



De La Salle University – Dasmariñas

The Relationship Between Academic Procrastination and Academic Performance Among AB Psychology Students of De La Salle University – Dasmariñas, SY 2005-2006

Undergraduate Thesis

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Faculty of Behavioral Sciences Department
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Bachelor of Arts Major in Psychology

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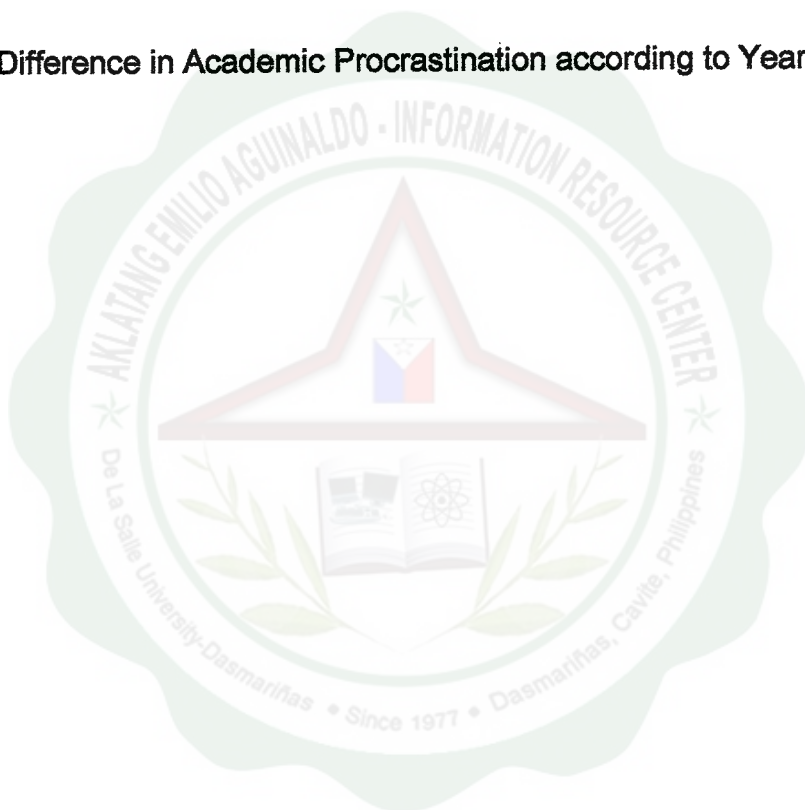


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ABSTRACT

NAME OF INSTITUTION: De La Salle University- Dasmariñas

ADDRESS: Dasmariñas, Cavite

TITLE: The Relationship of Academic Procrastination and Academic Performance Among AB Psychology Students S.Y 2005-2006.

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OBJECTIVES OF THE STUDY:

General: this study determines the relationship between level of academic procrastination and academic performance among AB Psychology students of De La Salle University- Dasmariñas SY 2005-2006.

Specific:

1. To know the demographic profile of the respondents in terms of:
 - a. age
 - b. gender
 - c. year level
2. To determine the level of academic procrastination of respondents as reflected in the Lay Procrastination Scale Test.



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3. To know the level of academic performance of the respondents as reflected in their Grade Point Average (GPA) during the school year 2005-2006.
4. To find out if there is a significant relationship between the academic procrastination and academic performance of the respondents.
5. To identify if there is a significant difference in academic procrastination when the respondents are group according to demographic profile.
 - a. age
 - b. gender
 - c. year level
6. To establish if there is a significant difference in academic procrastination when the respondents are group according to demographic profile.
 - a. age
 - b. gender
 - c. year level

SCOPE AND LIMITATIONS:

The study was conducted during the school year 2005-2006 at De La Salle University- Dasmariñas. This study obtained information from selected AB Psychology students of DLSU-D on the first semester of the said year with regard to age, gender and year level. Using stratified random sampling,



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students were chosen according to their age, gender and year level. Lottery technique was utilized to randomly select the respondents. The grade point average of the participant in the first semester was also evaluated.

The study focused only on the correlation between level of academic procrastination and academic performance among AB Psychology students of De La Salle University- Dasmariñas SY 2005-2006.

METHODOLOGY:

The correlational method of research was used to assess the relationship between academic procrastination and academic performance of the AB Psychology student of DLSU-D. It allowed the researcher to determine simultaneously the degree and direction of a relationship between two traits, behaviors, or events with a single statistics.

The study involved 255 AB Psychology students of DLSU-D during the school year 2005-2006 representing 36% of the total population of 706. Stratified random sampling was used in the selection of respondents since age, gender and year levels are included.

The study used the Procrastination Scale (Lay 1986) for student population (see Appendix A) and student evaluation form for the grade point average (GPA) of the respondent.

**SUMMARY OF FINDINGS:**

Following are the findings of the study:

1. Majority of the respondent's age, range from nineteen to twenty years old, while in the case of gender there is a dominating number of female and there is a relatively equal distribution of respondents in all year level.
2. The mean academic procrastination of the AB Psychology student for the school year 2005-2006 was 55.07, which revealed a moderately procrastinating behavior.
3. The AB Psychology students had a satisfactory academic performance as evidenced by their mean percentage rating of 2.1912.
4. The academic procrastination of the AB Psychology student of the school year 2005-2006 had a significant negative correlation with the academic performance as revealed in the computed r of -0.206.
5. The computed F ratio of 1.506 between academic procrastination and age, 0.858 between academic procrastination and year level showed no difference between the two set of variable. While the computed t of 0.080 between academic procrastination and gender also showed no difference.
6. The computed Pearson r of 3.175 between academic performance and age, 4.648 between academic performance and year level showed a significant relationship between the two set of variable. While the computed t of -3.837 between academic performance and gender also showed a significant relationship.

**CONCLUSION:**

In the light of the finding revealed in this study the following conclusion were drawn:

1. AB psychology students are dominated by female and most likely ranges along the age of nineteen to twenty years of age.
2. The AB Psychology students of the school year 2005-2006 showed a moderately procrastinating behavior. This indicates that they can control and budget their time wisely.
3. The students showed a satisfactory performance in their academics. However, this satisfactory performance is only the borderline and is beyond the average grade necessary for a Psychology student to attain, therefore such performance need to be improved.
4. The relationship between academic procrastination and academic performance significantly has negative correlation.
5. Age, gender and year level do not affect the procrastinating behavior of the students.
6. Age, gender and year level had an effect on the academic performance of the respondents. In terms of mean, the female respondents perform well academically.

**RECOMMENDATION:**

Considering the above conclusion derived from the following findings, the researchers recommend the following measures to control procrastinating behavior and to improve the academic performance of the Psychology respondents.

1. Academic procrastination which is significant with academic performance behavior and study habits of the students must be further studied.
2. The college instructors should not only assess the knowledge and skills of the students but also their attitudes since school evaluation is not only concerned with the development of the knowledge and skills of students but also with the development of their attitudes these having something to do with their behavior and with their Academic Performance.
3. Further researches should be conducted for more extensive studies and generalized results in the relationship of academic procrastination and academic performance
4. The academic performance is not the only one to be given priority but also the behavior and the attitude of the students on their studies which also affect their academic performance.
5. Students must develop their study skills by doing goal setting to enhance academic performance
6. A student who has difficulty in his/ her procrastination must make things to do list or have a self planner where he/she can right the specific things that



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must be done for a day. This will help the student to be organize with his/her activities and avoid procrastination.

