UNDERSTANDING THE RELATIONSHIP BETWEEN RESILIENCE AND PROCRASTINATION AMONG UNDERGRADUATE STUDENTS

Swasti Gangwar[1*], Hargundeep Kaur[2], Suvidha Sharma[3], Lydia Binu Raj[4], Dr. Meenakshi Rana[5]Arjun Singh Baloria[6], Aahana Saha[7]

Abstract

The purpose of this study revolves around looking at the association between procrastination and resilience in undergraduate students, as well as gender disparities in these variables' levels. The sample consists of 86 undergraduate students (59 females and 27 males) chosen via random sampling method. In March 2023, data was collected for two months. Correlation was a statistical technique used to evaluate the data using SPSS software. The study's findings revealed a negative association between undergraduate students' resilience and procrastination levels. It was also revealed that there were insufficient gender differences in procrastination or resilience.

Keywords: Gender, Procrastination, Resilience, Students, Undergraduates.

[1*,2,3,4] Student of Lovely Professional University,
[5,6,7] Assisstant Professor at Lovely Professional University

***Corresponding Author:-** Swasti Gangwar
*Student of Lovely Professional University,

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INTRODUCTION

Procrastination is a pervasive maladaptive behavior that is frequently associated with poor individual performance. It is likely individuals will derail their prospects for accomplishment by purposefully postponing attempts or participating in compromising conduct so that subsequent failures will be credited to these dysfunctional actions rather than identity traits. (Schwinger et al., 2021). Based on the Latin roots of the term—pro, which means "forward, forth, or in favor of," and crastinus, which means "of tomorrow"—all definitions of procrastination acknowledge that a task or decision must be postponed, delayed, or put off (Ernest Klein, 1971). Procrastinating is commonly acknowledged as a prevalent behavioral feature (Yan & Zhang, 2022) and is often associated with purposely prolonging a decision and disregarding the negative percussions (Rozental et al., 2022). Demonstrated by the diversity of descriptions, origins and outcomes, procrastination's comprehensible representation remains elusive (Rebetez et al., 2022). Several theories, including learning, motivational, and self-efficacy theories, try to explain the phenomenon of procrastination. Many students believe that procrastination has an influence on their educational achievements and welfare (Rozental et al., 2022) and that it causes concern, guilt, and strain. Procrastination is connected to several organisational and communal challenges when studied more extensively (Steel, 2007). Procrastination also causes treatment delays and decreases mental health-seeking attitudes, resulting in increased discomfort and disorder aggravation (Rozental & Carlbring, 2014). Although research has concentrated on the association between procrastination and personalities, extrinsic variables such as assignment quality and situational conditions have received less attention. It happens less frequently in tasks that are stimulated by internal reasons (Senécal et al., 1995) and more frequently in mastery goal orientation settings (Howell & Watson, 2007). Gustavson et al., (2015) explored the interaction between procrastination and executive functions (EFs), and their findings verified the following two claims: procrastination is indirectly linked to EF competence, and this relationship is caused by genetic factors associated with procrastination. Schlüter et al., (2019) proposed that trait-like procrastination is influenced by genetic, anatomical, and functional differences, implying that dopaminergic signalling is involved in meta-control mechanisms. Procrastination is linked to both internalising and externalising latent variables, both of which are influenced by common genetic effects. Internalising is characterised primarily by failure dread and neuroticism, whereas externalising is primarily explained by impulsivity (Gustavson et al., 2017). Janssen & Carton (1999) observed that individuals with an internal locus of control preconceptions commenced working on an assignment sooner than individuals who have an external locus of control beliefs.

Procrastination has negative consequences that can harm a person in the long run, and one must be resistant to these consequences to deal with them. Resilience is an inherent capacity that aids human beings in dealing with, recovering from, and growing in moments of misfortune or stressful situations. It is demonstrated by attributes that make it possible for people of all ages to endure and deal with a catastrophe. Fletcher & Sarkar (2013) defined resilience as the engaging impact of various psychological characteristics in a challenging circumstance. It acts as a protective mechanism in the event of a calamity. Sisto et al., (2019) described resilience as an inclination to maintain an individual's enthusiastic attitude towards existential ambitions, whereas de Terte et al., (2014) defined it as the ability to remain mentally fortified when confronted with an unfortunate occurrence. Previously, it was thought that resilience was primarily determined by intrinsic factors and was unaffected by external circumstances; however, research later demonstrated that there are limits to which young people can overcome adversity, indicating that extrinsic factors have an impact on resilience (Harvey & Delfabbro, 2004). Resilience is a transversal attitude defined as the ability to overcome challenges (Sisto et al., 2019), and it is also related to positive adaptation that must be cognitively suitable to adverse circumstances (Fletcher & Sarkar, 2013). Individual variations in psychological resilience and emotional granularity indicated that pleasant feelings improve coping capacities in the face of unfavourable situations (Tugade et al., 2004). While resilience and self-efficacy have garnered substantial investigation, optimism has received less attention. Souri & Hejazi (2014) determined that optimism partially facilitates the association between resiliency and psychological well-being and that optimism can, to a certain degree, promote emotional wellness. Individual well-being and resilience have a favourable association, according to Sagone & Caroli (2014). Adolescence necessitates resilience because it is a stressful time in life when one is

constantly doubting oneself, as well as academic stress and a desire to carve out a career for themselves, forming an antagonistic period in their life. People with a significant degree of psychological resilience had greater degrees of life satisfaction than people who possessed a low amount of psychological resilience (Tepeli Temiz, Zahide; Tar Cömert, Itr, 2018). Resilience was discovered to be a moderator of the burnout characteristics of emotional fatigue and dissatisfaction but not effective job performance (García-Izquierdo et al., 2017). Burnout, particularly after COVID-19, affects all individuals working in the professional sector, and resilience, according to Ros-Risquez et al., (2016), must be developed to reduce psychological distress. When it comes to predicting psychological well-being, emotional fatigue was discovered to be the most relevant feature of academic burnout, while resilience has a significant beneficial effect (Ros-Risquez et al., 2018). Additionally, Cheng et al., (2019) revealed that burnout from academia was directly connected to depression, whereas resilience and peer influence were inversely related to depression, meaning that establishing resilience and strengthening societal assistance is crucial for minimizing depression in education.

Procrastination is associated with feelings of stress, poor scheduling, discipline, and other qualities (Unda-López et al., 20022). Resilience has a major influence on academic achievement, as do anxiety and stressful situations, but they have a negative impact (Raugsa et al., 2023). Procrastination in academia has a definite opposite connection with resilience, whereas empathy for oneself has a definite beneficial connection with resilience (Rahmatia et al., 2022). Furthermore, He et al., (2021) found that supervisory maltreatment increases job procrastination in workers, which is mitigated by psychological resilience and psychological detachment. Another aspect of the negative association between resilience and procrastination is that the latter impairs our emotional regulation while the former enhances it.

LITERATURE REVIEW

Klingsieck, (2013) aimed to deliver a complete review of recent advances in procrastination research and to identify potential future studies and practice pathways with this study. Potential paths for the advancement of differentiated understanding of procrastination as well as combined therapies were suggested through this research.

Via this research, Bernhardt, (2005) promotes a restorative analysing approach that understands that information sources interact in a synergistic, rather than additive, manner. This chapter also addresses many challenges to performing field investigations, such as evaluating participants in unfamiliar languages.

Zacks & Hen, (2018) conducted a review of the current literature on the root causes and effects of academic procrastination. The review's findings emphasise the significance of additional research into academic treatments for academic procrastination and the creation of effective remedies.

Rozental & Carlbring, (2014) investigated the scientific proof for using cognitive behavioural therapy to treat procrastination.

Nordby et al., (2017) examined the scientific literature on the influence of external variables on academic procrastination and how these variables might be reviewed regarding encouraging academic procrastination in students. Students' academic procrastination appears to be aided and increased by procrastination-friendly settings.

Flett et al., (1995) discovered that procrastination is frequently associated with depression and anxiety and that the relationship between procrastination and a negative self-image is significant. It was also observed that procrastination is linked to life stress and that procrastinators engage in undesirable coping behaviours.

According to Schwarz, (2018) the rise of positive psychology moved the emphasis to flourish amid adversity and ideas like resilience. This essay discusses how a contextualised knowledge of resilience can be profitable by taking political, historical, and social factors into consideration at the analytical level.

Toland & Carrigan, (2011) brought the concept of resilience to the discipline of educational psychology and demonstrated its competence in improving amenity providing.

Fletcher & Sarkar, (2013) looked at how resilience is defined in the research works, whether as a trait or a process. This review concludes with regulations, execution, and empirical repercussions, such as the need to manage people's immediate circumstances and provide safeguarding as well as encouraging factors to promote resilience.

Bacchi & Licinio, (2016) explored the levels of resilience and psychological distress, as well as the factors that influence these levels. Reduced severity of psychological distress was related to higher levels of resilience.
Ragusa et al., (2023) investigated how academic self-regulation affects procrastination, stress, resilience, and achievement. Academic self-regulation explained procrastination negatively, whereas it predicted educational anxiety positively.

Cavusoglu & Karatas, (2015) used self-determination theory to study the relationship between motivation for academic accomplishment, primary cognitive requirements, and procrastination in academia. Academic motivation and critical psychological circumstances were found to predict delaying behaviour.

According to Huang et al., (2022), an encouraging parenting pattern has a large immediate influence on academic procrastination via three major secondary routes: the first is a constructive adapting trend, the second is an adverse adapting trend, and the third is resilience. Furthermore, negative parenting style had a significant and straight impact on academic procrastination via two significantly indirect pathways, first via unfavourable styles of coping and subsequently via resilience.

METHODOLOGY

Objectives

A. To examine the relationship between resilience and procrastination among undergraduate students.
B. To assess gender differences in levels of resilience
C. To assess gender differences in levels of procrastination
D. To explore the impact of resilience on academic performance and the potential role of procrastination as a mediating variable in this relationship.
E. To develop interventions that can enhance resilience and reduce procrastination among undergraduate students.

Hypothesis

A. There will be a significant relationship between procrastination and resilience.
B. There will be significant gender differences in levels of resilience in undergraduate students.
C. There will be significant gender differences in levels of procrastination in undergraduate students.

SAMPLE

The sample was selected via a random sampling method. The total number of samples was 100 for the data collection purpose. College students were approached to take part in the current study. Self-report questionnaires on resilience and procrastination were filled out by the participants online. The questionnaires were anonymous, and the participants were informed about the purpose of the study. 500 was the target sample but only 100 participants were accessible. 100 students completed the questionnaires and 14 students were excluded due to missing values in the relevant items in the questionnaires.

Psychometric Tools Used

The Resilience Scale is a self-administered questionnaire, designed as a seven-point Likert-type additive scale ranging from 1 point (strongly disagree) to 7 points (strongly agree). The results of this 25-item measure have been found to correlate positively with physical health, morale, and life satisfaction, while adversely correlating with depression. The resilience scale assesses five important characteristics: meaningful life (or purpose), perseverance, self-reliance, equanimity, and existential aloneness. The final score of the questionnaire is the sum of the responses obtained from each item (total score ranging from 25 to 175 points). A higher score corresponds to higher levels of resilience. The reliability and validity of RS™ were satisfied in the selected population. In the present study, Cronbach's Alpha coefficient for the total scale was 0.85 and Guttman Split- Half Coefficient was 0.84.

The General Procrastination Scale (GPS) was developed by Lodha et al. (2016). It is a self-administered scale and consists of 23 items in total. This scale measures procrastination in four areas: academic, workplace, medical, and civic duties. All items are scored on a five-point Likert scale, with 1 being "never" and 5 being "always." The findings point to a Procrastination Quotient (PQ). This scale's seven items use reverse scoring. The aggregate of responses to each item yields a score ranging from 23 to 115. A higher sum of all item scores implies that the individual has a higher level of procrastination, as assessed by a higher Procrastination Quotient (P.Q.). In the present study, Cronbach's Alpha coefficient for the total scale was 0.72.

Statistical Analysis

The following are the statistical methods that were used:

Descriptive statistics- The levels of demographic data were analysed with the help of the mean and standard deviation.
Correlation analysis- Relationship between resilience and procrastination was established using correlational analysis which was done with the help of SPSS.

RESULT AND DISCUSSION

Figure 1: *Area of residence of participants*

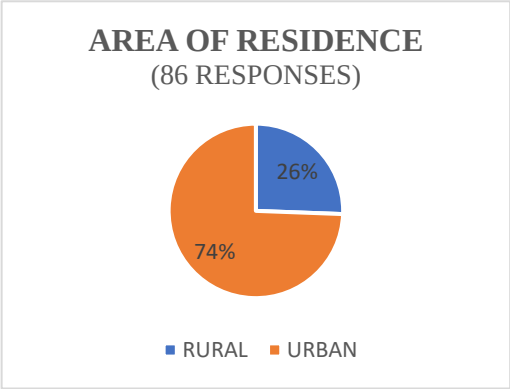

Figure 2:*Gender distribution of participants*

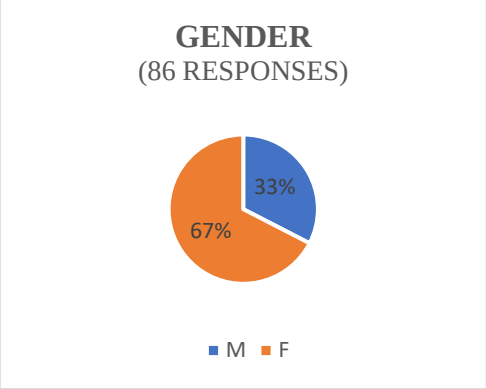

Figure 3: *Age distribution of the participants*

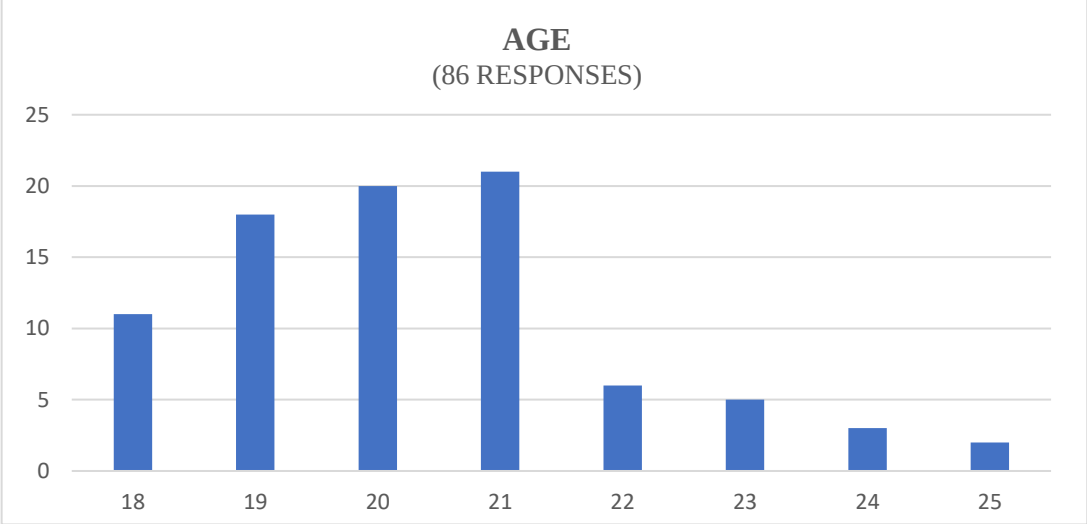

Figure 1 depicts the permanent area of residence of the participants; 74% of those surveyed inhabit urban areas, while 26% lives in rural regions. Figure 2 demonstrates the gender breakdown of our sampled population: 67% are females and 33% are men. Figure 3 represents age distribution of our sampled population which shows that the population's age ranges from 18 to 25, with the maximum being between 19 to 21.

Table 1: *The Correlation Between Resilience and Procrastination Levels of Undergraduate Students*

Variables	N	Pearson correlation	Pvalue
Resilience	86	-.48	.01
Procrastination	86	-.48	

Table 2 shows a negative relationship between undergraduate students' resilience and procrastination levels, which is significant at the 0.01 level. The association is widely accepted since procrastination is a maladaptive behaviour that reduces productivity and encourages us to postpone major activities despite the negative consequences. Whereas resilience is an intrinsic ability that enables us to persevere and move forward in life despite adversity. Both of these factors, as necessary components of human life, contradict each other, implying that their inverse relationship is well justified. Ko and Chang (2018) discovered that those with higher levels of resilience

procrastinate less. According to Madjid et al., (2021) resilience decreases after mediation by religious character and has a significant and passive influence on procrastination among students. Procrastination can also make a person more vulnerable to drugs and illicit substances. According to Ahmadi et al., (2020) the stronger the students' resistance, the lower their predisposition to use drugs, and the greater their proclivity to consume drugs, the bigger the length of procrastination. The results indicated that among undergraduate students, there is a negative and substantial relationship between resilience and procrastination. Similarly, Beswick et al. (1988) demonstrated an unfavourable relationship between procrastination and self-esteem, and Ferrari (1992) validated the same relationship with self-efficacy. According to Rebetez et al., (2017) people who lack endurance procrastinate more. As a result, resilient students are less inclined to procrastinate. Furthermore, resilient people have a positive self-image and are confident in their skills and abilities, which may explain why they procrastinate less (Ko & Chang, 2018).

Table 2: *Comparing Levels of Resilience with Respect to Gender*

Variable	Category	N	Mean	Sd	T-Value	Df	Sig.(2-Tailed)
Resilience	Females	59	62.59	11.86	-1.13	84	.26
Resilience	Males	27	65.59	10.29			

Table 2 shows that there is no significant difference in resilience levels between males and girls presently enrolled in undergraduate programmes. The mean difference between male and female data is three, which is not significant. Furthermore, male resilience levels have a standard deviation of 10.29, while female data have a standard deviation of 11.86. Female data has a greater standard deviation, indicating that it is more spread out and dispersed. Ajayi (2020) demonstrated that gender is not related to active or passive procrastination among undergraduate candidates.

Table 3: *Comparing Levels of Procrastination with Respect to Gender*

Variable	Category	N	Mean	Sd	T-Value	Df	Sig.(2-Tailed)
Procrastination	Females	59	136.38	16.22	-.59	84	.55
Procrastination	Males	27	138.70	17.93			

Table 3 exhibits that there is no significant difference in levels of procrastination levels of undergraduate students with respect to gender. The mean difference between both males and females is less than three which can be considered as a minimal difference if no difference at all. Additionally, the male data set has a standard deviation of 17.93 and the female data set has a standard deviation of 16.22. According to Wei et al. (2021), there is no statistically significant gender difference in the independent effect of resilience to depressive symptoms.

CONCLUSION

The present study investigated (a) the relationship between procrastination and resilience; (b) differences in resilience among undergraduate students in terms of gender; and (c) differences in procrastination levels among undergraduate students in terms of gender. Results show that there is a negative correlation between resilience and procrastination among undergraduate students. Our data revealed that there is no substantial difference between students' procrastination and resilience inclinations; all genders exhibit the same level of procrastination and resilience. In other words, it was found that during graduation, if a student is resilient, it is less likely that the student will procrastinate, irrespective of gender. Such unexpected results, like no gender-based differences in resilience and procrastination, should be researched with other samples in further studies. Also, the effects of some variables like stress, achievement motivation, optimism, and personality traits on resilience and procrastination should be researched.

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