
COMPARISON BETWEEN MALE AND FEMALE PSYCHOLOGY STUDENTS REGARDING ACADEMIC PROCRASTINATION, ACADEMIC MOTIVATION, AND SELF REGULATED LEARNING IN UNIVERSITAS ISLAM INDONESIA

Muhammad I. A. Majid

Departement of Psychology, Universitas Islam Indonesia, Indonesia

Email:16320162@students.uii.ac.id

Nashif A. R Fanani

Departement of Psychology, Universitas Islam Indonesia, Indonesia

Rizka P. R. Annisa

Departement of Psychology, Universitas Islam Indonesia, Indonesia

Nur Widiasmara

Departement of Psychology, Universitas Islam Indonesia, Indonesia

Received: Sep. 2019 Accepted: Oct. 2019 Published: Nov. 2019

Abstract: The aim of this study was to determine the differences of academic procrastination, academic motivation, and self regulated learning levels on undergraduate students from the perspective of gender. Respondent of this study consist of semester III, V, and VII students totaling 140 students consisting of 32 male and 108 female students majoring in psychology at the Universitas Islam Indonesia. The scale that we used to measure self regulated learning was *Self Regulation of Learning Self Report Scale (SRL-SRS)*, for academic motivation used *The Academic Motivation Scale*, and for academic procrastination used *Tuckman Procrastination Scale (TPS)*. The result of this study was $p=0.527$ used Mann whitney test for self regulated learning, while $p=0.23$ for academic procrastination and $p=0.606$ for academic motivation used Independent sample T-test used of software SPSS version 22.0 for windows. This study concluded there was no significant correlation between academic procrastination, academic motivation, and self regulated learning from the perspective of gender.

Keywords: Role of gender, Academic Procrastination, Self Regulated Learning, Academic Motivation

Introduction

Background of the Study: College students are most frequently affected by stress due to their academic and personal life. The causes of stress on college students are examination, assignment, college requirements, thesis/research, practicum, presentation, family problems, love/life, home responsibilities, far location of home, strict lecturer, finances, poor health, and college policies (Mazo, 2015). The stress level of college students are related to academic procrastination (Rahardjo, Juneman & Setiani, 2013; Qian & Fuqiang, 2018), academic achievement (Shokeen, 2018), academic motivation (Rizvi & Gulfisha, 2018), academic performance (Qian & Fuqiang, 2018), and self-regulated learning (San, Roslan & Sabouripor, 2016).

Academic Procrastination: The study of academic procrastination has been developed since 1984s that simply described as postponing primary academic tasks and that delay cause trouble (Solomon & Rothblum, 1984). Beswick, et al. (1988) stated that academic procrastination behavior increase when someone irrational thinking also increase. Academic procrastination was repeatedly done both consciously and unconsciously, which has a negative impact on mental health (Tuckman, 1991). Procrastination in academic context such as delaying study preparation for exams, doing assignments

given by lecturers, reading material or teaching materials weekly, up to to the point where maximum or optimal performance is as far away from the word as possible (Rabin, Fogel & Upham, 2011). Around 30-60% of college students often postpone procrastinate regularly (Rabin, Fogel & Upham, 2011).

Academic procrastination is the result from the combination of disbelieving in one's own capability to perform a task, being unable to postpone gratification, and assigning blame for one's own "predicament" to external sources (Tuckman, 1991). Academic procrastination has three aspects, (1) namely the tendency to delay or put off doing things, (2) tendency to experience difficulty doing unpleasant things and when possible, to work to avoid or circumvent the unpleasantness, and (3) tendency to blame others for one's own plight (Tuckman, 1991). The tendency to delay or put off doing things is like when the students have a deadline, then they wait till the last minute. This tendency has a negative impact for student that makes their time to complete assignment is very narrow. The tendency to experience difficulty doing unpleasant things and when possible, to work to avoid or circumvent the unpleasantness is when the student try to seek the shortcut in order to skip some steps that unpleasant for them. Then, the tendency to blame others for one's own plight is like student believe that other people don't have the right to give them deadlines, is more like when some assignment doesn't going well they blame others.

Academic Motivation: Gottfried (1990) at the very first time state that academic motivation is "enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks". On the other hand Turner (1995) said motivation resemble with cognitive engagement that defines as paying attention, connection, planning, and monitoring in order to voluntary uses high levels of self-regulated learning strategies. Motivation regularly discussed in general context, but there is a measurement scale that provides comprehensive and standard information and is widely adapted in several countries, the measurement instrument is the Academic Motivation Scale or known as AMS that constructed by Vallerand et al.(1992) based on Self-Determination Theory.

Academic motivation has a tenets from self-determination because the perspective of behavior is can be intrinsically motivated, extrinsically motivated, or amotivated, this theoretical approach more pertinent for the field of education (Vallerand et al., 1992). In the year of development, AMS have been developed by Fabio Alivernini and Fabio Lucidi (2008), academic motivation defined as an intrinsic motivated, extrinsically motivated, or amotivated to learning in academic context like college or school. The aspects of academic motivation are (a) amotivation (b) external regulation (c) Introjected Regulation, (d) Identified Regulation, (e) Intrinsic Regulation (Fabio & Lucidi, 2008). Amotivation is lack intention of act because of internal or external factors (Ryan & Deci, 2000). External regulation shown by behavior which is performed to satisfy an external demand or getting external reward (Deci & Ryan, 1985). Introjected regulation more referred to internal consequences such as ego, anxiety, or guilt (Alivernini & Lucidi, 2008). Identified regulation 'is a more autonomous, or self determined form of extrinsic motivation, and entails the person attributing personal importance to the behavior' (Alivernini & Lucidi, 2008). Intrinsic Regulation is the most sustainable self-determined form of behavior, it is the motivation to doing something for its inherent satisfaction rather than for other consequences (Deci & Ryan, 2000).

Self-Regulated Learning: The term Self-Regulated Learning was introduced in the mid-1980s that came from 'research showing that self-regulatory processes are an important source of achievement differences among students' (Zimmerman & Schunk, 2011). Second historic group of studies focused on self-regulatory that are social and motivational in nature, the effectiveness of learning strategies have predicted diverse motivational outcomes, such as task interest (Bandura & Schunk, 1981). Bandura (1986) state that self-regulation build by three processes: self-observations to know the detail functioning, it's like the use of mathematical strategies. Self-judgements to compare one's performance with standard, it's more like studying mathematics for an hour a day (Bandura, 1986). Self-reaction 'refer to behavioral and motivational interferences that learners draw from their performance outcomes, such as beliefs about one's efficacy (Bandura, 1986). Self-regulation in the context of learning has been refer to self-

directed processes that drive learners to transform their mental abilities into performance skills (Zimmerman, 2008).

Zimmerman (1989) said that self-regulated learning built by three aspects of self-regulation in academic activities, it's called metacognition that refer to organizing, planning, and evaluating self in learning process. The second is motivation, it refer to confidence (*self efficacy*), competence, and independence (Zimmerman, 2004). The third is behavior, it refer to selecting the priority, arrange the task, and choose the good environment in order to optimizing learning process (Zimmerman, 2004). Meanwhile, Stone, Schunk & Swartz (Cobb, 2003) said that self-regulated learning is influenced by three main factors there are self-efficacy, motivation and goals.

Methods:

Participants: The subjects of this study were college students of department of psychology in Universitas Islam Indonesia who are in the first year, second year, and third year. The samples that have been taken in this study were 140 college students (32 male and 108 female) aged 18-21 years old. Then, we used purposive sampling to obtain the study sample.

Instruments:

The Procrastination Scale (TPS): The Procrastination Scale used to assess academic procrastination among college students. This scale was adapted from The Procrastination Scale (Short version) (Tuckman, 1991). PTS consisted 16 items (11 favorable items and 5 unfavorable items) and it has three aspects, namely a) a general self-description of the tendency to delay or put off doing things; b) a tendency to experience difficulty doing unpleasant things and when possible, to work to avoid or circumvent the unpleasantness; and c) a tendency to blame others for one's own plight (*Cronbrach's alpha* = 0.90). Item ratings were made on a scale 1 (strongly disagree) to 5 (strongly agree) in favorable item; 5 (strongly disagree) to 1 (strongly agree) in unfavorable items.

The Academic Motivation Scale (AMS): The Academic Motivation Scale is used to assess academic motivation among college students. This scale was developed by Alivernini and Lucidi (2008). AMS consisted 20 items and it has five subscales, namely amotivation, external regulation, introjected regulation, identified regulation, and intrinsic motivation (*Cronbach's alpha* = 0.73-0.90). Item ratings were made on a scale 1 (strongly disagree) to 5 (strongly disagree).

The Self-Regulation of Learning Self-Report Scale (SRL-SRS): The Self-Regulation of Learning Self-Report Scale used to assess self-regulated learning among college students. This scale was developed by Zimmerman's self regulated learning theory (Toering, et al.,2012). SRL-SRS consisted 50 items and it has six aspects, namely planning, self-monitoring, evaluation, reflection, effort and self-efficacy. Item ratings were made on a scale 1 (strongly disagree) to 5 (strongly agree).

Data Analysis: The data were Independent Sample T-test to examine the difference of academic procrastination, academic motivation, and self-regulated learning based on gender. The data were analyzed by using Statistical Program for Social Sciences (SPSS) 22.0 for windows.

Result: The descriptive statistics of academic procrastination, academic motivation, and self regulated learning can be seen on the Table 1. Based on the data, male college students are more procrastinate than female; female college students have good self regulated learning than male; female college students have good academic motivation that male. Another results showed that there was no difference of academic procrastination between male and female college students with $t = 1.189$ and $F = 1.149$ ($p = 0.286$; $p > 0.05$). The same finding also showed that there was no difference of academic motivation between male and female college students with $t = -0.517$ and $F = 0.33$ ($p = 0.857$; $p > 0.05$). Self regulated learning used the non parametric analysis because the distribution of the data were not normal. The result showed that there was no difference of self regulated learning between male and female with $Z = -0.633$ and $p = 0.527$ ($p > 0.05$).

Table 1: Descriptive Statistics

Scale	Gender	Mean	SD
TPS	Male (n = 32)	41.06	9.510
	Female (n = 108)	38.93	8.749
SRL-SRS	Male (n = 32)	66.52	-
	Female (n = 108)	71.68	-
AMS	Male (n = 32)	77.16	9.098
	Female (n = 108)	78.13	9.425

Discussion: This study showed that there was no significant difference of academic procrastination, academic motivation, and self regulated learning between male and female college students on department of psychology in Universitas Islam Indonesia. But, other findings showed that male and female college students have different scores on academic procrastination, academic motivation, and self regulated learning.

There was no significant difference of academic procrastination among college students based on gender and male college students are more procrastinate than female. Ozzer (2011) also found that there was non-significant difference between male and female college students on academic procrastination. Another finding showed that male college students are more procrastinate than female (Khan, Arif, Noor & Muneer, 2014). Rabin, Fogel, and Upham (2011) found that the significant predictors on academic procrastination are psychiatric conditions, estimated IQ, depression, anxiety, neuroticism, conscientiousness, and the executive functions (initiation, plan/organize, inhibit, self-monitor, working memory, task monitor, and organization of materials).

There was no significant difference of academic motivation among college students based on gender and female college students have higher scores than male.

There was no significant difference of self regulated learning among college students based on gender and female college students have higher scores than male. The previous research also found that there was no significant correlation between gender and self regulated learning (Saad, Tek & Baharom, 2011; Abdullah, 2016).

The study findings were limited to the difference number between male and female participants. This difference may affected the result and needs to get more comprehensive participants for better analysis results.

Conclusion: There is no significant difference of male and female students according to academic procrastination, academic motivation, and self-regulated Learning.

Acknowledgment: The authors expresses a gratitude to psychology students of Universitas Islam Indonesia who have participated in this study. The authors also express a deep thankful to Department Psychology, Faculty of Psychology and Socio-Cultural Science, and Universitas Islam Indonesia that gave material support, enthusiasm, and time. The authors specifically give thanks to Iswan Saputro and Nur Widiasmara as our lecturer who guide us until the paper has finished.

References:

1. Abdullah, M. N. L. Y. (2016). Interaction effects of gender and motivational beliefs on self-regulated learning: A study at ICT integrated schools. *Malaysian Journal of Learning and Instruction*. 13, 25-41.
2. Aliverini, F. & Lucidi, F. (2008). THE ACADEMIC MOTIVATION SCALE (AMS): FACTORIAL STRUCTURE, INVARIANCE, AND VALIDITY IN THE ITALIAN CONTEXT. *Journal of Testing, Psychometrics, and Methodology*. 15(4), 211-220.

3. Bandura, A. (1986). *Social Foundations of thought and action: A social cognitive theory*. Englewood Cliffs NJ: Prentice Hall.
4. Deci, E. L., Ryan, R. M. (1985). *Intrinsic Motivation and Self-determination in Human Behavior*. New York: Plenum.
5. Gottfried, A. E. (1990). Academic Intrinsic Motivation in Young Elementary School Children. *Journal of Educational Psychology*, 82(3), 525-538.
6. Khan, M. J., Arif, H., Noor, S. S. & Muneer, S. (2014). Academic procrastination among male and female university and college students. *Journal of Social Sciences*. 8 (2), 65-70.
7. Mazo, G. N. (2015). Causes, effects of stress, and the coping mechanism of the bachelor of science in information technology students in a Philippine University. *Journal of Education and Learning*. 9 (1), 71-78.
8. Ozer, B. (2011). A Cross Sectional Study on Procrastination: Who Procrastinate More? *International Conference on Education, Research and Innovation*. Retrieved on September 22, 2012 from <http://www.ipedr.com/vol18/8-ICERI2011-R00015.pdf>
9. Rabin, L. A., Fogel, J. & Upham (2011). Academic procrastination in college students: The role of self-reported executive function. *Journal of clinical and experimental neuropsychology*. 33 (3), 344-357
10. Rizvi, S. Z. S. & Gulfisha. (2018). A study of academic motivation, procrastination, and stress among university students. *International Journal of Research Culture Society*. 2 (7), 22-26.
11. Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.
12. Saad, M. I. M., Tek, O. E. & Baharom, S. (2011). Self-regulated learning: Gender differences in motivation and learning strategies amongst Malaysian science students. *Jurnal Bitara*. 4, 90-101.
13. San, Y. L., Roslan, S. B. & Sabouripour, F. (2016). Relationship between self-regulated learning and academic procrastination. *American Journal of Applied Sciences*. 13 (4), 459-466.
14. Shokeen, A. (2018). Procrastination, stress, and academic achievement among B.Ed. students. *International Journal of Education and Applied Social Sciences*. 9 (1), 125-129.
15. Solomon, L. J. & Rothblum. (1984). Academic Procrastination: Frequency and Cognitive-Behavioral Correlates. *Journal of Counselling Psychology*. 31(4), 503-509.
16. Turner, J. C. (1995). The influence of classroom contexts on young children's motivation for literacy. *Reading Research Quarterly*, 30(3), 410-441.
17. Qian, L. & Fuqiang, Z. (2018). Academic stress, academic procrastination, and academic performance: A moderate dual-mediation model. *Journal on Innovation and Sustainability*. 9 (2), 38-46.
18. Vallerand, R.J., Pelletier, L. G., Blais, M. R., Briere, N. M., Senecal, C., & Vallieres, E.V. (1992). *The Academic Motivation Scale: A Measure of Intrinsic, Extrinsic, and Amotivation in Education*. New York: SAGE Publications.
19. Wahyu, R., Juneman & Setiani, Y. (2013). Computer anxiety, academic stress, and academic procrastination on college students. *Journal of Education and Learning*. 7 (3), 147-152.
20. Zimmerman, B. J., & Schunk, D. H. (2011). *Handbook of Self-Regulated of Learning and Performance*. New York: Routledge.
