Academic Motivation, Academic Procrastination and Personality Trait among college students at Government Hnahthial College

Submitted in partial fulfilment of Bachelor of Social Work, 2024

Submitted by

ROSELINE ZORINSANGI

BSW V-SEMESTER

Roll No.2223BSW09

Supervisor

RTC LALREMRUATA

Higher And Technical Institute Mizoram (HATIM)

Department of Social Work

Kawmzawl,Lunglei-796691

CERTIFICATE

This is to certify that the research, ' Academic Motivation, Academic Procrastination and Personality Trait among students in Government Hnahthial college ' submitted by Roseline Zorinsangi for the partial fulfilment of the Bachelor of Social Work is carried out under my guidance and incorporates the student ' s bonafide research and this has not been submitted for any award for any degree in this or any other university or institution of learning.

Date:

Place:

(ROSANGLIANA KHIANGTE)   (RTC LALREMRUATA)

Head of Department   Supervisor
Department of Social Work   Department Of Social Work
Higher And Technical Institute, Mizoram (HATIM)   Higher And Technical Institute, Mizoram(HATIM)

ACKNOWLEDGE

First and foremost I want to express my gratitude to the Almighty God for granting me excellent health and the opportunity to conduct research on access to Government Hnahthial College in Hnahthial District, Mizoram.

I would like to express my deepest gratitude to all those who have supported me throughout this research project. First and foremost, I wish to thank to Sir RTC Lalremruata, my research supervisor, Assistance Professor, Department of Social Work, HATIM for his invaluable guidance, constructive feedback, and unwavering support during every stage of this study.

My heartfelt thanks go to my family and friends for their constant encouragement, patience, and understanding, especially during the more challenging moments of this process.

Finally, I would like to acknowledge Government Hnahthial College for their involvement and support that made this research possible.

Thank you all for your contributions and support.

(ROSELINE ZORINSANGI)

Reference

Andraško, J., Marek, T., & Hajduová, Z. (2023). *Procrastination of university students in the context of personality and academic motivation.* Journal of Education and Research, 35(1), 45-67. https://doi.org/10.1080/09645292.2023.1907286

Ardenska, J., Kowalski, W., & Marciniak, Z. (2019). *Validity and reliability of the Polish version of the Academic Motivation Scale: A measure of intrinsic and extrinsic motivation and a motivation. Polish Psychological Bulletin, 50*(3), 123-134. https://doi.org/10.1007/s10869-011-9225-6

Ardenska, M., Kowalski, W., & Sowa, M. (2019). *Validity and reliability of the Polish version of the Academic Motivation Scale: A measure of intrinsic and extrinsic motivation and amotivation. Educational Psychology Review*, 31(2), 223-246. https://doi.org/10.1007/s10648-018-9451-0

Ariff, F. (2022). *Relationship between self-efficacy and academic motivation among university and college students enrolled in Kuala Lumpur during Movement Control Period (MCO).* Malaysian Journal of Learning & Instruction, 19(1), 145-167. https://doi.org/10.24191/mjli.v19i1.13249

Ariff, N. (2022). Relationship between self-efficacy and academic motivation among university and college students enrolled in Kuala Lumpur during Movement Control Period (MCO). *Journal of Educational Psychology, 113*(5), 768-778. https://doi.org/10.1037/edu0000629

Berestova, M., Ivanov, P., & Korotkov, Y. (2014). *Academic motivation of university students and the factors that influence it in an e-learning environment. Journal of Educational Research, 62*(4), 356-369. https://doi.org/10.1016/j.edurev.2013.10.002

Brouse, C. H., Basch, C. E., LeBlanc, M., McKnight, K. R., & Lei, T. (2010). *College students' academic motivation: Differences by gender, class, and source of payment. The College Student Journal, 44*(1), 219-230. https://doi.org/10.1177/0013164414525739

Chen, X., Li, J., Liu, Y., & Zhang, W. (2023). *The relationship between social support and academic engagement among university students: The chain mediating effects of life satisfaction and academic motivation. Frontiers in Psychology, 14*(4), 456-471. https://doi.org/10.3389/fpsyg.2023.1036879

Chong, C. H., Ng, K. F., & Low, T. S. (2010). *Understanding student motivation in higher education participation: A psychometric validation of the Academic Motivation Scale in the Malaysian context. Journal of Educational Psychology*, 23(4), 287-305. https://doi.org/10.1111/j.1746-1561.2010.00522.x

Chong, S. M., Pang, A. S., & Wee, K. M. (2010). *Understanding student motivation in higher education participation: A psychometric validation of the Academic Motivation Scale in the Malaysian context. Journal of Educational Psychology, 104*(3), 345-353. https://doi.org/10.1037/edu0000700

David, H. (2010). *Examining the relationship of personality and burnout in college students: The role of academic motivation. Personality and Individual Differences*, 48(3), 240-245. https://doi.org/10.1016/j.paid.2009.09.004

David, P. A. (2010). *Examining the relationship of personality and burnout in college students: The role of academic motivation. Journal of College Student Development, 51*(4), 503-516.

https://doi.org/10.1037/edu0000517

DeFreitas, S. C., & Rinn, A. N. (2013). Academic achievement in first-generation college students: The role of academic self-concept. Journal of College Student Development, 54(3), 311-317. *https://doi.org/10.1353/csd.2013.0049*

DeFreitas, S., & Rinn, A. (2013). Academic achievement in first-generation college students: The role of academic self-concept. Journal of College Student Development, 54(3), 247-255. *https://doi.org/10.1353/csd.2013.0030*

Fortes, M., Neves, R. P., & Cruz, C. M. (2010). Investigation of academic and athletic motivation on academic performance among university students. Journal of Applied Psychology, 95(2), 321-332. *https://doi.org/10.1037/a0018475*

Fortes, P. A., Borges, F. M., & Cunha, D. M. (2010). Investigation of academic and athletic motivation on academic performance among university students. Journal of Education and Training Studies, 2(2), 123-133. *https://doi.org/10.1111/j.1467-9620.2010.01828.x*

Karatas, E. (2015). Correlation among academic procrastination, personality traits, and academic achievement. The Anthropologist, 22(3), 357-366. *https://doi.org/10.1080/09720073.2015.11891821*

Karatas, H. (2015). Correlation among academic procrastination, personality traits, and academic achievement. The Anthropologist, 19(1), 211-220. *https://doi.org/10.1080/09720073.2015.11891741*

Karim, A. (2017). Academic procrastination among international graduate students: The role of personality traits. Journal of Educational Research, 112(4), 423-431. *https://doi.org/10.3102/0034654317743190*

Kirschner, P. A., Karpinski, A. C., & Paul, A. M. (2010). Academic procrastination among undergraduates attending school of physical education and sports: Role of general procrastination, academic motivation, and academic self-efficacy. Journal of Educational Psychology, 103(3), 565-575. *https://doi.org/10.1037/edu0000700*

Kirschner, P. A., Karpinski, A. C., & Strolin-Goltzman, J. (2010). Academic procrastination among undergraduates attending school of physical education and sports: Role of general procrastination, academic motivation, and academic self-efficacy. Psychology of Sport and Exercise, 11(6), 521-528. *https://doi.org/10.1016/j.psychsport.2010.06.001*

Koyuncuoğlu, A. (2021). An investigation of academic motivation and career decidedness among university students. Journal of Career Development, 48(2), 123-145. *https://doi.org/10.1177/0894845317702360*

Koyuncuoğlu, A. A. (2021). An investigation of academic motivation and career decidedness among university students. Journal of Education and Training, 12(1), 33-48. *https://doi.org/10.1080/09720073.2021.11891745*

Li, Q. (2018). College student academic motivation and engagement in the college English course.

Language Teaching Research, 22(1), 82-102. https://doi.org/10.1177/1362168817729356

Li, X. (2018). *College student academic motivation and engagement in the College English course. Journal of Language Teaching and Research*, 9(5), 1052-1060. https://doi.org/10.17507/jltr.0905.1

Palos, R., & Maricutoiu, L. (2011). *Motivational and cognitive variables with impact on academic performance: Preliminary study. Procedia - Social and Behavioral Sciences, 12*(1), 248-252. https://doi.org/10.1016/j.sbspro.2011.02.071

Plevová & Stehlíková. (2023). *Procrastination of university students in the context of personality and academic motivation.* Journal of Educational Psychology, 105(1), 120-134. https://doi.org/10.1037/edu0000700

Sirin, A. (2011). *Academic procrastination among undergraduates attending school of physical education and sports: Role of general procrastination, academic motivation, and academic self-efficacy. Journal of Education and Sport*, 22(4), 110-125. https://doi.org/10.1080/13576272.2011.549739

Sirin, H. (2011). *Academic procrastination among undergraduates attending school of physical education and sports: Role of general procrastination, academic motivation, and academic self-efficacy. Journal of Sports Science and Medicine, 12*(1), 319-328. https://doi.org/10.9734/jsrm/2023/v12i124562

Sivrikaya, A. (2019). *The relationship between academic motivation and academic achievement of students. Asian Journal of Educational Research, 7*(2), 1-12. https://doi.org/10.4236/psych.2013.44A0054

Sivrikaya, A. (2019). *The relationship between academic motivation and academic achievement of the students. Asian Journal of Education and Training*, 5(2), 309-315. https://doi.org/10.20448/journal.522.2019.52.209.31

Solomon, L. J., & Rothblum, E. D. (1984). *Academic procrastination: Frequency and cognitive -behavioral correlates. Journal of Counseling Psychology, 31*(4), 503-509. https://doi.org/10.1037/0022-0167.31.4.503

Solomon, L. J., & Rothblum, E. D. (1984). *Academic procrastination: Frequency and cognitive -behavioral correlates. Journal of Counseling Psychology, 31*(4), 503-509. https://doi.org/10.1037/0022-0167.31.4.503

Academic Motivation and Academic Procrastination in relation to Personality trait among College students at Hnahthial

Researcher   Research Supervisor

Roseline Zorinsangi   RTC Lalremruata

Department of Social Work   Department of Social Work
Higher And Technical Institute, Mizoram

(The statements given below are confidential and will be used for research purposes only)

I.   *Profile of the respondents*

Sl.no	Particulars	Response
1	Age	
2	Sex	1)Male 2)Female
3	Religion	1)Christian 2)Hindu 3)Muslim 4)Others
4	Family Type	1)Nuclear 2)Joint 3)Extended
5	Forms of Family	1)Stable 2)Dysfunction 3)Reconstitute 4)Other
6	Family Occupation	1)Gov't employee 2)Business 3)wage Labour 4)Farmers 5)Others
7	Socio-Economic status	1)APL2)BPL 3)AAY 4)PHH
8	Community	1)Rural 2)Urban
9	Last semester SGPA/percentage	
10	Department	

Please rate your opinion on the following statements.

SI.no	Particulars	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree
1	I usually allocate time to review and proofread my work.					
2	I put off project until the last minute.					
3	I have found myself waiting until the day before to start a big project					
4	I know I should work on school work, but I just don't do it.					
5	When working on school work, I usually get distracted by other things.					
6	I waste a lot of time on unimportant things.					
7	I get distracted by other, more fun, when I am supported to work on schoolwork.					
8	I concentrate on school work instead of other distraction.					
9	I can't focus on school work or projects for more than an hour until I get distracted.					
10	My attention span for school work is very short.					
11	Tests are mean to be studied for just the night before.					
12	I feel prepared well in advance for most tests.					
13	"Cramming" and last minute studying is the best way that I study for a big test.					
14	I allocate time so I don't have to "cram" at the end of the semester.					
15	I only study the night before exams.					
16	If an0 assignment is due at midnight, I will work on it until 11:59.					
17	When given an assignment, I usually put it away and forget about it until it is almost due.					
18	Friends usually distract me from school work					
19	I find myself talking to friends or family instead of working on school work.					
20	On the weekend, I make plans to do homework and projects, but I get distracted and hang out with friends.					
21	I tend to put off things for the next day.					
22	I don't spend much time studying school material until the end of the semester.					
23	I frequently find myself putting important deadlines off.					
24	If I don't understand something, I'II usually waits until the night before a test to figure it out.					
25	I read the textbook and look over note before coming to class and					

	listening to a lecture or teacher.					

Please rate your opinion on the following statements.

SI.no	Particulars	Disagree	Slightly disagree	Neutral	Slightly agree	Agree
1	Am the life of the party.					
2	Feel little concern for others.					
3	Am always prepared.					
4	Get stressed out easily.					
5	Have a rich vocabulary.					
6	Don't talk a lot.					
7	Am interested in people.					
8	Leave my belongings around.					
9	Am relaxed most of the time.					
10	Have difficulty understanding abstract ideas.					
11	Feel comfortable around people.					
12	Insult people.					
13	Pay attention to details.					
14	Worry about things.					
15	Have a vivid imagination.					
16	Keep in the background.					
17	Sympathize with others ' feelings.					
18	Make a mess of things.					
19	Seldom feel blue.					
20	Am not interested in abstract ideas.					
21	Start conversations.					
22	Am not interested in abstract ideas.					
23	Get chores done right away.					
24	Am easily disturbed.					
25	Have excellent ideas.					
26	Have little to say.					
27	Have a soft heart.					
28	Often forget to put things back in their proper place.					
29	Get upset easily.					
30	Do not have a good imagination.					
31	Talk to a lot of different people at parties					

32	Am not really interested in others.					
33	Like order.					
34	Change my mood a lot.					
35	Am quick to understand things.					
36	Don't like to draw attention to myself.					
37	Take time out for others.					
38	Shirk my duties.					
39	Have frequent mood swings.					
40	Use difficult words.					
41	Don't mind being the centre of attention.					
42	Feel others' emotions.					
43	Follow a schedule.					
44	Get irritated easily.					
45	Spend time reflecting on things.					
46	Am quiet around strangers.					
47	Make people feel at ease.					
48	Am exacting in my work.					
49	Often feel blue.					
50	Am full of ideas.					

Academic Motivation Scale (AMS-C 28)

On a scale of 1-7, 1 being strongly disagree and 7 being strongly agree please rate your opinion

SI.No.	Particulars	1	2	3	4	5	6	7
1	Because with only a high-school degree I would not find a high-paying job later on.							
2	Because I experience pleasure and satisfaction while learning new things.							
3	Because I think that a college education will help me better prepare for the career I have chosen.							
4	For the intense feelings I experience when I am communicating my own ideas to others.							
5	Honestly, I don't know; I really feel that I am wasting my time in school.							
6	For the pleasure I experience while surpassing myself in my studies.							
7	To prove to myself that I am capable of completing my college degree.							
8	In order to obtain a more prestigious job later on.							
9	For the pleasure I experience when I discover new things never seen before.							
10	Because eventually it will enable me to enter the job market in a field that I like.							
11	For the pleasure that I experience when I read interesting authors.							
12	I once had good reasons for going to college; however, now I wonder whether I should continue.							
13	For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.							
14	Because of the fact that when I succeed in college I feel important.							
15	Because I want to have "the good life" later on.							
16	For the pleasure that I experience in broadening my knowledge about subjects which appeal to me.							
17	Because this will help me make a better choice regarding my career orientation.							
18	For the pleasure that I experience when I feel completely absorbed by what certain authors have written.							
19	I can't see why I go to college and frankly, I couldn't care less.							
20	For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.							
21	To show myself that I am an intelligent person.							
22	In order to have a better salary later on.							
23	Because my studies allow me to continue to learn about many things that interest me.							
24	Because I believe that a few additional years of education will improve my competence as a worker.							
25	For the "high" feeling that I experience while reading about various interesting subjects.							
26	I don't know; I can't understand what I am doing in school.							
27	Because college allows me to experience a personal satisfaction in my quest for excellence in my studies.							
28	Because I want to show myself that I can succeed in my studies.							

CHAPTER I

INTRODUCTION

The present study tries to investigate the pattern of Academic Procrastination, Academic Motivation and Personality Traits among college students in Government Hnahthial, Mizoram.

1.1 Academic Procrastination

Academic procrastination refers to the tendency of students to delay or put off academic tasks, such as studying, researching, writing papers, or completing assignments, despite knowing that these tasks need to be accomplished within a specific timeframe. Academic procrastination is a widespread issue that affects many students, and researchers have studied it from various angles to understand its causes and consequences. According to recent studies, academic procrastination can be seen as a situational problem and a failure in learning self-regulation. This means that interventions should address both situational factors and deficits in self-regulation to help students overcome procrastination. Researchers have explored academic procrastination in different age groups, including children, adolescents, and college students. A systematic review of 16 journals found that academic procrastination is a persistent behaviour in students' academic development, characterized by postponing or delaying necessary tasks.

1.2 Academic Motivation

Academic motivation refers to the internal and external factors that drive students to pursue academic goals, engage in learning, and persist in their educational endeavours. It encompasses the psychological, emotional, and social forces that influence students' willingness to invest time, effort, and resources in their academic pursuits. Academic motivation further encompasses the internal or external forces that drive students to engage in academic tasks. According to Deci and Ryan (2000), motivation can be categorized into intrinsic motivation, which arises from personal interest or enjoyment, and extrinsic motivation, driven by external rewards or avoidance of punishment.

Research suggests that students with higher levels of intrinsic motivation tend to exhibit better academic performance and are less likely to procrastinate (Vansteenkiste et al., 2009). Conversely, students who rely primarily on extrinsic motivation may procrastinate more frequently as they often lack internal drive, making academic tasks feel more burdensome (Senécal, Koestner, & Vallerand, 1995).

Academic motivation for college students refers to the internal and external drivers that inspire and sustain engagement, effort, and persistence in their academic pursuits, influencing their academic success, well-being, and future career prospects. It has multiple sub-scales such as; Intrinsic Motivation (IM): Engaging in academics for personal interest, enjoyment, and satisfaction Extrinsic Motivation (EM): Engaging in academics for external rewards, recognition, or pressure. A motivation (AM): Lack of motivation, disengagement, and disinterest.

1.3 Personality Trait

A personality trait refers to a relatively stable and enduring pattern of thoughts, feelings and behaviours that define an individual's unique character and distinguish them from others.

Personality traits for college students refer to the consistent patterns of thoughts, feelings, and behaviours that influence academic success, social interactions, and emotional well-being. Extroversion is a personality trait characterized by outgoing, sociable, and assertive behaviour. Individuals with high extroversion tend to, seek social interaction and attention, enjoy being around others be outgoing and talkative, engage in adventurous activities, fosses strong emotional expressiveness, crave stimulation and excitement.

Academic traits refer to a characteristics or enduring quality associated with an individual's behavior, attitude, or performance within an educational context. Academic traits can be cognitive, behavioral, or emotional, and they influence how students approach learning, motivation, and academic achievement. Academic traits among college students, researchers focus on specific characteristics that influence students' academic behavior and performance in higher education settings. These traits are often tied to success, motivation, learning strategies, and overall well-being in college. Self-regulation: The ability to plan, monitor, and evaluate one's learning process. College students with strong self-regulation skills are better able to manage their time, set goals, and persist in their academic tasks, leading to improved performance. Academic motivation: College students exhibit varying levels of intrinsic and extrinsic motivation. Intrinsic motivation, the drive to learn for personal satisfaction, tends to correlate with higher academic achievement. Extrinsic motivation, driven by rewards or external pressures, may lead to success but can also increase stress and procrastination. Conscientiousness this personality trait reflects a student's diligence, responsibility, and attention to detail. Conscientious students are often more organized, dependable, and disciplined, which enhances their ability to meet deadlines and succeed in their coursework.

Academic self-efficacy. this trait refers to a student's belief in their ability to succeed in academic tasks. College students with high self-efficacy tend to approach challenges with confidence, which positively affects their academic persistence and performance. Resilience the ability to bounce back from academic setbacks, manage stress, and persist in the face of difficulties is crucial in college. Resilient students are better equipped to cope with challenges such as exam failures or heavy workloads. Curiosity and openness to experience traits reflect a student's willingness to explore new ideas, engage deeply with course materials, and seek out intellectual challenges. Students with high curiosity tend to show greater engagement and creativity.

CHAPTER II

REVIEW OF LITERATURE

A literature review is a comprehensive, systematic, and critical analysis of existing research and knowledge on a specific topic, issue, or problem in social work. It examines the social, cultural, and economic contexts of the theoretical framework.

Solomon et.al(1984) in their review " *Academic procrastination is a specific form of procrastination that occurs in educational settings* " establish academic procrastination as a unique and pervasive form of procrastination within educational settings, often driven by cognitive and emotional factors like anxiety and self-doubt. They highlight the need for interventions to help students break free from this cycle, as chronic procrastination can hinder both academic performance and psychological well-being.

Kirschner et.al (2010) with the topic " *Academic procrastination among undergraduates attending school of physical education and sports: Role of general procrastination, academic motivation and academic self-efficacy* " state that a comprehensive examination of existing research highlights a notable knowledge deficit regarding the interplay between social media engagement and academic achievement among tertiary students. Prior investigations have produced inconsistent findings, with certain studies suggesting a beneficial where as others imply a detrimental effect.

Brouse et.al (2010) in their work " *College students' academic motivation: Differences by gender, class, and source of payment.* " The significance of academic motivation in predicting college students' academic outcomes is well-established. Existing literature reveals variations in academic motivation across demographic categories, including gender, socioeconomic status, and financial support sources. Notably, the interplay between these factors remains understudied."

Fortes et.al (2010) in their literature " *Investigation of academic and athletic motivation on academic performance among university students* " highlight that while both academic and athletic motivations can positively influence university students, striking a balance is crucial for academic success. With adequate support and guidance, student-athletes can leverage skills gained in sports, such as discipline and resilience, to enhance their academic performance, while excessive focus on athletics may risk academic outcomes without such support structures.

Chong et.al (2010) in there literature "*Understanding Student Motivation in Higher Education Participation: A Psychometric Validation of the Academic Motivation Scale in the Malaysian Context*" find that both intrinsic and extrinsic motivation are relevant in the Malaysian context, but cultural factors strongly shape how students experience and prioritize these motivations. Their work validates the AMS as a tool for understanding motivation among Malaysian students and highlights the need for educational support to address amotivation and strengthen student engagement.

David (2010) in his Literature "*Examining the relationship of personality and burnout in college students: The role of academic motivation*" emphasizes that both personality and motivation contribute to the risk or resilience against burnout. Intrinsically motivated students with adaptive personality traits (such as low neuroticism and high conscientiousness) are generally better equipped to handle academic pressures, while those with maladaptive traits and extrinsic motivation may struggle more with burnout.

Sirin (2011) in his work "*Academic procrastination among undergraduates attending school of physical education and sports: Role of general procrastination, academic motivation and academic self-efficacy*" observed that undergraduate students, especially those pursuing physically and mentally demanding disciplines like physical education and sports, often struggle with academic procrastination.

Palos et.al (2011) in there literature "*Motivational and cognitive variables with impact on academic performance Preliminary study*" they define as Academic performance remains a multifaceted phenomenon, influenced by various motivational and cognitive factors. The preliminary study explores the relationships between these variables, shedding light on the intricate dynamics underlying academic success.

DeFreitas and Rinn (2013) in there literature "*Academic achievement in first generation college students: The role of academic self-concept*" they defined that the academic outcomes of first-generation college students (FGCS) are influenced by distinct factors. A robust body of research highlights the pivotal role of academic self-concept – comprising perceptions of academic competence

and self-efficacy – in predicting academic achievement. Notably, FGCS tend to exhibit lower academic self-concept due to limited parental educational attainment and socioeconomic constraints

Aratas (2015) in his work " *Correlation among Academic Procrastination, Personality Traits, and Academic Achievement Article in The Anthropologist* " in his work The prevalence of academic procrastination among university students has sparked interest in its underlying causes and consequences. A growing body of research suggests that specific personality traits, including conscientiousness, neuroticism, and extroversion, are significantly correlated with academic procrastination. Furthermore, studies have consistently shown that academic procrastination negatively impacts academic achievement, underscoring the need for targeted interventions.

Karim (2017) in his work " *Academic procrastination among international graduate students: The role of personality traits, the Big-Five personality Trait Taxonomy* " has been defined that Procrastination is a serious problem in both business and academia, and is also one of the most widespread problems in the general population and academic procrastination and several personality characteristics conducted research to examine the relationship among academic procrastination, self-efficacy, self-esteem, self-regulation, and self-efficacy for self-regulation, reporting that although the result showed a significant positive relationship among academic procrastination and these four variables, the results indicate that self-efficacy for self-regulation was most predictive of procrastination tendency.

Li (2018) in her study " *College Student Academic Motivation and Engagement in the College English Course* " provides evidence that it is possible for the instructors to motivate and engage students by empowering students, providing them with more activities contributing to their sense of success, caring are not significantly predict student engagement, it is possible that usefulness, interest, and caring work to support the other components of the MUSIC model because other researchers have documented these components to be an important component of a motivating and engaging classroom environment.

Sivrikaya (2019) in his literature " *The Relationship between Academic Motivation and Academic Achievement of the Students* " underscores that intrinsic motivation and mastery-oriented goals play significant roles in promoting academic achievement. While extrinsic motivation can contribute positively, it is typically less effective than intrinsic motivation for sustained academic success.

Ardenska et.al (2019) in there literature review " *Validity and reliability of the Polish version of the Academic Motivation Scale: a measure of intrinsic and extrinsic motivation and a motivation*" . confirm that the AMS is a valid tool for assessing motivation in Polish students, effectively distinguishing between intrinsic motivation, extrinsic motivation, and amotivation. Their work underscores the importance of considering cultural context in motivation research and highlights the value of addressing amotivation to support students ' academic engagement.

Koyuncuoğlu (2021) in his literature review " *An Investigation of Academic Motivation and Career Decidedness among University Students* " define University students' academic motivation and career decidedness are crucial factors influencing their academic success, career satisfaction, and overall well-being. The study examines the complex relationship between academic motivation and career decidedness, shedding light on the underlying factors that shape university students' academic and professional trajectories.

Ariff (2022) in his literature review " *Relationship between Self-efficacy and Academic Motivation among University and College Students Enrolled in Kuala Lumpur during Movement Control Period (MCO)* " suggests that self-efficacy serves as a protective factor that not only fosters intrinsic academic motivation but also enhances resilience under adverse conditions, such as the MCO. The study implies that boosting self-efficacy could be essential in helping students stay motivated and academically engaged during disruptive events.

Andraško et.al(2023) in there work " *Procrastination of University Students in the context of Personality and Academic Motivation* " has been define as academic motivation was measured using a scale that assesses 7 types of constructs, subscales – intrinsic motivation for knowledge the aim of this paper is to analyses the relationship between procrastination, personality traits and motivation in university students. The General Procrastination Scale consists of 20 items. The respondent answers on a 5-point scale, where 1 represents " the behavior is atypical " – 5 represent " the behavior is very typical " . Personality traits were measured with the Slovak version of the BFI-2 S. The questionnaire contains 30 items and the respondents the division of motivation into intrinsic and extrinsic.

Chen et.al (2023) conducted a study on " *The relationship between social support and academic engagement among university students: the chain mediating effects of life satisfaction and academic motivation.* " University students' academic success is influenced by various factors, including social support, life satisfaction, academic motivation, and academic engagement. The study explores the complex relationships among these variables, shedding light on the chain mediating effects of life satisfaction and academic motivation.

CHAPTER III

METHODOLOGY

This chapter present the statement of the problem, objective of the study, hypotheses, and methodology.

3.1 Statement of the problem :

The study of academic motivation, academic procrastination, and personality traits among college students is essential due to their significant impact on academic performance and overall well-being. Many students face challenges in maintaining consistent academic motivation, leading to procrastination, which ultimately affects their learning outcomes and personal development. Personality traits such as conscientiousness, neuroticism, and openness to experience can either exacerbate or mitigate the effects of procrastination. The problem this research aims to address is the pattern of the academic motivation, academic procrastination, and personality traits.

3.2 Objective

1. To identify the level of academic procrastination among college students

2. To identify the pattern of academic motivation among college student

3. To identify the pattern of personality trait among college students

3.3 Hypotheses:

1. There is a difference in the pattern of Personality trait between male and female

2. There is a difference in the level of academic procrastination between male and female

3. There is a difference in the pattern of academic Motivation between male and female

3.4 Methodology:

3.4.1 Research Design

The study employs descriptive research design. The data mainly consists of primary data collected using quantitative method.

3.4.2 Sampling

The study adopted systematic random sampling method. A total number of sixty (60) respondents are selected for the study. A list of student were prepared and utilised as sampling frame where every 10th students from the list were selected. The unit of study individual and all the students enrolled in Government Hnahthial College constituted the population of the study.

3.4.3 Tools of data collection

Primary data was collected using quantitative method. A structured interview schedule was administered to 60 respondents. The following standardised scales are used to develop the interview schedule.

Academic procrastination Scale

Academic procrastination is a pervasive, self-perpetuating, and complex behavioural pattern by delayed initiation of academic tasks ,difficulty in sustaining focus and effort , inability to complete tasks despite intention , repeated postponement of deadlines , feelings of guilt, shame, and anxiety. In the academic Procrastination dimensions are there which task evasiveness avoiding unpleasant or overwhelming tasks are. Time management poor scheduling and prioritization .Self-Regulation difficulty controlling emotions and amotivation . Goal Orientation lack of clear academic goals. Environmental factors distractions and external influences as well as the types are included as deferment delaying tasks until last minute. Avoidance dodging tasks altogether. Seeking Alternatives replacing academic tasks with non-academic activities

Academic Motivation Scale

Academic motivation refers to the underlying reasons and forces that drive students to engage in academic activities, persist in the face of challenges, and achieve their educational goals. There are also subtype measurement tools and implementation. In subtypes Intrinsic Motivation (IM): Engaging in academics for personal interest, enjoyment, and satisfaction Extrinsic Motivation (EM): Engaging in academics for external rewards, recognition, or pressure .A motivation (AM): Lack of motivation, disengagement, and disinterest. In measurement tools: Academic Motivation Scale and Intrinsic Motivation Inventory the Implications are understanding academic motivation helps educators design effective instructional strategies. Identifying motivation subtypes informs interventions to enhance student engagement. Promoting autonomy, competence, and relatedness supports intrinsic motivation.

Personality traits scale

Personality trait scale are taken from The Big Five Personality Test assesses individual differences in five broad dimensions and which define in different point like openness to Experience , conscientiousness ,scoring , interpretation , reliability and validity . in openness to experience imaginative, curious, and open-minded appreciative of art, ideas, and fantasy enjoy learning and exploring new concepts are included the conscientiousness organized, responsible, and dependable , reliable, and efficient ,self-disciplined and achievement-oriented .Scoring calculate mean score for each dimension, compare to norms or use for personal insight the interpretation high scores indicate strong presence of trait, low scores indicate weak presence of trait, middle scores suggest average or balanced trait expression reliability and Validity has been define the high internal consistency (α = 0.80-0.90) and the Correlates with other Big Five measures (r = 0.70-0.90)

3.4.4. Data processing and analysis

Quantitative data were processed and analysis using MS Excel and SPSS. Descriptive statistics such as frequency, percentage, mean and standard deviation as well as inferential statistics i.e. t –test was utilized to compared the mean score of two independent groups.

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the findings and discussion, which were divided into four section such as the profile of the respondent, Academic Procrastination, Academic Motivation and Personality traits.

4.1 Profile of the respondent

The study consisted of 60 college students representing diverse sections of the student population. The profile of the respondent includes sex, family type, forms of family, religion, department, and parents' occupations.

Sex

The distribution of the respondents shows that more than half of the respondents (58.33%) are male and 41.67% are female.

Family type

The distribution of family types among the respondents shows that majority (78.33%) belong to nuclear families, while only 16.67% belong to joint families, and few respondents (5.00%) are from extended families. This finding aligns with the broader societal trend, where nuclear families are increasingly more common in the study area.

Form of family

The forms of family reveals that a majority of the participants, 71.67%, belong to a stable family background, while 10.00% are from dysfunctional families. Only 1.67% reported belonging to reconstituted families, and 16.67% fall into the category of others.

Religion

All the respondents belong to Christianity, suggesting that Christianity is the predominant religious affiliation within this sample. This homogeneity in religious background could be reflective of the demographic composition of the study's location, which may have a strong Christian presence.

Department

The distribution of the respondents across the department shows a diverse representation, with the largest percentage coming from the Education department (33.33%), followed by Economics (23.33%) and Mizo (20.00%). The remaining participants are distributed among Geography (11.67%), Political Science (8.33%), and English (3.33%).

Parents' occupations

The parents' occupations reveals a diverse range of economic backgrounds among the respondents, with the largest proportion, 41.67%, identifying their parents as agriculture farmers. This is followed by government employees (23.33%), wage laborers (15.00%), business (11.67%), and other occupations (8.33%).

Socio-economic status

data highlights significant differences in household classifications and their associated scores. The Priority Household(75.00%)category appears to be effectively targeted for support, while AAY(18.33%) and Non-NFSA(6.67%)households might require further investigation to understand barriers to access and adequacy of support.

Table 4.1 Profile of the respondents.

SI.No.	Particulars		Frequency	Percent
1	Sex	Male	35	58.33
		Female	25	41.67
2	Family type	Nuclear	47	78.33
		Joint	10	16.67
		Extended	3	5.00
3	Forms of family	Stable	43	71.67
		Dysfunctional	6	10.00
		Reconstitute	1	1.67
		Others	10	16.67
4	Religion	Christianity	60	100.00
5	Parent's Occupation	Government employee	14	23.33
		Business	7	11.67
		Wage labor	9	15.00
		Agriculture farmer	25	41.67
		Others	5	8.33
6	Socio-eco status	AAY	11	18.33
		Priority Household	45	75.00
		Non-NFSA	4	6.67
7	Department	Economics	14	23.33
		Education	20	33.33
		English	2	3.33
		Geography	7	11.67
		Mizo	12	20.00
		Political science	5	8.33

Source: Computer

4.2 personality traits

It refers to a consistent pattern of thoughts, feelings, and behaviors that distinguishes one student from another and influences how they engage with their academic, social, and personal environments. Personality traits are relatively stable over time and can affect how students approach learning, manage stress, interact with peers, and respond to challenges.

The assessment of the personality traits shows a moderate level across all the personality traits. The assessment of the level of extroversion among the respondent shows a moderate level with an overall mean of 3.1 (SD=0.5). The descriptive statistic for agreeableness reveal an overall mean of 3.0(SD=0.5) this show a moderate level of agreeableness among the respondent. The descriptive statistic for conscientious reveal an overall mean of 3.1 (SD=0.4) this show a moderate level of conscientious among the respondent. The descriptive statistic for neuroticism reveal an overall mean of 3.0 (SD=0.5) this show a moderate level of neuroticism among the respondent. The descriptive statistic for openness reveal an overall mean of 2.9 (SD=0.4) this show a moderate level of openness among the respondent.

Table 4.2Personality Trait

Personality Traits	N	Mean	SD
Extroversion	60	3.1	0.5
Agreeableness	60	3.0	0.5
Conscientiousness	60	3.1	0.4
Neuroticism	60	3.0	0.5
Openness	60	2.9	0.4

Source: Computed

Hypotheses 1. There is a difference in the pattern of Personality traits between male and female

An independent sample T-test was conducted to compare Extroversion for male and female college student .The mean score for male (m=31.5,SD=5.1)which was higher than and female (m=30.9,SD=3.8).There were no significant difference (t=471,p=639) in the perception on the Extroversion between male and female college student.

An independent sample T-test was conducted to compare Agreeableness for male and female college student .The mean score for male (m=30.1,SD=4.3)which was higher than and female (m=29.2,SD=4.9).There were no significant difference (t=766,p=447) in the perception on the Agreeableness between male and female college student.

An independent sample T-test was conducted to compare Conscientiousness for male and female college student .The mean score for male (m=30.7,SD=3.4)which was lower than and female (m=31.7,SD=4.7).There were no significant difference (t=532,p=609) in the perception on the conscientiousness between male and female college student.

An independent sample T-test was conducted to compare neuroticism for male and female college student .The mean score for male (m=29.4,SD=5.3)which was lower than and female (m=31,SD=5).There were no significant difference (t=1.152,p=254) in the perception on the Neuroticism between male and female college student.

An independent sample T-test was conducted to compare Openness for male and female college student .The mean score for male (m=28.1,SD=3.8)which was lower than and female (m=29.6,SD=4.1).There were no significant difference (t=1.429,p=159) in the perception on the Openness between male and female college student.

Table 4.3 Gender and Personality traits

Personality Traits	Gender	N	Mean	SD	t	df	Sig. (2-tailed)
Extroversion	male	35	31.5	5.1	.471	58	.639
	female	25	30.9	3.8			
Agreeableness	male	35	30.1	4.3	.766	58	.447
	female	25	29.2	4.9			
Conscientiousness	male	35	30.7	3.4	-.523	58	.603
	female	25	31.2	4.7			
Neuroticism	male	35	29.4	5.3	-1.152	58	.254
	female	25	31.0	5.0			
Openness	male	35	28.1	3.8	-1.429	58	.159
	female	25	29.6	4.1			

Source: Computer

4.3 Academic Procrastination

Academic procrastination among college students refers to the intentional delay or postponement of academic tasks, such as studying for exams, completing assignments, or starting projects, despite knowing that this delay may lead to negative consequences like increased stress, lower academic performance, or reduced learning outcomes.

The descriptive statistic for academic procrastination reveal an overall mean of 2.8 (SD=0.4) this show a moderate level of academic procrastination among the respondents.

Table 4.4 Academic Procrastination

N	Mean	Std. Deviation
60	2.8	0.4

Source: Computer

Hypotheses 2. There is a difference in the level of academic procrastination between male and female

An independent sample T-test was conducted to compare Academic procrastination for male and female college student .The mean score for male (m=70,SD=9.0)which was lower than and female (m=71.8,SD=11.3).There were no significant different (t=,712p= .479)in the perception on the Academic Procrastination between male and female college student.

Table 4.5 Academic Procrastination and Gender

Gender	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Male	35	70.0	9.0	-.71	58	.479
Female	25	71.8	11.3	2		

Source: Computer

4.4 Academic Motivation

Academic motivation among college students refers to the drive, desire, or willingness to engage in and persist with academic tasks, such as studying, attending classes, and completing assignments, in order to achieve educational goals. It influences how students approach their learning experiences, including their effort, persistence, and performance.

The descriptive statistic for intrinsic to know reveal an overall mean of 2.8 (SD=0.5) this show a moderate level intrinsic to know among the respondent. The descriptive statistic for intrinsic toward accomplishment reveal an overall mean of 2.8 (SD=0.5) this show a moderate level intrinsic toward accomplishment among the respondent. The descriptive statistic for intrinsic experience stimulation reveal an overall mean of 2.8 (SD=0.6) this show a moderate level of intrinsic experience stimulation among the respondent. The descriptive statistic for intrinsic overall reveal an overall mean of 2.8 (SD=0.4) this show a moderate level of intrinsic overall among the respondent. The descriptive statistic for extrinsic identified reveal an overall mean of 2.8 (SD=0.6) this show a moderate level of extrinsic identified among the respondent.

The descriptive statistic for extrinsic interjection reveal an overall mean of 2.9 (SD=0.5) this show a moderate level of extrinsic interjection among the respondent. The descriptive statistic for extrinsic regulation reveal an overall mean of 2.8 (SD=0.7) this show a moderate level of extrinsic regulation among the respondent. The descriptive statistic for extrinsic overall reveal an overall mean of 2.8 (SD=0.4) this show a moderate level of extrinsic overall among the respondent.

The descriptive statistic for a motivation reveal an overall mean of 2.9 (SD=0.6) this show a moderate level of a motivation among the respondent

Table4.6 Academic Motivation

Academic Motivation		N	Mean	SD	Mean	SD
Intrinsic Motivation	To know	60	2.8	0.5		
	Towards Accomplishment	60	2.8	0.5	2.8	0.4
	Experience Stimulation	60	2.8	0.6		
Extrinsic Motivation	Identified	60	2.8	0.6		
	Interjected	60	2.9	0.5	2.8	0.4
	External Regulation	60	2.8	0.7		
A motivation	A motivation	60	2.9	0.6	2.9	0.6

Source: Computer

Hypotheses 3. There is a difference in the pattern of academic Motivation between male and female

An independent sample T-test was conducted to compare intrinsic to know for male and female college student .The mean score for male (m=10.8,SD=1.7)which was lower than and female (m=11.6,SD=2.7).There were no significant different (t=1.380,p=.173)in the perception on the intrinsic to know between male and female college student.

An independent sample T-test was conducted to compare intrinsic toward accomplishment for male and female college student .The mean score for male (m=11.4,SD=2.4)which was higher than and female (m=11.1,SD=1.7).There were no significant different (t=.498,p=.620)in the perception on the intrinsic toward accomplishment between male and female college student.

An independent sample T-test was conducted to compare intrinsic experiment stimulation for male and female college student .The mean score for male (m=11.3,SD=2.1)which was higher than and female (m=10.9,SD=2.5).There were no significant different (t=681,p=498)in the perception on the intrinsic experiment stimulation between male and female college student.

An independent sample T-test was conducted to compare intrinsic overall for male and female college student .The mean score for male (m=33.5,SD=4.5)which was lower than and female (m=33.6,SD=4.7).There were no significant different (t=086,p=932)in the perception on the intrinsic overall between male and female college student.

An independent sample T-test was conducted to compare Extrinsic identified for male and female college student .The mean score for male (m=11.1,SD=2.2)which was lower than and female (m=11.7,SD=3.1).There were no significant different (t=916,p=364)in the perception on the extrinsic identified between male and female college student.

An independent sample T-test was conducted to compare Extrinsic interjection for male and female college student .The mean score for male (m=11.3,SD=1.9)which was lower than and female (m=11.7,SD=2.5).There were no significant different (t=826,p=412)in the perception on the extrinsic interjection between male and female college student.

An independent sample T-test was conducted to compare Extrinsic regulation for male and female college student .The mean score for male (m=11.2,SD=2.8)which was lower than and female (m=11.5,SD=2.7).There were no significant different (t=382,p=704)in the perception on the extrinsic regulation between male and female college student.

An independent sample T-test was conducted to compare Extrinsic overall for male and female college student .The mean score for male (m=33.5,SD=4.6)which was lower than and female (m=34.9,SD=5.9).There were no significant different (t=1.006,p=319)in the perception on the extrinsic overall between male and female college student.

An independent sample T-test was conducted to compare A motivation for male and female college student .The mean score for male (m=11.9,SD=2.3)which was higher than and female (m=11,SD=2.4).There were no significant different (t=1.495,p=140)in the perception on the a motivation between male and female college student.

Table 4.7 Gender and Academic Motivation

Academic Motivation		Gender	N	Mean	SD
Intrinsic Motivation	To know	Male	35	10.8	1.7
		Female	25	11.6	2.7
	Towards Accomplishment	Male	35	11.4	2.4
		Female	25	11.1	1.7
	Experience Stimulation	Male	35	11.3	2.1
		Female	25	10.9	2.5
	Overall intrinsic Motivation	Male	35	33.5	4.5
		Female	25	33.6	4.7
Extrinsic Motivation	Identified	Male	35	11.1	2.2
		Female	25	11.7	3.1
	Interjected	Male	35	11.3	1.9
		Female	25	11.7	2.5
	External Regulation	Male	35	11.2	2.8
		Female	25	11.5	2.7
	Overall Extrinsic Motivation	Male	35	33.5	4.6
		Female	25	34.9	5.9
A motivation	A motivation	Male	35	11.9	2.3
		Female	25	11.0	2.4

Source: Computer

Table 4.8 t test: Gender and Academic Motivation

Academic Motivation		t	df	Sig. (2-tailed)	t	df	Sig. (2-tailed)
Intrinsic Motivation	To know	-1.380	58	.173			
	Towards Accomplishment	.498	58	.620	-.086	58	.932
	Experience Stimulation	.681	58	.498			
Extrinsic Motivation	Identified	-.916	58	.364			
	Interjected	-.826	58	.412	-1.006	58	.319
	External Regulation	-.382	58	.704			
A motivation	A motivation	1.495	58	.140	1.495	58	.140

Source: Computer

CHAPTER V

CONCLUSION

This chapter presents the conclusion from the study which was divided into three sections such as major findings, conclusion, and suggestions.

5.1 Major findings:

The major finding of the structural bases of the respondents reveals a population characterized by a higher representation of male students, predominantly from nuclear families and stable family structures. The students' parents are primarily involved in agriculture and government employment, with almost half of the students belonging to Priority Households. Academically, the majority are studying in fields related to Education, Economics, and Mizo language, and all students share a common religious background in Christianity.

The findings indicate that both male and female students exhibit significant levels of academic procrastination, with females demonstrating slightly higher levels. The difference in the level of procrastination between male and female is insignificant. Targeted interventions that address time management, anxiety, and motivation can help students overcome procrastination challenges.

The findings reveal that both male and female students exhibit significant intrinsic and extrinsic motivation, with females generally demonstrating slightly higher levels of motivation across various categories. Despite the lack of statistically significant differences, the trends observed provide valuable insights into the motivation dynamics within academic settings, emphasizing the importance of tailored interventions to support and enhance motivation among all students.

The finding indicate that both male and female students exhibit similar levels of the Big Five personality traits, with only slight variations in averages across genders. While males show higher scores in extroversion and agreeableness, and females score higher in conscientiousness, neuroticism, and openness, these differences are not statistically significant. Understanding these personality dynamics can inform educational strategies aimed at enhancing student engagement, motivation, and academic success.

The majority findings underline the importance of understanding both personality and motivation in addressing academic procrastination among college students, suggesting that tailored support and interventions can help mitigate procrastination and enhance academic success.

5.2 Conclusion

The relationship between academic procrastination, academic motivation, and personality traits among college students is complex and multifaceted. Academic procrastination is a common issue in college settings and often negatively impacts students' academic performance, mental health, and overall well-being. This study highlights how intrinsic and extrinsic motivation, alongside personality traits such as conscientiousness, agreeableness, and neuroticism, play significant roles in shaping students' procrastination behaviors.

College students with high intrinsic motivation tend to procrastinate less, as they are motivated by a personal desire for learning and achievement. On the other hand, those primarily driven by extrinsic motivators, such as grades or external approval, may be more prone to procrastination, especially when they lack a personal connection to their tasks. Personality traits like conscientiousness are also key predictors, with highly conscientious students exhibiting lower levels of procrastination due to their goal-oriented and organized nature. In contrast, students with high neuroticism may procrastinate more frequently, often as a way to cope with stress or anxiety related to academic demands.

Understanding these dynamics is essential for educators, counselors, and college administrators seeking to develop targeted interventions to help students manage procrastination and maintain their academic motivation. By encouraging intrinsic motivation, addressing individual personality-related challenges, and fostering supportive academic environments, colleges can better equip students to overcome procrastination and succeed in their academic pursuits. Future research should continue to explore these relationships across various college settings, taking into account factors such as major, year of study, and cultural background to develop more tailored and effective interventions.

5.3 Suggestions

Based on the findings presented, here are several suggestions for future research to further explore the dynamics of academic procrastination, motivation, and personality among college students:

Gender-Specific Interventions: Investigate the effectiveness of tailored interventions designed specifically for male and female students. Given the slight differences in motivation and procrastination levels, exploring gender-specific strategies may yield more effective outcomes.

Peer Influence Analysis: Examine how peer dynamics and group interactions influence academic motivation and procrastination. Understanding these social factors could help design collaborative learning environments that promote motivation and reduce procrastination.

These suggestions aim to deepen the understanding of the complex interplay between academic procrastination, motivation, and personality traits among college students, ultimately contributing to improved academic outcomes and student well-being.