Academic Procrastination and time management of Nursing students at Faculty of Nursing Zagazig University

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ABSTRACT

Background: Academic procrastination is seen to be quite common among undergraduates and time management is thought to be one of the possible reasons of it. **Aim of the study:** was to assess the relationship between Academic Procrastination, and time management of Nursing Students at Faculty of Nursing Zagazig University. **Subjects and Methods: Research design:** A descriptive design was utilized in this study**. Setting:** This study was conducted at Faculty of Nursing - Zagazig University. **Subjects:** Stratified random sample of 369 nursing students were randomly selected from the academic year 2021-2022. **Tools of data collection:** two tools were used: Academic procrastination scale and Time management questionnaire. **Results:** slightly more than half of nursing students had a moderate level of academic procrastination (51.5%). Also, the highest percentage of nursing students had a low level of total time management skills (78.6%). **Conclusion:** There is a statistically significant negative correlation between academic procrastination and time management skills scores. **Recommendations:** it is recommended that the nursing faculty members conduct a conference for nursing students to guide them about how to avoid academic procrastination. as well, training and education programs must be a continuous process for refreshing and increasing nursing student knowledge and skills about the concept of time management.

Key words: Academic Procrastination, Time management, Nursing students.

Introduction

People's delaying the things they are supposed to do is a very old human behavior and struggle for time management. time and using it effectively became key terms due to the developed production process. "procrastination" can be described as ""The folly of allowing ourselves to delay what we know cannot be finally escaped" Individuals might procrastinate various things, and this can be delighting at the beginning. **(Zarrin et al., 2020).**

For the students of today, the amount of information to be learned increases day by day together with the number and accessibility of distractors like online games, social media, game platforms etc. which might steal their time. Current distractors like social media have become an addiction among undergraduates and this might be an important factor in their academic procrastination. **(Chandra & Usman, 2021).**

Research reveal that students do not take notice of short periods of time and as a result are overwhelmed with the common cliché "scarcity of time" and they should be warned that if they plan these short periods of time well then the other tasks will be easier **(Atma et al., 2019).**

Academic procrastination which is a kind of procrastination includes delaying school-based tasks and can be described as procrastinating academic tasks due to some reason **(Guo et al., 2019).** Assignments that are not done or tasks that are not fulfilled can cause negative consequences such as disturbed sleep, stress, anxiety to manage time effectively and might result in giving up or partially fulfilling the task **(da Silva et al., 2020)**

Academic procrastination as postponing an academic task that is to be done voluntarily or necessarily and/or which is personally important although a person is aware of possible positive short-term consequences will be overwhelmed by

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long-term negative ones. (**Yurtseven & Dogan, 2019**).

In another way, Academic procrastination described as delaying the completion of an academic task/assignment or postponing to study for the examinations and this is very common among the students all over the world (**Hayat et al., 2020**).

Although Academic procrastination is common nowadays, it not a new issue. The reason why this behavior is more common among undergraduates rather than primary, secondary and high school students is the more flexible learning environment (**Hailikari et al., 2021**).

Academic procrastination is studied a lot due to its being common and having many negative aspects. Theories and findings related to this behavior are divided into two categories. One of them emphasizes the features related to task performance or realization of the goals while the other highlights individual differences and uses personal features to explain academic procrastination (**Hong et al., 2021**). Researchers suggest various possible predictors like a tendency toward self-handicapping, low self-esteem, low academic self-efficacy, fear of failure, and distorted perceptions of available and required time to complete tasks as cognitive variables; anxiety, depression, and worry as emotional and lower conscientiousness and higher neuroticism as personality variables (**Uzun et al., 2020**).

Procrastination might be regarded as a failure in self-regulation and students with a high level of procrastination should take the advantage of time management skills to reach their academic goals. There are other studies in the literature showing ineffective time management or lack of time management skils as a possible reason of procrastination (**Nayak et al., 2018**)

Time management is another common and one of the most important problems in the modern world. Time management defined as behaviors' that intend to use the time effectively while performing certain goal directed activities which emphasize that the use of time is not the aim itself, but it is like a "tool" while fulfilling a work or academic task (**Suleiman, 2021**).

Successful time management which can be explained as realizing the best use of time in the highest level in a way that will provide productivity, balance and self-satisfaction can be really compelling because of foreseeing an insufficient amount of time to complete their duties/ responsibilities or preferring the completion of short-term tasks with less gain to long-term but with more gain ones (**Gul et al.,2021**).

Time management is simply more than planning the time; it also includes a high level of awareness in terms of use of time and determining, planning, monitoring, and organizing of goals. people grouped into three in terms of their approach to time management: those who see it i) as necessary for success; ii) unnecessary as everything takes it course and iii) important but do not have enough concentration and sustainability to change. Undergraduates also fall in one of these groups according to them. (**Peter & Mbah, 2020**).

Significance of the study:

The main resource that cannot be changed, controlled, obtained, or put away is time itself. The key to making progress in life is efficiently dealing with this asset that everybody has equally and paying adequate accentuation to planning by properly time management. for students to be able to overcome academic procrastination and reduce it, they must have time management skills, as it helps students organize their time and effort, improve reception and absorption of information, and manage the many and burdensome academic requirements, there are many international studies to assess time management and academic procrastination among nursing students. But evidence of relating time management and academic stress among nursing students is limited. The present study perhaps, is an effort to study the relationship between academic procrastination and time management skills among nursing students.

The aim of the study was:

To assess the relationship between Academic Procrastination and time management of Nursing Students at Faculty of Nursing Zagazig University.

Research questions:

- What is the nursing students' academic procrastination level?
- What is the nursing students' time management skills level?
- There is a relationship between academic procrastination and time management ?

Subjects and Methods:

Research design:

- Descriptive design was used to achieve the objectives of the present study.

Study Subjects:

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In the academic year 2022-2023, the sample size was 369 out of 4708 nursing students distributed over four academic years, who agreed to participate in the study. Sample size was calculated according to following equation provided by Yamane [n= N/ 1+ N (e)^2] as following: 1st academic grade (88), 2nd academic grade (97),3rd academic grade (117),4th academic grade(67).

Study Setting:

The study was conducted at Faculty of Nursing, Zagazig University which included seven scientific departments: nursing administration, psychiatric and mental health nursing, medical and surgical care nursing, maternal and newborn health nursing, pediatric nursing, community health nursing and gerontological nursing.

Tool for data collection:

In order to fulfill the objectives of the study two tools were used to collect necessary data:

Tool one: Procrastination Assessment Scale for Students It consists of three parts: Part one: Demographic characteristics This part was developed by the researcher and used to collect personal data of nursing students that include :age, academic grade, gender, Pre–education before enrollment to the faculty, and Reason for joining to this faculty. Part two: was developed by Özer &Ferrari (2011). To measure the degree and frequency of procrastination and tendency to decrease academic procrastination among nursing students. It consists of (18 items) grouped under six dimensions namely writing term papers (3 items), studying for exams (3 items), keeping up weekly reading assignment (3 items), academic administrative tasks (3 items), attendance tasks (3 items) and faculty activities in general (3 items).

Part three: The third part was developed by Abu Ghazal (2012) to identify reasons for procrastination among nursing students. It consists of (27items) divided into six dimensions namely the aversive task (6 items), fear of failure (4 items), professor style (5 items), the risk-taking (4 items), classmate pressure (4 items) and resisting discipline control (4 items).

Scoring system:

The items are scored on a 5-point Likert scale. The degree to which they procrastinate on the task (0=never procrastinate, 4 = always procrastinate) and the degree to which procrastination on the task is a problem for them (o = not at all a problem, 4 = always a problem). The extent to which they want to decrease their procrastination behavior on each academic task

(0 = do not want to decrease, 4 = definitely want to decrease). also, reasons of procrastination scores were very low (0) and very high (4).

Tool II: **Time management questionnaire:** It was developed by Alay& Kocak (2002). To determine time management skills of nursing students, consists of 27 items grouped under three sections (time planning (16 item), time attitude (7 item) and time wasters (4 item), Subjects' response was scored on a five-point Likert scale, range from (1) = never to (5) = always. And this score is reversed for the negative statements, reversed statements of time wasters items (n=4 items).

Scoring system:

The items are scored on a 5-point Likert scale. range from (1) = never to (5) = always. And this score is reversed for the negative statements, reversed statements of time wasters items.

Content Validity and Reliability:

The tools of data collection were translated into Arabic, and then content and face validity were established by panel of five experts: three assistant professors from nursing administration department at the faculty of nursing, Zagazig University, two professor of nursing administration department at the faculty of nursing, Ain Shams University. Experts were requested to express their opinions and comments on the tool and provide any suggestions for any additions or omissions of items. According to their opinions all recommended modifications were performed by the researcher.

Tool (I), tool (2) were tested for their reliability using Cronbach's alpha. The values were revealed as

Name of tool	No of items	Cronbach's alpha
Frequency of academic Procrastination	18	0.754
Reasons of academic Procrastination	27	0.925
Time management questionnaire	27	0.87

Field work:

The data collection phase of the study lasted two months from the beginning of October to the end of November 2022. The final form of tools of data collection was handed to students in their educational classrooms at the faculty of nursing, Zagazig University by the researcher to elicit their opinions. The purpose of the study was explained to the participated students and ways to fill in the data

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collection tools. They were completed at the same time of distribution and took about 20-30 minutes. The researcher checked each tool after they had been completed to ensure the completion of all information. The researcher met students three times weekly between lectures in their classrooms and after each section, the researcher collected data by herself.

Pilot study:

A pilot study was carried out on 37 nursing students from the different academic grades as follow: Nine students from 1st academic grade, Nine students from 2nd academic grade, 12 students from 3rd academic grade and Seven students from 4th academic grade to test clarity, and applicability of the tools. In addition to estimate the time required for filling the questionnaire sheets. The pilot study was conducted one week before collection of data. No modifications were done, and Students were included in the main study sample.

Administrative and ethical considerations:

Official permissions were obtained from the dean of the Faculty of Nursing and vice dean for education and students' affairs after explaining the nature of the study.

Verbal explanation of the nature and the aim of the study had been explained to student nurses included in the study sample. Also, individual oral consent was obtained from each participant in the study after explaining the purpose of the study. They were given an opportunity to refuse or to participate in the study, and they were assured that the information would be utilized confidentially and used for the research purpose only. Confidentiality was confirmed by writing names optionally.

Statistical Analysis:

All data were collected, tabulated and statistically analyzed using SPSS 23.0 for windows (SPSS Inc., Chicago, IL, USA). Quantitative data were expressed as the mean $\pm$ SD & (range), and qualitative data were expressed as absolute frequencies (number) & relative frequencies (percentage). Percent of categorical variables were compared using Chi-square test. Pearson correlation coefficient was calculated to assess relationship between various study variables, (+) sign indicate direct correlation & (-) sign indicate inverse correlation, also values near to 1 indicate strong correlation & values near 0 indicate weak correlation. All tests were two sided. P-value < 0.05 was considered statistically

significant (S), and p-value $\geq$ 0.05 was considered statistically insignificant (NS).

Results:

Table (1): The demographic characteristics of nursing students (n=369) revealed that Slightly more than half of nursing students were in the age group ranged from 19 to 21 years old (58%). Regarding academic grade;(23.8%, 26.3%, 31.7%, 18.2%) of students were in grade (1, 2, 3, 4) respectively, the highest percentage of nursing students were female and attended nursing faculty after finishing secondary school (76.2% & 78.6%, respectively). while (67.5 %) of studied nursing students joined nursing faculty due to their total score in secondary school.

Table 2: Shows Frequency distribution of academic procrastination degree among nursing students, it's clear from the table that (61%&59.6%) never/rarely procrastinate in the following tasks, attendance tasks and academic administrative tasks, respectively. While (32.5%) of studied nursing students sometimes procrastinate in the task related to Studying for exam. Furthermore, (46.1%) of them always/often procrastinate in the tasks related to, keeping up weekly reading assignment.

Table (3): Clarifies frequency distribution of tendency to decrease academic procrastination among nursing students. It's clear from the table that (70.5%& 62.3% of nursing students definitely want to decrease procrastination for the following tasks: keeping up weekly reading assignment and studying for exam, respectively. Furthermore, (54.2%) of nursing students sometimes want to decrease procrastination for the task related to academic administrative tasks: filling out Forms, registering for classes, getting ID card. While (27.1%) of them don't want to decrease procrastination of Faculty Activities in General.

Table (4) shows frequency distribution the reasons of academic procrastination as reported by nursing students, it's clear from the table that (**78.6**%) of nursing students had high/ very high level of academic procrastination due to Fear of failure. While (**81.3%&75.9%**) of nursing students had low/very low level of academic procrastination due to professor style and repulsive task respectively. Also, (**86.7%**) of nursing students had low/very low level of academic procrastination due to Pressure resistance. While (**70.5%&67.7%**) of nursing students had high/ very high level of academic procrastination due to risk taking and Peer pressure.

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Table (5): Shows total academic procrastination level of nursing students; it's clear from the table slightly more than half of nursing students had a moderate level of academic procrastination (51.5%), while the lowest percentage of students had a high level of academic procrastination (7.9%).

Table (6): Total levels of time management skills of nursing students (n=369). It could be observed from the table that, the highest percentage of nursing the highest percentage of nursing students had a low level of total time management skills (78.6%), while the lowest percentage of students had a high level of total time management skills (7.8%).

Table (7): Relation between academic procrastination level and personal characteristics of nursing students; it's clear from the table there was statistically significant relation between academic procrastination level and personal characteristics of nursing students regrading age and academic grade and their academic procrastination level.

Table (8): Relation between time management skills level and personal characteristics of nursing students (n=369). This table defined that there was statistically significant difference between time management skills level and academic grade of nursing students.

Table (9): Correlation between academic procrastination, time management skills and; it's clear from the table that there is only statistically significant negative correlation between academic procrastination and time management skills scores

Discussion:

Academic procrastination behavior in university students is quite common dynamic and an important obstacle for students' academic achievement. Procrastination is an indicator of lack of time management skills. It is related to disturbance, low organization, low achievement motivation and difference between goal and action. Planning and organizing are skills of time management that may result in a decrease in procrastination.

The current study revealed that about slightly less than half of nursing students had low level of academic procrastination, while slightly more than half of nursing students had moderate level of academic procrastination. This finding could be due to nursing students were greater demands in the college setting. Students may feel overwhelmed with the number of tasks that they need to accomplish leading to additional stress, in addition to students spend most of their time on social media and with their peers. Moreover, the demands of personal life where some of them were married and had a family. Furthermore, lack of motivation, frustration, and fear of the future.

These findings are in agreement with the previous studies carried out by **Shbib (2017)** who demonstrated that less than half of participants exhibited low Academic procrastination level. Also, **Alahmed &Yassein (2018)** who mentioned that students had low academic procrastination level. And,**Alhoish (2018)** who mentioned that less than half of students had low Academic procrastination level.As well as, **Bekleyen (2018)** who found that less than half of the students procrastination scores had low level of Academic Procrastination.

In addition, **Mahasneh ; et al ,(2018)** who found that two fifths of the students showed a low Academic procrastination level. Not only but also **Al-silami (2019)** who mentioned that less than half of students had low Academic procrastination level. Again **Hong .,et al (2019)** who demonstrated that less than half of students had low Academic procrastination level. Furthermore **Ferrari (2020)** who found that less than half of the nursing showed a low level of academic procrastination.

On the other hand, the findings of the present study disagreed with studies conducted by **El-tah, & Alsharman, (2017)** who demonstrated that the highest percentage of students had high level of academic procrastination. Bedsides, **Khowaild & Maisson (2018)** who mentioned that prevalence of academic procrastination was high.

Not only-but also **Maryam; et al (2018)** who found that the highest percentage of students had high procrastination level. In addition to this **Sulaiman & Hassan (2019)** who found that the majority of students perceived high level of academic procrastination. As well as, **Janssen (2019)** who mentioned that the majority of college undergraduate students and reported experiencing high or extreme academic procrastination. Moreover, **Farhan (2020)** who mentioned that more than half of studied students perceived low level of academic procrastination. And **Sabry (2022)** who revealed that about slightly less than half of nursing students had low level of academic procrastination.

In the present study, that the highest percentage of nursing students had a low level of time management skills. This finding could be due to most nursing students being unable to plan, set goals and don't set and honor priority, also they

don't use their time constructively, in addition they spend their time in routine rather than useful class activities.

These findings are in agreement with study carried out by Razali et al., (2018). who found that the majority of nursing students had a low level of time management skills, also coincides with that of Mukwevho's (2018).who indicated that tertiary students have poor time management skills. Adding to this Stewart et al. (2020). who noted that time management among students is the weakest skill that they are able to comprehend especially during the COVID-19 pandemic due to many interruptions and uncertainties. Also Olebara et al.,(2021). Who found that the lowest percentage of students had a high level of time management skills.Conversely, these findings are in disagreement with the previous study carried out by Ghiasvand et al., (2017).They found that most of nursing students had a moderate level of time management skills. Similarity the previous study carried out by Alyami et al.,(2022) . who found that nearly half of students manage their time.

Conclusion:

In the light of the main study findings; it can be concluded that slightly less than half of nursing students had low level of academic procrastination, while slightly more than half of nursing students had moderate level of academic procrastination. As well as that the highest percentage of nursing students had a low level of time management skills. Additionally, there is only statistically significant negative correlation between academic procrastination and time management skills scores. Furthermore, there was a statistically significant relation between studied nursing students' personal characteristics regarding their academic procrastination and time management skills.

Recommendation:

Based on the findings of this study, the following recommendations can be included:

- Formulate learning goals that students can make more personally meaningful; provide study skills instruction relevant for core tasks.
- Provide study skills training for teachers as well as for students; link such training to course contents and limit unnecessary distractions.
- Provide learning opportunities with mastery experiences; provide concise and positive feedback.

- Provide students with information on study progress; help students monitor their progress in goal-related activities.
- Instruct students to be careful what peers they choose to learn from - choose those who do what you want.
- The institution should explore and understand procrastination behavioral patterns and devise effective management methods to reduce their negative effects on the students.
- It is also suggested to organize seminars, workshops, and training programs to reduce academic procrastination and increase the performance of students from time to time.
- The administration should also promote student commitment and trust, since every student is guided by the faculty's vision, mission, and goals.
- There should also be a plausible reward/incentive system so that students can see their appreciation in the faculty.
- training and education programs must be a continuous process for refreshing and increasing nursing student knowledge and skills about the concept of time management as well as to emphasize strategies of managing time.
- Publishing posters containing tips for time management and its effect on the outcome of nursing student posted in each department of the faculty.
- Education program for nursing student must be designed to cover self-management skills stressing on how to manage their time.
- Faculty members should emphasize participation in time management programs to improve the academic performance of nursing students.
- Periodical meetings of nursing student should be held to discuss several ways to solve academic and personal problems and set action plans which help in saving time as well as preventing time wasters and to assist them setting strategies for managing time and use those strategies such as plans, schedules, effective communication, and avoiding procrastination for achieving the academic goals.

Further research:

- Further research for conducting training programs about time management and its effect on students' academic Procrastination level.
- Replication of the study in other universities is highly recommended to achieve generalization results.

Table 1: personal characteristics of nursing students (n= 369)

Personal characteristics	Number	Percent
Age per years		
17<19	88	23.8%
19-21	214	**58**%
>21	67	**18.2**%
academic grade		.
First	88	23.8%
Second	97	26.3%
Third	117	**31.7%**
Fourth	67	18.2%
Gender		
Males	88	23.8%
Females	281	**76.2%**
Previous education before entering college		
Technical institute of nursing	60	16.3%
Technical institute of health	19	5.1%
Secondary school	290	**78.6%**
The reason for the student joining the Faculty		
Desire of the student	120	32.5%
Total score in secondary school	249	**67.5%**

Table 2: Frequency distribution of academic procrastination degree among nursing students (n= 369)

Categories of procrastination	Always/ Often		Sometimes		Never/rarely	
	No	%	no	%	No	%
Writing paper **a-**To what degree do you procrastinate on this task?	10	2.7%	69	18.7%	290	78.6%
b- To what degree is procrastination on this task a problem for you?	129	35%	100	27.1%	140	37.9%
Total score of procrastination regarding writing paper.	**140**	**37.9%**	**59**	**16%**	**170**	**46.1%**
Studying for exam **a-**To what degree do you procrastinate on this task?	100	27.1%	130	35.2%	139	37.6%
b- To what degree is procrastination on this task a problem for you?	149	40.4%	120	32.5%	100	27.1%
Total score of procrastination regarding Studying for exam.	**150**	**40.7%**	**120**	**32.5%**	**99**	**26.8%**
Keeping up Weekly Reading Assignment **a-**To what degree do you procrastinate on this task	140	37.9%	120	32.5%	109	29.5%
b- To what degree is procrastination on this task a problem for you?	150	**40.7%**	119	32.2%	100	27.1%
Total score of procrastination regarding Keeping up Weekly Reading Assignment.	**170**	**46.1%**	**59**	**16%**	**140**	**37.9%**

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Academic Administrative Tasks: Filling Out Forms, Registering for Classes, Getting ID Card, etc. **a-** To what degree do you procrastinate on this task?	49	13.3%	120	32.5%	200	54.2%
b -To what degree is procrastination on this task a problem for you?	89	24.1%	120	32.5%	160	43.4%
Total score of procrastination regarding Academic Administrative Tasks.	**59**	**16%**	**90**	**24.4%**	**220**	**59.6%**
Attendance Tasks: Meeting with Your Advisor, Making an appointment with a Professor, etc **a-**to what degree do you procrastinate on this task?	39	10.6%	100	27.1%	230	62.3%
b - To what degree is procrastination on this task a problem for you?	100	27.1%	69	18.7%	200	54.2%
Total score of procrastination regarding Procrastination of Attendance Tasks.	**125**	**33.9%**	**19**	**5.1%**	**225**	**61%**
Faculty Activities in General **a-**To what degree do you procrastinate on this task?	155	42%	64	17.3%	150	40.6%
b- To what degree is procrastination on this task a problem for you?	100	27.1%	100	27.1%	169	45.8%
Total score of procrastination regarding Faculty Activities in General	**134**	**36.3%**	**100**	**27.1%**	**135**	**36.6%**

Table (3): Frequency distribution of tendency to decrease academic procrastination among nursing students (n=369)

Reasons of academic procrastination	Very high/ High		Medium		Very low/Low	
	No	%	No	%	No	%
Repulsive task 1.I really feel hate studying	20	5.4%	59	16%	290	78.6%
2. I am unable to concentrate during the study	29	7.8%	40	10.8%	300	81.3%
3. I feel the need to sleep whenever I start studying	9	2.4%	50	13.5%	310	84%
4. I feel bored during the study	19	5.1%	30	8.1%	320	86.7%
5. I feel laziness and loss of energy when I start to do my homework	19	5.1%	10	2.8%	340	92.1%
6. I think that no matter how I study the material, I cannot understand it	49	13.3%	40	10.8%	280	75.9%
Total score of repulsive task.	**40**	**10.8%**	**49**	**13.3%**	**280**	**75.9%**
Fear of failure. 1. feelings of fear during the study	15	4.1%	54	14.6%	**300**	**81.3%**
2. I am worried that I will not achieve what is expected of me	310	84%	49	13.3%	10	2.7%
3. I set myself high standards, so I am worried about my ability to achieve them	300	81.3%	40	10.8%	29	7.8%
4. I'm worried about I would get bad grade	280	75.9%	20	5.4%	69	18.7%
Total score of fear of failure.	**290**	**78.6**	**29**	**7.9%**	**50**	**13.5%**

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Professor style						
1. The inability of the Professor to raise my attention	19	5.1%	80	21.7%	270	73.2%
2. The Professor unfairness in dealing with the students	15	4.1%	20	5.4%	334	100%
3. The Professor 's disregard for the ability of students to understand and achieve is	15	4.1%	20	5.4%	334	100%
4. The Professor's style of dealing with students alienates me from the subject	30	8.1%	39	10.6%	300	81.3%
5. The Professor's requests for disability and the large number of duties alienate me from the subject	20	5.4%	29	7.9%	320	86.7%
Total score of professor style.	**19**	**5.1%**	**50**	**13.5%**	**300**	**81.3%**

Table (4): Frequency Distribution regarding the reasons of academic procrastination as reported by nursing students (n=369)

Reasons of academic procrastination	Very high/ High		Medium		Very low/Low	
	No	%	No	%	No	%
Repulsive task						
1.I really feel hate studying	20	5.4%	59	16%	290	78.6%
2. I am unable to concentrate during the study	29	7.8%	40	10.8%	300	81.3%
3. I feel the need to sleep whenever I start studying	9	2.4%	50	13.5%	310	84%
4. I feel bored during the study	19	5.1%	30	8.1%	320	86.7%
5. I feel laziness and loss of energy when I start to do my homework	19	5.1%	10	2.8%	340	92.1%
6. I think that no matter how I study the material, I cannot understand it	49	13.3%	40	10.8%	280	75.9%
Total score of repulsive task.	**40**	**10.8%**	**49**	**13.3%**	**280**	**75.9%**
Fear of failure.						
1. feelings of fear during the study	15	4.1%	54	14.6%	**300**	**81.3%**
2. I am worried that I will not achieve what is expected of me	310	84%	49	13.3%	10	2.7%
3. I set myself high standards, so I am worried about my ability to achieve them	300	81.3%	40	10.8%	29	7.8%
4. I'm worried about I would get bad grade	280	75.9%	20	5.4%	69	18.7%
Total score of fear of failure.	**290**	**78.6**	**29**	**7.9%**	**50**	**13.5%**
Professor style						
1. The inability of the Professor to raise my attention	19	5.1%	80	21.7%	270	73.2%
2. The Professor unfairness in dealing with the students	15	4.1%	20	5.4%	334	100%
3. The Professor 's disregard for the ability of students to understand and achieve is	15	4.1%	20	5.4%	334	100%
4. The Professor's style of dealing with students alienates me from the subject	30	8.1%	39	10.6%	300	81.3%
5. The Professor's requests for disability and the large number of duties alienate me from the subject	20	5.4%	29	7.9%	320	86.7%
Total score of professor style.	**19**	**5.1%**	**50**	**13.5%**	**300**	**81.3%**

Table (4): (continue) Frequency distribution regarding the reasons of academic procrastination as reported by nursing students (n=369)

Reasons of academic procrastination	Very high/ High		Medium		Very low/Low	
	No	%	No	%	No	%
The risk taking 1. I feel excited when I finish my academic assignments in the last minute	300	81.3%	30	8.1%	39	10.6%
2. I want to complete the academic tasks at the last minute	280	75.9%	20	5.4%	69	18.7%
3. I would like to challenge myself in completing my academic assignments at the last minute	290	78.6%	29	7.9%	50	13.5%
4. Do a lot of work when I did not have enough time	30	8.1%	39	10.6%	300	81.3%
Total score of risk taking.	**260**	**70.5%**	**69**	18.7%	**40**	**10.8%**
Peer pressure 1. My friends were Pressuring me to do other things than study	260	70.5%	49	13.3%	60	16.3%
2. My friends convince me that studying a little before I take the exam is averted	280	75.9%	20	5.4%	69	18.7%
3. My colleagues make fun of me when I organize my time to study and prepare for exams	300	81.3%	30	8.1%	39	10.6%
4. My success in completing my academic assignments makes my colleagues upset with me	200	54.2%	100	27.1%	69	18.7%
Total score of Peer pressure.	**250**	**67.7%**	**50**	**13.5%**	**69**	**18.7%**
Pressure resistance control 1. Escape from the sense of obligation to study is a major reason for delaying the completion of my academic duties	210	56.9%	100	27.1%	59	16%
2. The frequent urge of parents to study causes me boredom and resentment so I postpone the start of the study	19	5.1%	10	2.8%	340	92.1%
3. I feel resentful from the actions that others impose on me	30	8.1%	320	86.7%	19	5.1%
4. The rebellion against parents is a reason to delay the start of my academic duties	9	2.4%	50	13.5%	310	84%
Total score of Pressure resistance.	**19**	**5.1%**	**30**	**8.1%**	**320**	**86.7%**

Table (5): Total Academic procrastination level of nursing students (n=369)

Academic procrastination level	N	%
High	29	7.8%
Moderate	190	51.5%
Low	150	40.7%

Table (6): Total Levels of time management skills among nursing students (n=369)

Levels of time management skills	N	%
High	29	7.8%
Moderate	50	13.5%
Low	290	78.6

Table (7): Relation between academic procrastination level and personal characteristics of nursing students (n=369)

Personal and academic characteristics	Academic procrastination level of nursing students						number	χ^2	P
	High		Moderate		Low				
	n.	%	n.	%	n.	%			
Age per years	.	.	.	.	.	.	.		
17<19	20	22.7%	62	70.4%	6	6.8%	88	6.32	0.042*
19-21	4	1.9%	200	93.5%	10	4.7%	214		
>21			60	89.6%	7	10.4%	67		
Academic grade									
First	38	43.2%	50	56.8%	-	-	88		
Second	60	61.9%	30	30.9%	7	7.2%	97	16.42	0.012*
Third	80	68.4%	31	26.5%	6	5.1%	117		
Fourth	52	77.6%	10	14.9%	5	7.5%	67		
Gender	.	.	.	.	.	.	.		
Males	10	11.4%	60	68.2%	18	20.5%	88	4.52	0.34
Females	11	3.9%	180	64.1%	90	32.1%	281		
Previous education before entering college	.	.	.	.	.	.	.		
Technical institute of nursing	20	33.3%	30	50%	10	16.7%	60	0.804	0.67
Technical institute of health	9	47.4%	10	52.6%			19		
Secondary school	30	10.3%	180	62.1%	80	27.6%	290		
The reason for the student joining the college									
Desire of the student	9	7.5%	100	83.3%	11	9.2%	120	3.2	0.32
Total score in secondary school	30	12%	210	84.3%	9	3.7%	249		

Table (8): Relation between time management skills level and personal characteristics of nursing students (n=369)

Personal characteristics of students	Time management skills levels						number	χ^2	P
	High		Moderate		Low				
	n.	%	n.	%	n.	%			
Age per years	.	.	.	.	.	.	.		
17<19	68	77.3%	20	22.7%	-		88	5.67	0.56
19-21	190	88.8%	24	11.2%	-		214		
>21	17	25.4%	50	74.6%	-		67		
academic grade					-				
First	68	77.3%			20	22.7%	88		
Second	67	69.1%	20	20.6%	10	10.3%	97	12.22	0.001*
Third	67	57.3%	50	42.7%			117		
Fourth	20	29.9%	17	25.3%	30	44.8%	67		
Gender	.	.	.	.	.	.	.		
Males	20	22.7%	58	65.9%	10	11.4%	88	4.22	0.43
Females	50	17.8%	220	78.3%	11	3.9%	281		

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Previous education before entering college	.	.	.	.	.	.	.		
Technical institute of nursing	10	16.7%	45	75%	5	8.3%	60	0.703	0.63
Technical institute of health	10	52.6%	9	47.4%			19		
Secondary school	70	24.1%	200	69%	20	6.9%	290		
The reason for the student joining the college									
Desire of the student	20	16.7%	100	83.3%			120	4.2	0.54
Total score in secondary school	29	11.7%	210	84.3%	10	4%	249		

Table (19): Correlation between academic procrastination, time management skills and academic stress scores (n=369)

Items	Academic Procrastination score	
	R	P
Time management skills scores	-0.208 **	.0001

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