



Study the Relationship Between Internal and External Control Source and Academic Procrastination of Students from Islamic Azad University, Iranshahr and Chabahr Branches

Mahbobeh Seyedi

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ABSTRACT

This research has been designed and conducted to study relationship between internal and external control resource and academic procrastination of students. 200 students who have passed at least one year since they started their academic course, completed academic procrastination questionnaire and Rutter's internal and external control resource. Findings showed that there is no significant relationship between type of control resource, procrastination in preparing for exam, doing homework, providing papers at the end of semester, students' feeling and emotions about procrastination, students' tendency for changing procrastination habit and total score of procrastination. But, there is significant relationship feeling and emotion about procrastination and lack of tendency to change habits for prediction of procrastination in preparing for exams, prediction of delays in doing homework and providing papers.

Key words: Academic procrastination, internal and external control resource, Islamic Azad University

Introduction:

Psychologists stated that procrastination is what we decided to do it but we postponed it for future. Its lexical meaning is: postponing the work that must be done now to future. Albert Allis and William Jaimsnal say that we propose that 95% of people suffered from procrastination (Agha Tehrani, 2006). Satten (2009) believes that procrastination leads to doing useless work it steals time and causes a person feels guilt and changes the attitude of others to this person. Procrastination means postponing the works and put doing them in future. In terms of psychology, procrastination means postponing the work that we decided to do it (Golshani, 2005). The nature of this pathology is postponing, procrastination and carelessness in doing works and responsibilities. Thus, there is procrastination in individual and collective activities. Therefore, procrastination is hidden in all meanings. Procrastination expresses in different aspects such as: dreaming, anxiety, crisis, aggression, hate of doing homework, ambiguity and confusion in doing activities (Steel, 2007). Kute (1987) in his study titled "procrastination at work place" has stated that despite of potential effect of procrastination on efficiency and performance of organizations, staff's procrastination has attracted the attention of researchers in behavioral researches less than other topics. Procrastination is considered not only as a problem in time management, but also is

complicated process that includes emotional, cognitive and behavioral components (Phi & Tangi, 2000). On the other hand, procrastination is one of behavioral problems that has spread, widely. In definition of procrastination, Ferrari, Johnson and Mc Cool (1995) believe that purposeful and continual delay at the beginning and doing responsibilities that leads to experience discomfort feeling is called procrastination (Khosravi, 2009). Allis and Knaus (1979) defined procrastination as lack of self-control and behavioral tendency to delay whatever is necessary to achieve the purpose (Khosravi, 2009).

Psychologists have developed treatment methods and techniques to overcome procrastination from different aspects (behavioral and cognitive aspects). These techniques in treatment include attempts to motivate and avoid laziness and lethargy, avoid justification, hypnotism, punishment and avoidance conditioning, environmental changes, making love and interest, finding disciplined friend, playing with the possibilities, self-regulation and reminders, using contractual practices, lack of expectation rapid progress, emotional method to overcome procrastination (Agha Tehrani, 2006). In this study, self-control variable was selected among factors of academic procrastination in form of internal and external control.

Some of experts believe that people attribute their opportunities and failures to personal factors or environmental factors. Thus, they have

Author's Address

Department of Educational Sciences, Iranshahr Branch,
Islamic Azad University, Iranshahr, Iran



identified two control sources: internal and external control sources. This theory is known as control source or control place theory. It was developed by Jollian Rutter (1996) and it is about belief system of people related to control sources. Rutter's study showed that some people believe that reinforcements depend on their behaviors, while other believe that reinforcements are controlled by external forces. People who are identified by personal variable of internal control source, believe that reinforcement that they receive is affected by their behaviors and characteristics. Those who have external control source, believe that reinforcement is controlled by others, fate or chance. They were convinced that they are unable against external forces. Our control source is affected by our behaviors, significantly. People who have external control source believe that their behaviors and abilities do not affect on reinforcements that they receive. They consider quantitative value for every attempt to improve their conditions. When they believe that they have quantitative control on their life at now and future, why they must try? (Sayed Mohammadi, 2000). In contrast, people who have internal control source believe that they have serious control on their life and behave according it. They consider more value for their skills and achievements and they are more alert to environmental signs that they use to guide their behavior. They report less anxiety and more self-confidence. They have more readiness to accept responsibility of their activities and have mental and physical health more than others. (Ibid, 1976).

Thus, regarding to whatever was stated here, this question was stated : Is there relationship

between control source and academic procrastination?

Materials and Method:

Statistical community of this research includes: all student (who have passed at least one year from beginning their study) from Islamic Azad University, Iranshahr and Chabahar Branches in 1393-1394. Sampling method of this research is clustering sampling so that 200 students were selected from two universities, randomly as studied sample.

Research tools include:

1. Rutter s internal and external control source questionnaire: this questionnaire has been developed to evaluate the expectations of people in control source. It has 29 articles that every article includes a pair of items (A and B). the subjects were asked to choose an article between a pair of question and tick it. It is clear that this choice will be based on deep beliefs of the subjects. Rutter developed 23 articles of this questionnaire to identify the individuals' expectations related to control source and 6 other articles are neutral that obscure measured structure and dimension for subjects.

2. Academic procrastination questionnaire: this research used Solomon and Rica Bloom' s questionnaire (1984). It has 27 items and evaluates procrastination in three areas : preparing for exam (questions 1-6). Doing homework (questions 9-17) and providing papers at the end of semester (questions 20-25).

Findings:

1) Is there relationship between control source and procrastination?

Table1. Statistical indices of Pearson' s correlation coefficient between control source and five areas of academic procrastination.

Significant level	Pearson' s correlation coefficient	Analysis variable
0/761	0/024	Procrastination in preparing for exam
0/453	0/059	Procrastination in doing homework
0/237	0/094	Procrastination in providing papers at the end of semester
0/153	-0/115	Student' s feeling and emotion about procrastination
0/453	-0/061	Student' s tendency to change procrastination habit
0/908	0/009	Total score of academic procrastination

Study the Relationship Between

The results of above table show that there is no significant relationship between control source and five areas of academic procrastination and total score of academic procrastination. (P=0.908).

2) What is the role of feelings and emotions about procrastination and lack of tendency to change procrastination habit in preparing for exam?

Table 2. indices of predictive variables tendency

Standard deviation	Mean	Sample size	Analysis variables
3/711	17/276	188	Procrastination in preparing for exam
2/334	10/728	188	Student' s feeling and emotion about procrastination
4/733	11/686	188	Student' s tendency to change procrastination habit

Table 3. Correlation matrix to study the relationship between predictive variables

3	2	1		
		00/1	Procrastination in preparing for exam	1
	00/1	**259/0	Student' s feeling and emotion about procrastination	2
00/1	**317/0	**152/0	Student' s tendency to change procrastination habit	3

Above table shows that

- There is significant relationship between feelings and emotions about procrastination and preparing for exam (P<0.01).

- There is significant relationship between lack of tendency to change procrastination habit and preparing for exam (P<0.01).

Table 4. Indices of multiple regression analysis

P<	t	B	R ²	R	P<	F	Prediction variables	Variables
0/002	3/144	0/235	0/073	0/270	0/0001	7/247	Student' s feeling and emotion about procrastination	Procrastination in preparing for exam
0/300	1/040	0/078					Student' s tendency to change procrastination habit	

Above table shows that there is significant relationship between feelings and emotions about procrastination and lack of tendency to change procrastination habit for prediction procrastination in preparing for exam (P=0.0001, F=7.247). the results of regression analysis show that feelings and emotions about procrastination predict procrastination in preparing for exam by

($\beta = 0.235$, P= 0.002). Finally, feelings and emotions about procrastination and lack of tendency to change procrastination habit shows 3927% procrastination variance in preparing for exam.

3) What is the role of feelings and emotions about procrastination and lack of tendency to



change procrastination habit for prediction procrastination in doing homework?

Table 5. Indices of predictive variables tendency

Standard deviation	Mean	Sample size	Analysis variable
4/537	26/308	188	Procrastination in doing homework
2/334	10/728	188	Student's feeling and emotion about procrastination
4/733	11/686	188	Student's tendency to change procrastination habit

Table 6. Correlation matrix to study predictive variables

3	2	1		
		00/1	Procrastination in doing homework	1
	00/1	**357/0	Student's feeling and emotion about procrastination	2
00/1	**317/0	**207/0	Student's tendency to change procrastination habit	3

Above table shows that

- There is positive significant relationship between feelings and emotions about procrastination and procrastination in doing homework (P<0.01).

- There is positive and significant relationship between lack of tendency to change procrastination and procrastination in doing homework (P<0.01).

Table 7. Indices of multiple regression analysis

P<	t	B	R ²	R	P<	F	Predictive variables	Variables
0/0001	4/495	0/324	0/137	0/370	0/0001	14/695	Student's feeling and emotion about procrastination	Procrastination in doing homework
0/149	1/449	0/104					Student's tendency to change procrastination habit	

Above table shows that there is significant relationship between feelings and emotions about procrastination and lack of tendency to change procrastination habit for prediction procrastination in doing homework (P=0.0001 , F= 14.695). The results of regression analysis show that feelings and emotions about procrastination predict procrastination in doing homework by (β=0.324 , P=0.0001). Finally, 5) ?

feelings and emotions about procrastination and lack of tendency to change procrastination habit show 37% of procrastination variance in doing homework.

4) What is the role of feelings and emotions about procrastination and lack of tendency to change procrastination habit for prediction procrastination in providing papers

Table 8. Indices of predictive variables tendency

Standard deviation	Mean	Sample size	Analysis variable
2/867	18/675	188	Procrastination in providing papers
2/334	10/728	188	Student's feeling and emotion about procrastination



Study the Relationship Between

4/733	11/686	188	Student' s tendency to change procrastination habit
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Table 9. Correlation matrix to study relationship between predictive variables

3	2	1		
		00/1	Procrastination in providing papers	1
	00/1	**373/0	Student' s feeling and emotion about procrastination	2
00/1	**317/0	**232/0	Student' s tendency to change procrastination habit	3

Above table shows that

- There is positive and significant relationship between feelings and emotions about procrastination and procrastination in providing papers (P<0.01).

There is positive and significant relationship between lack of tendency to change procrastination habit and procrastination in providing papers (P<0.01).

Table 10. Indices of multiple regression analysis

P<	t	B	R ²	R	P<	F	Predictive variables	Variables
0/000	4/678	0/334	0/154	0/392	0/0001	16/804	Student' s feeling and emotion about procrastination	Procrastination in providing papers
0/079	7/765	0/126					Student' s tendency to change procrastination habit	

Above table shows that there is significant relationship between feelings and emotions about procrastination and lack of tendency to change procrastination habit for prediction procrastination in providing papers (P=0.0001 , F= 110.017). the results of regression analysis show that feelings and emotions about procrastination predict procrastination in providing papers ($\beta= 0.334$, P=0.0001). Finally, feelings and emotions about procrastination and lack of tendency to change the procrastination habit show 39% of procrastination variance in providing papers.

Conclusion:

Procrastination is behavioral phenomenon that has described as delaying duties and it may cause stress, guilt feeling and decreasing the efficiency of people, significantly. Also, it may lead to social rejection due to lack of commitment to duties and responsibilities. Academic procrastination is one of the most common problems in different educational levels. Recently, Procrastination has been defined as kind of disability in self-regulation. Academic procrastination is affected by some situational

factors such as delay in reward and punishment duties and personality traits such as low self-awareness, mental confusion, lack of motivation for progress and low self-control. In present study, self-control variable was selected among other factors of academic procrastination in form of internal or external control. Academic procrastination was studied in three areas ; preparing for exam, doing homework and providing papers at the end of semester. In following, two questions were developed to evaluate students' s feelings and emotions about procrastination and their tendency to change the procrastination habit. Thus, regarding to the results of this research, it is clear that there was no positive and significant relationship between five areas of procrastination and control source whether internal or external. But there was significant relationship between procrastination areas with each other such as there was significant relationship between feelings and emotions about procrastination and lack of tendency to change procrastination habit for prediction procrastination in preparing for exam. Also, there was significant and positive relationship between feelings and emotions about



procrastination and lack of tendency to change the procrastination habit for prediction procrastination in doing homework. Finally, there was significant and positive relationship between feelings and emotions about procrastination and lack of tendency to change the procrastination habit for prediction procrastination in providing papers at the end of semester.

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