

Academic Procrastination and Academic Stress in Psychology Students

Tjia Siu Fong
Faculty of Psychology
Universitas Surabaya

The aim of this study was to see the relation between academic procrastination and academic stress on completing final research paper in psychology. Subjects were every psychology student in the 2011/2012 academic year (students from the 2004-2008 generation ($N = 157$)). Data were collected through surveys and inventories, while analysis conducted using Pearson and Spearman correlation technique on SPSS 16.0 for Windows. Results showed a positive and significant correlation between academic procrastination and academic stress. The positive correlation was also found between the three aspects of academic procrastination (frequency, problem, and the desire to reduce) and academic stress. Those correlations were based on the Temporal Motivational Theory (TMT). The three aspects of academic procrastination have a positive correlation with academic stress in the value aspect (task aversiveness) in TMT. This shows that the higher the value score (task aversiveness), the higher the academic procrastination level, resulting in academic stress

Keywords: academic procrastination, academic stress

Tujuan penelitian ini adalah melihat hubungan antara prokrastinasi akademik dan stres akademik pada penyelesaian skripsi mahasiswa. Subjek penelitian ini adalah seluruh mahasiswa psikologi yang sedang menyelesaikan skripsi pada semester gasal 2011/2012 (berasal dari angkatan 2004 hingga 2008 ($N = 157$)). Data diperoleh melalui survei dan inventori, dan dianalisis menggunakan teknik korelasi Pearson dan Spearman program *SPSS 16.0 for Windows*. Hasil menunjukkan adanya korelasi positif dan signifikan antara prokrastinasi akademik dan stres akademik. Hasil korelasi positif juga didapatkan dari ketiga aspek prokrastinasi akademik (frekuensi, masalah, dan keinginan mengurangi) dan stres akademik. Hubungan antara prokrastinasi akademik dan stres akademik didasarkan pada Teori Motivasi Temporal (TMT). Ketiga aspek prokrastinasi akademik berkorelasi positif dengan stres akademik melalui aspek *value (task aversiveness)* pada TMT. Hal ini menunjukkan makin tinggi *value (task aversiveness)*, maka makin tinggi pula prokrastinasi akademik, yang pada gilirannya akan memicu munculnya stres akademik.

Kata kunci: prokrastinasi akademik, stres akademik

Procrastination, according to the Merriam-Webster University Dictionary (Van Wyk, 2004), means the intentional delaying in finishing a task that is normally able to be finished in time. Procrastination can happen in daily life, but academic procrastination has the highest frequency compared to procrastinations on other subjects and is considered to be a significant factor that bothers the development of academic advances and success (Alexander & Onwuegbuzie, cited in Rosario et al, 2009).

The author has conducted a preliminary survey regarding academic procrastination. The results showed that most subjects procrastinate in their studies, including the studies before a test (24.44%) and reading assignments (22.22%). This is different from the research conducted by Solomon and Rothblum (1984) that showed that most procrastination was done on assignment tasks (46%) and reading assignments (30.1%).

Aside from the effects, there were also consequences that were experienced by the procrastinator. Burka and Yuen (1983) stated two consequences of procrastination, which were internal consequences and external consequences. Several internal consequences are for example: the feeling of anxiety, guilt, depression, unsure of one's self, and stress. As for the external consequences, the

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Correspondence concerning this article should be addressed to I. B. Siaputra, Faculty of Psychology Universitas Surabaya, Jalan Raya Kalirungkut, Surabaya 60293