted as below:

Table 1. The Research Correlational Table

| GPA | *Correlated* | Procrastination |
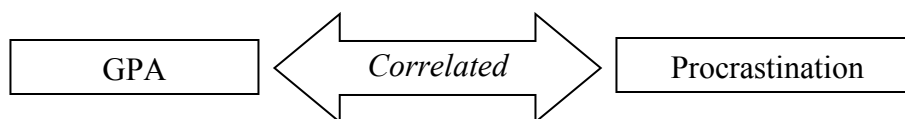
Research hypothesis. Grounded by the prior research, the researcher made

two hypotheses. The first is the alternative hypothesis (H_a) which there is correlation

between procrastination and students' achievement. The second is the null hypothesis

(H_0) which is no correlation between procrastination and students' achievement.