Perfectionism as Causes of Academic Procrastination at Collage?: A Sytematic Review

Miqdad Ihkamuddin[1], Nadhila Annifa Ichsan[2], Ni'matuzahroh[3]

[123]Muhammadiyah University of Malang, Master of Science Psychology, Indonesia

Abstract:
Procrastination is a common problem faced by many students, generally defined as the act of procrastinating on tasks or decisions without rational reasons. This systematic review investigates the factors and impacts of procrastination, especially in academics. A literature search was carried out on publications written in English on selected investigation topics using a database, namely Scopus. Only research investigated academic procrastination and there were 15 articles international which reveals the factors and impacts of procrastination from 107 articles that have been found in the database. The results of our systematic review found that students have a variety of factors and impacts of the procrastination phenomenon as well as various factors and impacts of procrastination that students experience from an internal and external perspective. There is abuse of addictive substances and other activities that trigger increased procrastination in students.

Keywords: *Academic Procrastination, Students, Impact, Factors, Collage*.

Introduction

Holding a student title is both an honor and a challenge, this is because students' expectations and responsibilities are very high. Students are agents of change and people who are able to provide solutions to problems faced by society, the state and the nation. Students are intellectuals who are expected to be able to understand the state of the nation and state and expand their knowledge in various fields. They need to think more critically and dare to state existing facts and realities. Students must also have comprehensive knowledge about how to deal with problems and various events that have a major impact on the development and progress of the nation and nation. The role of campuses in producing young intellectuals is also very important, therefore campuses are a place to explore knowledge. Not only does it provide boring learning material and theory but also stimulates students' thinking abilities

Gie 1979 [1] said that a good way of studying really supports a person to be successful in studies, but sometimes students experience difficulty in managing the use of study time, besides that most students carry out learning activities in a relaxed manner. It is not uncommon for students who only look busy before exams and studying on an "SKS" basis (overnight speed system). There are quite a few students who are often late for class, late on assignments, and are also busier with outside activities such as being busy with organizations which causes students to often postpone assignments. The phenomenon of postponing assignments or academic responsibilities among students is a very relevant topic and is often discussed in the context of higher education. Procrastination, which is generally defined as the act of delaying assignments or decisions without rational reasons, is a common problem faced by many. In particular, this is also experienced by students who attend college while working and face unique challenges. They must balance academic responsibilities with work commitments. This often increases the potential for procrastination due to limited time and energy. It is important to explore how these conditions influence the tendency to procrastinate.

According to Milgram [2] that procrastination is carried out solely to complete the task optimally, but the delay carried out does not make the task what is done becomes better and the delay leads to more useless things. This means that academic procrastination is the tendency to postpone important academic tasks. This is a common phenomenon among college students, which often has a negative impact on their academic performance, Solomon & Rothblum [3] " *Procrastination, the act of needlessly delaying tasks to the point of experiencing subjective discomfort, is an all-too-familiar problem*". This statement explains that a delay is said to be procrastination if the delay is carried out on an important task, is carried out repeatedly on purpose

so as to cause feelings of discomfort, and is subjectively felt by a person.*procrastinator*.

This phenomenon can also be found in several previous studies which state that (Bela et al., 2023): (1) There is a significant relationship between academic procrastination and student learning achievement. (2) Academic procrastination has a significant relationship to learning achievement. Apart from that, another journal states that [4]: the higher the academic stress, the higher the academic procrastination, and conversely the lower the academic stress, the lower the academic procrastination, and there is a negative influence between time management on academic procrastination in student. This means that this shows that the phenomenon of academic procrastination has often occurred among students and it can be proven that there is a relationship between academic procrastination and student learning outcomes.

Methodology
In the review process the author begins by creating research questions. Using the SPIDER formulation (*Sample, Phenomenon of Interest, design, Evaluation, Research Type*) by referring to this systematic question the author formulates research questions. The research question in this review is, what are the factors and impacts of procrastination on students? Next, the author continues the process with designing*keywords*search on *databases*. After the author obtains the terms from the research question, the author continues the search with the terms found, namely*academic procrastination, and university students*. From several search terms, the author entered in*databases* Scopus. Next, after several articles were collected, the author carried out a duplication check using Mendley and Rayyan. The author screens the title and abstract, and continues with the entire manuscript. After selecting 107 journals, there were 15 journals that met the criteria, namely looking for factors and impacts of procrastination.
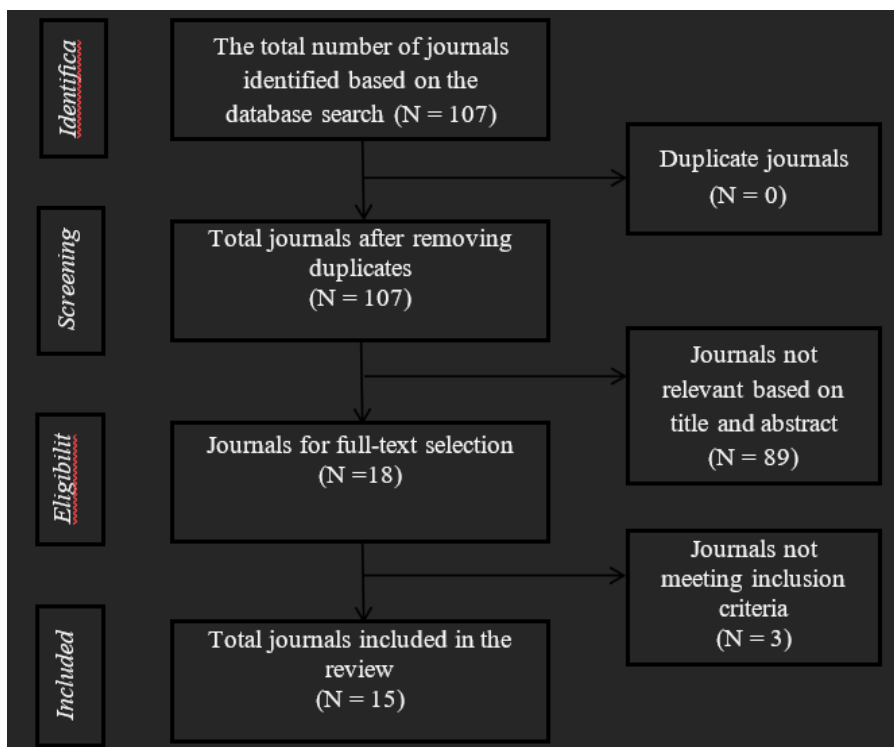

Figure 1: PRISMA graph of article selection flow

The flow of journal selection can be seen through the prism graph in Figure 1.Researchers determine the boundaries in reviewing journals by 1) Journal content discussing academic procrastination by including the factors and impacts of procrastination, 2) Journal publication year (2013-2023) International Journal in English, 3) The method or type of research chosen is quantitative. There are several criteria for journals that will not be selected, namely 1) Journals that discuss procrastination but do not include the factors and impacts of procrastination, 2) do not use English, 3) Articles in book form, meta-analysis, and research without methods are not clearly described.

Result
The systematic review carried out attempted to answer the research question, namely knowing the factors and impact of academic procrastination on students. Answering this question, it can be seen from the table that 15 journals provide factors and impacts of procrastination according to the subject and research data. On

average, 15 journals provide similar factors, namely, internal factors and external factors. Internal factors include self-efficacy, self-regulation, self-esteem, self- motivation, psychological perspective, perfectionism, and neuropsychology. Meanwhile, external factors include parenting style, environment, and misuse of addictive substances. Apart from the procrastination factor, it has a negative impact on students in carrying out their academic process. These impacts include, lower achievement, anxiety, social relations, tendency to lie, and student welfare.

Table 1: List of factors and impacts that influence procrastination

NO	Writer	Title	Subject	Metdoe Study	Factor Procrastination	Impact Procrastination
1	Ashraf, Mohammed Azeem. Sahar, Namood-E Kamran, Mohammed . Alam, Jan (2023)	Impact of Self- Efficacy and Perfectionism on Academic Procrastination among Universities Students in Pakistan	405 Student consist of 104 men and 301 Woman	Quantitative	Self-efficacy and Perfectionism,	academic procrastination can hinder student abilities to achieve academic goals them and can give rise to negative consequences on success academic and well-being their personality in a way whole.
2	Abramowsk i, Anna (2018)	Is procrastination all that "bad"? A qualitative study of academics procrastination and self-worth in post Graduate universities students study of academic procrastination and self-worth in post Graduate universities students	Student Postgraduate	Quantitative	Personal perspective and Influence environment academic to price self and power their competition	Cognitive, Affection, and Behavior
3	Vilca, Lindsey W (2022)	The moderating role of sex in the relationships between executives functions and academic procrastination in undergraduate students	Collage Student	Quantitative	Battery Neuropsychology s, Executive Function and Lobe Frontal	well-being students' emotions, physical health, academic performance, and satisfaction overall with experience their academics.
4	Kljajic, Kristina. Schellenberger g, Benjamin JI Gaudreau, Patrick (2022)	Why Do Students Procrastinate More in Some Courses Than in Others and What Happens Next? Expanding the Multilevel Perspective on Procrastination	Collage Student	Quantitative	motivation and controlled motivation	Academic achievement, Well-being Psychological, time management, Productivity, Price self, Relationships Interpersonal, Opportunities in Time Front
5	Dinaol, Gita. Manuel, Koya. Berhanu, Worku (2022)	Indoor Pool Games and Substance Abuse as Trajectories to Students' Academic Procrastination: The Mediation Role of Self- Regulations	Collage Student	Quantitative	Internet Games And Abuse Substance	Academic performance and Welfare psychological
6	Kususanto Private. Christine YH Tan. Reimy TS Tan. Poh Ling Yong. Jonathan HE Yong. Sharvini Tinagaran. James LH Yeow	Procrastination and Learned- Helplessness among Universities Students: The Mediation Effect of Internal Locus of Control	Collage Student	Quantitative	self regulation, self evaluation negative and learned helplessness (helplessness n which studied). Locus of control internal.	Academic Achievement

	(2018)					
7	Tajana Ljubin- Golub , Emma Petricevic and Daria Rovan (2019)	The role of personality in motivational regulation and academic procrastination	Collage Student	Quantitative	personality traits, motivational regulation strategies, and environmental controls	Psychological distress and Achievements academic
8	Ahmad M. Mahasneh, Omar T. Bataineh, Zohair H. Al-Zoubi (2016)	The Relationship Between Academic Procrastination and Parenting Styles Among Jordanian Undergraduate University Students	Collage Student	Quantitative	parenting style and its influence to achievement students, motivation academic, autonomy, and adolescent self-esteem.	Trend to lie, Problem with discipline and authority, psychological stress, Difficulty in self regulation, Achievement academic ones weak and worries.
9	Pierluigi Diotaiuti*, Giuseppe Valentine, Stephanie Mancone and Fernando Bellizzi (2021)	A Mediating Model of Emotional Balance and Procrastination on Academic Performance	Collage Student	Quantitative	socio-intelligence emotional, self regulation, ability overcome, and balance emotional.	achievement academic, Decrease in regulation self, Improvement stress and anxiety, That satisfaction decreases with life academic, Well-being disturbed, Perseverance and achievement of objectives the lower one.
10	Abdul Saman and Hillman Hero (2021)	Examining the impact of psychology capital on academic achievement and work performance: The roles of procrastination and conscientiousne ss	Collage Student	Quantitative	Characteristics individual, Capital Psychological (PsyCap), Achievement academic, Performance employee, Intervention and treatment.	Negative effects on achievement academic, Potential damage to work performance, Influence on tasks employees, Securities buffer from PsyCap, Results varied and individual differences
11	Syeda S. Batool (2020)	Academic achievements: Interplay of positive parenting, self-esteem, and academic procrastination	Collage Student	Quantitative	parenting style which supports, self-esteem (SE), and achievements academic.	reduce quality and quantity learning as well lower the value academic
12	Yalın Kılıç TÜREL (2022)	Use of media and technology, academic procrastination, and academic achievement in adolescence	Middle And High School Students	Quantitative	Use media overload and technology, time shift	reduce quality and quantity learning as well lower the value academic

13	Karla Elizondo | Rafael Valenzuela | José V. Festive | Nuria Codina (2023)	Self-regulation and procrastination in college students: A tale of motivation, strategy, and perseverance	Collage Student	Quantitative	Cognitive factors-motivation, factors strategic, factors volitional	physical health and mental, contribute to increased stress, anxiety, and depression.
14	Lena M. Wieland, Ulrich W. Ebner-Premier, Matthias F. Limberger and Ulrike E. Nett (2021)	Predicting Delay in Goal-Directed Action: An Experience Sampling Approach Uncovering Within-Person Determinants Involved in the Onset of Academic Procrastination Behaviour	Collage Student	Quantitative	mark, reluctance, effort, and expectation success	cognitive assessment-affectivity of the task
15	Angelica Garzon-Umerenkov a, Jesus de la Fuente, Jorge Amate, Paola V. Paoloni, Salvatore Fadda and Javier Fiz Perez (2018)	A Linear Empirical Models of Self-Regulation on Flourishing, Health, Procrastination, and Achievement, Among University Students	Collage Student	Quantitative	self-regulation	anxiety level higher and management which is worse from social relationships and recreation

There is a categorization in 15 journals that describes the same factors and impacts. Internal factors are outlined and explained, highlighting the influence of internal factors such as selfefficacy,*perfectionism*, and personality traits in motivation regulation as the main driver of academic procrastination ([5]; [6]). Both found that these internal factors significantly influenced academic delays, which had an impact on achievement and psychological distress. Discussion about the role of self- regulation, emotional balance, and cognitive-motivation as internal factors of academic procrastination. They identified that coping abilities, emotional balance, and volitional factors play a role in reducing or increasing stress, anxiety, and depression, while influencing student academic satisfaction and well-being ([7]; [8]; [9])

Apart from internal factors, there are external factors, namely. [10] and [11] focus on the influence of the social environment, including parenting style and support parent. They found that supportive or less supportive parenting styles can influence levels of procrastination, which impacts discipline problems, psychological stress, and academic performance. [12] examined the excessive use of media and technology by middle and high school students, showing that these habits contribute to decreased academic achievement and increased stress. This impact illustrates how intervention in study time due to external influences can limit learning opportunities and damage motivation and self-esteem. Apart from these two factors (internal and external) [13] and [11] study how external factors (such as upbringing and the environment) and internal (such as self-esteem and locus of control) interact with each other to influence academic procrastination. They found that these factors are often interrelated, producing complex effects on students' academic achievement and emotional well-being.

The impact of academic procrastination in terms of psychology and mental health [7], [6], [8], and [9] identified various factors that influence students' mental health and academic satisfaction, including executive function, personality traits, and self-esteem. -regulation. They found that academic procrastination was correlated with stress, anxiety, depression, and academic dissatisfaction, which overall affected students' psychological well-being. While academic achievement is the impact of academic procrastination, [5], [14], and [12] highlight how self-efficacy, media use, and other factors such as substance abuse can affect academic achievement. They show that these factors hinder students' ability to reach their full potential in an academic environment, often resulting in reduced achievement and learning opportunities. Self regulation is the next category, [15] and [16] discuss how intrinsic and extrinsic motivation and self-regulation abilities influence students' ability to manage their time and tasks effectively. The impact of academic procrastination in this case includes decreased productivity, poor time management, and difficulty in achieving set goals. From the perspective of social sanctions for academic procrastination [10] explored the relationship between parenting style and academic procrastination, finding that problems with discipline, authority, and self-regulation are often the result of a less supportive

parenting style. This research shows how factors Social and family factors can influence the tendency to procrastinate, which has long- term impacts on students' interpersonal and academic dynamics.

Discussion

In developmental psychology, college students are often considered part of the stage of "Emerging Adulthood," which is the transition period from adolescence to full maturity. At this stage, students experience various significant changes both physically, cognitively and emotionally [3]. They begin to form a more mature self-identity, explore possibilities in careers and interpersonal relationships, and develop a deeper understanding of themselves and the world around them.

From a cognitive perspective, students are at the stage of development described by Jean Piaget as "Formal Operational." At this stage, they are able to think abstractly, logically and systematically [17]. They also begin to be able to understand complex concepts and hypothesize about various situations. Critical thinking and problem-solving skills develop rapidly, enabling them to face academic and life challenges more effectively. Emotionally, students often experience intense fluctuations [5]. Erik Erikson said, a developmental psychologist, identified this stage with the crisis of "Intimacy vs. Isolation," in which individuals attempt to form meaningful intimate relationships while maintaining a unique self-identity. College students often struggle with the pressure to cultivate strong social relationships, while also maintaining their independence and pursuing their personal aspirations. This often creates internal conflict and emotional stress [13].

In a social context, students often find themselves in very diverse environments, which offer opportunities to interact with various cultural and social backgrounds [18]. This allows them to develop better social skills, empathy, and cross-cultural understanding. However, it can also be a source of stress, especially for those struggling with academic and social adaptation. Overall, student years are an important period in human development. This was a time where individuals did not just pursue education formal, but also experience significant personal growth[16]. Researchers pay special attention to students' maladaptive behavior, especially students' failure to adapt to academics, which is often caused by academic procrastination.

According to Steel [8] procrastination comes from Latin, namely *pro*which mean*"proceed"*, forward, preferring and "crastinus" which means "tomorrow". The original meaning of the word procrastination is preferring to do one's work tomorrow rather than completing it today. People who procrastinate are called procrastinators. Procrastination is deliberately postponing desired activities even though you know that postponing them could have bad consequences. According to Ferrari 1995 [1] procrastination as a procrastination behavior, academic procrastination can be manifested in certain indicators and observed through certain characteristics in the form of: (1) Delay in starting to complete the task at hand; (2) Delay in completing the task , because of doing other things that are not needed; (3) Time gaps between set plans and actual performance; (4) Doing other activities that are more enjoyable than the tasks that must be done (such as chatting, watching, listening to music, traveling). In the characteristics that have been explained according to Ferrari's theory, the average procrastinator procrastinates because a more pleasant stimulus appears to make the stronger the delay of an obligation (in this case an academic task).

Academic procrastination has a significant impact on students' mental health, including increased stress, anxiety, and depression. Research conducted by [7], [6], [8], and [9] shows that factors such as executive function, personality traits , and self-regulation influence students' psychological well-being. Difficulty managing time and assignments, often resulting from a lack of motivation or effective time management strategies, contributes to academic dissatisfaction and psychological stress. Identifying and intervening with students who exhibit high levels of procrastination can help reduce these negative impacts and improve their overall well-being. methods that are prohibited in exams, and doing homework by copying other people's work. This means that academic procrastination influences the frequency of all forms of violations academic. Procrastination also affects academic achievement, with reduced quality of learning and less than optimal results. [5], [14], and [12] describe how factors such as self-efficacy and media overuse and substance abuse hinder students' ability to reach their full potential . These factors reduce learning efficiency and can lead to lower grades and limited academic opportunities. This research emphasizes the importance of developing interventions aimed at increasing self-efficacy and managing media use so that it is not excessive, thereby helping students achieve higher academic achievement.

[13] and [11] studied how external factors such as nurturing and internal environments such as self-esteem interact with each other and influence academic procrastination. This research shows that the combination of

internal and external factors produces complex effects on students' academic achievement and emotional well-being. For example, a supportive parenting style can increase self-esteem and reduce the tendency to procrastinate, while a less supportive environment can increase procrastination behavior and have a negative impact on mental health. The importance of a holistic approach in addressing procrastination, which takes both of these aspects into account, is important for improving educational interventions and support for students. By understanding the factors and impacts associated with academic procrastination, educators and policymakers can better design and implement effective strategies to reduce this behavior and support academic achievement and overall student well-being.

Conclusion

In conclusion, student academic procrastination is a complex phenomenon with various significant causes and consequences. Factors such as lack of motivation, fear of failure, distracting environments, and poor time management skills often contribute to this procrastination behavior. The impact is not only limited to a decrease in academic achievement, but also extends to psychological aspects such as stress, anxiety and decreased self-confidence. Identifying and addressing academic delays by institutions and students themselves is important not only to improve learning outcomes but also to support students' mental and emotional health. Through a structured approach and appropriate support, students can develop skills and strategies to overcome their tendency to procrastinate and reach their full potential both in academic settings and in their personal lives.

Reference

1. Fauziah HH. Fakor-faktor yang mempengaruhi prokrastinasi akademik pada mahasiswa fakultas psikologi uin sunan gunung djati bandung. Psympathic: Jurnal Ilmiah Psikologi. 2015;2:123–132.
2. Bela A, Thohiroh S, Efendi YR, et al. Prokrastinasi Akademik dan Manajemen Waktu Terhadap Stres Akademik Pada Mahasiswa di Masa Pandemi: Review Literatur. Jurnal Psikologi Wijaya Putra (Psikowipa). 2023;4:37–48.
3. Wieland LM, Ebner-Priemer UW, Limberger MF, et al. Predicting delay in goal-directed action: An experience sampling approach uncovering within-person determinants involved in the onset of academic procrastination behavior. Front Psychol. 2021;12:695927.
4. Rozental A, Forsström D, Hussoon A, et al. Procrastination among university students: differentiating severe cases in need of support from less severe cases. Front Psychol. 2022;13:783570.
5. Ashraf MA, Sahar N, Kamran M, et al. Impact of Self-Efficacy and Perfectionism on Academic Procrastination among University Students in Pakistan. Behavioral Sciences. 2023;13:537.
6. Ljubin-Golub T, Petričević E, Rovan D. The role of personality in motivational regulation and academic procrastination. Educ Psychol (Lond). 2019;39:550–568.
7. Vilca LW. The moderating role of sex in the relationship between executive functions and academic procrastination in undergraduate students. Front Psychol. 2022;13:928425.
8. Diotaiuti P, Valente G, Mancone S, et al. A mediating model of emotional balance and procrastination on academic performance. Front Psychol. 2021;12:665196.
9. Elizondo K, Valenzuela R, Pestana J V, et al. Self-regulation and procrastination in college students: A tale of motivation, strategy, and perseverance. Psychol Sch. 2023;
10. Mahasneh AM, Bataineh OT, Al-Zoubi ZH. The relationship between academic procrastination and parenting styles among Jordanian undergraduate university students. Open Psychol J. 2016;9.
11. Batool SS. Academic achievement: Interplay of positive parenting, self-esteem, and academic procrastination. Aust J Psychol. 2020;72:174–187.
12. Türel YK, Dokumaci Ö. Use of media and technology, academic procrastination, and academic achievement in adolescence. Participatory Educational Research, 9 (2), 481–497. 2022.
13. Krihadi K, Tan CYH, Tan RTS, et al. Procastination and learned-helplessness among university students: the medication effect of internal locus of control. 2018;
14. Gita DU, Koya AT, Worku BN. Indoor Pool Game and Substance Abuse as Trajectories to Students' Academic Procrastination: The Mediation Role of Self-Regulation. Front Psychol. 2022;13:835371.

15. Kljajic K, Schellenberg BJI, Gaudreau P. Why do students procrastinate more in some courses than in others and what happens next? Expanding the multilevel perspective on procrastination. Front Psychol. 2022;12:786249.

16. Garzón-Umerenkova A, Fuente J, Amate J, et al. A linear empirical model of self-regulation on flourishing, health, procrastination, and achievement, among university students. Front Psychol [Internet]. 2018;9. Available from: https://www.scopus.com/inward/record.uri?eid=2-s2.0-85045377190&doi=10.3389%2ffpsyg.2018.00536&partnerID=40&md5=25f1f61dfc3da553e9d26071abb33ec8

17. Saman A, Wirawan H. Examining the impact of psychological capital on academic achievement and work performance: The roles of procrastination and conscientiousness. Cogent Psychol. 2021;8:1938853.

18. Abramowski A. Is procrastination all that "bad"? A qualitative study of academic procrastination and self-worth in postgraduate university students. J Prev Interv Community. 2018;46:158–170.