
Examining Arousal, Avoidant and Decisional Procrastination among Assistant Professors

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Abstract

The study was related to examine different types of procrastination among Assistant Professors. The objective of the study was to measure procrastination among teachers in different dimensions. The concept of procrastination is the checking of a project that was originally planned despite expecting to be worse off for the holdup. The sample of 30 Assistant Professor was taken from Punjabi University, Patiala campus (60%) and Punjabi University Regional Centre for IT and Management (40%). Out of 30 units, 50% were male and 50% were female. The non-probability judgment sampling technique was applied in parliamentary procedure to get the sample. The pure procrastination scale was used to conduct the research. Eventually, it is found that there was a tendency of procrastination among Assistant Professors. Decisional procrastination was high as compare to arousal and avoidant. Procrastination was significantly higher among the male respondents.

Keywords: Arousal, Avoidant, Decisional, Procrastination, Dimensions**1. Introduction**

Procrastination is the delaying of actions or tasks to a future time. It can be defined an irrational delay of the conduct. The disciplines of neuroscience and behavioural economics point of procrastination as an irrational delay, where we put off despite being worse off. Procrastination in the academic realm holds many negative consequences, including lost time, increased tension, lower scores, poorer health, decreased long-term learning and lower self-esteem. (Hoover, 2005). A competing tripartite model has divided procrastination into avoidance, arousal, and decisional. (Steel 2010). Arousal procrastinators are those who complete or take action on the last movement. Avoidant procrastinator are those who experience fear of failure and decisional procrastinators are those who unable to take a decision on time.

II. Review of Literature

Steel, (2010) measured three types of procrastination which are arousal, avoidant and decisional. The validity of the avoidance, arousal and decisional model was reviewed here, first meta-analysis and then factor analysis, using a large sample of respondents. Freeman et al (2011) showed that extraversion significantly predicted the engagement in procrastination. Steel and Ferrari (2013) revealed that procrastination mediated the relationship between sex and education, providing further support that men are lagging behind women academically because of lower self-regulatory skills. Baumeister & Scher, (1988) depicted procrastination as it is lazy, the self-indulgent habit of putting things off for no reason. Sharma, (1997) found the determinants of task procrastination behaviour at an actual work place in an industrial organization. Milgram & Tenne, (2000) correlated decisional and task avoidant procrastination with the personality traits. Steel (2007) reflected the correlation between procrastination and various personality traits and also highlighted the cause effect relation. Thakkar (2009) examined different theories on the reasons why students procrastinate on their academic assignments.

III. Need of Study

Procrastination is the tendency of behaviour which affects the performance of human being. There are various tasks of an assistant professor like teaching, departmental activities, organizing events, research work, etc. So there is a need to check what type of procrastination is prevalent in assistant professors in order to put check on it.

IV. Objective of Study

- To measure procrastination among teachers in different dimensions.

V. Research Methodology

The study was descriptive in nature. The sample of 30 Assistant Professor was taken from Punjabi University, Patiala campus (60%) and the Punjabi University Regional Centre for IT and Management (40%). Out of 30 units, 50% were male and 50% were female. The non-probability judgment sampling technique was used in order to take the sample. The pure procrastination scale was used to conduct the research at Five Point Likert Scale. SPSS software was used for analysis in the study.

VI. Analysis and Interpretation

To satisfy the first objective it was found that there was a different type of procrastination among the sample units. Decisional procrastination was high among the respondents (Mean = 3.19) followed by avoidant procrastination (Mean = 2.99). The results showed that arousal procrastination was low among the respondents (Mean = 2.41). Overall results showed that the teacher has less tendency of the procrastination (Mean = 2.92).

	N	Minimum	Maximum	Mean	Std. Deviation
DP	30	2.90	3.19	3.0450	.08803
AR	30	2.12	2.41	2.2650	.08803
AV	30	2.60	3.16	2.9970	.12836
Total	30	2.55	2.92	2.7690	.09901
Valid N (listwise)	30				

Table-2 shows a comparative analysis of the procrastination has been done between male and female teachers. The results showed that procrastination was high significantly among the male respondents (M = 2.85, t = -7.9, P < 0.01). Further, the results revealed that on each dimension procrastination was significantly different. There was a significant mean difference with respect to arousal, avoidant and decisional procrastination (Table -2). A comparative look at the results indicated that the level of the procrastination on different dimensions was higher in male respondents than female respondents.

		N	Mean	Std. Deviation	t
DP	F	15	2.9700	.04472	-9.18**
	M	15	3.1200	.04472	
AR	F	15	2.1900	.04472	-8.86**
	M	15	2.3400	.04472	
AV	F	15	2.9040	.11661	-5.7**
	M	15	3.0900	.04472	
Total	F	15	2.6880	.06517	-7.9**
	M	15	2.8500	.04472	

P < 0.01**					

VII. Conclusion and Recommendation

Finally, it was concluded that there was a tendency of procrastination among Assistant Professors. Decisional procrastination was higher than arousal and avoidant procrastination. Decision making is an important part of every profession. Especially, such type of procrastination among the teachers is the biggest concern. The organization should take care of such issues. Further, the results showed that male teachers were more prone to procrastination. The organization should take care of this issue and a special training programme should be made for male teachers. Procrastination is a very big problem, hence there is a need for the aware negative consequence of procrastination and check it before the time past.

VIII. Limitations

1. The sample size was very small and not representing any population.
2. There was incomplete information about the demographic profile of the respondents.

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