

Analysis on the Current Situation of Academic Procrastination of Students Majoring in Environmental Design

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Abstract: Academic procrastination is a common phenomenon in the learning activities of environmental design major. In this study, 397 students from the first to the fourth year of Tianjin Agricultural College were investigated with a group questionnaire to analyze the current situation of academic procrastination of environmental design major, and to compare the differences of academic procrastination of different demographic variables, such as gender, grade, whether the only child, whether the class cadre. Research on academic procrastination can effectively guide students to correct their academic procrastination behavior, and it is also of great significance to improve students' academic efficiency.

Keywords: Environmental Design Major, Academic Procrastination, Procrastination Problem, Procrastination Situation, Procrastination Change Expectation

I. Introduction

Academic procrastination is common among college students. In the process of teaching, teachers can feel that the learning procrastination of art college students is more serious. Procrastination mainly occurs in the early stage of adulthood (18-77 years old). With the growth of age, the situation of procrastination will gradually reduce (MC crown & Roberts, 1994). College students are in the early stage of adulthood. Compared with high school, college students spend more time on their own, and their academic tasks and pressure are much less than high school. A lot of time can be arranged and controlled by themselves. As a result, college students become the susceptible population of procrastination. According to some research reports, the academic procrastination rate of college students is as high as 70% (Ellis & Kraus, 1977).^[1] Chen Baohua (2006), a domestic researcher, showed that the academic procrastination rate of college students reached 80%.^[2] Procrastination leads to academic tasks cannot be completed on time, which affects the quality of academic completion. At the same time, procrastination will cause students to have mental health problems such as anxiety, restlessness, insomnia and low work efficiency.^[3] There are also studies show that students have arousal procrastination. Students fail to start new tasks at the prescribed time, but finally finish the tasks on time. In a short time, they finish the tasks that should take a long time to complete, which reflects students' ability and sense of self-worth, which also becomes one of the reasons for students' academic procrastination.^[4]

II. Influence Factors of Academic Procrastination

Among the task factors, many foreign studies show that procrastinators do not delay tasks that they are interested in or related to their own development direction, but delay tasks that they are not interested in or unrelated to themselves (Ackerman & gross, 2005). Some researchers have also show that task difficulty is also one of the factors leading to procrastination. Janssen & Carlton (1999) research shows that there is no significant correlation between task difficulty and academic procrastination. When the completing the task, if the deadline is specified (Ariely & Wertenboch, 2002), and the task is divided into several steps, and completed step by step, the procrastination will be reduced (Kearns & Ganiiner, 2011).

In the study of procrastination outcome factors, behaviorism holds that procrastination has many benefits. For example, after procrastinators delay their studies, they find that some tasks do not need to be completed, and they finish their academic tasks efficiently before the deadline. Their self-worth is affirmed and they have a sense of joy and achievement. Therefore, procrastinators will delay again and again, which makes it easy to understand their procrastination. For. Ferrai (1995) believes that there is no punishment after the procrastination, which is also the reason for the continued delay.

In the study of individual factors, domestic scholars Bi Chongzeng and Peng Xiangping (2005) think that time management is one of the factors affecting academic procrastination, and reasonable planning and management time can effectively avoid procrastination.^[6] Among the situational factors, Pan Liruo et al. (2012) believed that the role of models can also reduce students'

procrastination behavior. In addition, some studies have shown that parents' parenting style and family factors can also affect students' procrastination behavior (MA Xinyi et al., 2011).

III. Research Hypothesis

- Hypothesis 1: The overall level of academic procrastination of students majoring in environmental design is severe.
- Hypothesis 2: Students majoring in environmental design differ in gender, major, grade, place of origin, whether they are only child and whether they are class cadres.

IV. Research Object

In this study, the students majoring in environmental design of Tianjin Agricultural College were selected as subjects. The questionnaires were conducted in groups, and questionnaires were issued to 397 people. The invalid questionnaires were removed and 387 valid questionnaires were obtained. The effective pass rate reached 97.48%.

Table1. Basic information table of subjects

		The number of participants
Gender	Male	116
	Female	271
Major	Liberal Art	106
	Science	281
Grade	Freshman	77
	Sophomore	109
	Junior	105
	Senior	96
Place of Origin	Village	115
	Town	100
	City	172
Only Child	Yes	208
	No	179
student leaders/ cadre	Yes	155
	No	231
Total		387

V. Research Tool

This study adopts the Procrastination Assessment Scale-student (PASS, Solomon & Rothblum, 1984). College students are the subjects of the scale, and art students are the subjects of this study. The scale consists of two parts. The first part measures the overall situation of students' academic procrastination, and the second part measures the causes of academic procrastination. In this study, the first part of the scale is used to measure the current situation of art college students' procrastination, which is measured in six situations, including completing weekly academic tasks, writing term papers, reviewing preparation for exams, academic management tasks, attending tasks and general activities of the school. In each situation, three questions related to procrastination are raised, 18 questions in total, and a five-level scoring system is used^[5]. The scale consists of three dimensionalities: procrastination degree, procrastination problem and procrastination change expectation. The reliability and validity is 0.839 and the alpha coefficient is between 0.8 and 0.9, indicating that the reliability is acceptable.

VI. Analysis and Research on Academic Procrastination of Students Majoring in Environmental Design

A. Overall Situation of Academic Procrastination of Students Majoring in Environmental Design

In order to study the overall situation of academic procrastination of students majoring in environmental design, this study evaluated and measured the academic procrastination of students, and made descriptive statistics from each dimensionalities and the total score of procrastination, as shown in TABLE 2 below.

Table 2. Overall situation of academic procrastination of students majoring in environmental design

	procrastination degree	procrastination problem	procrastination change expectation	total score of procrastination
M ±SD	14.32±9.698	15.493±3.999	21.726±3.923	51.54±5.526

The academic procrastination scale uses a five-level scoring system. The total score of academic procrastination is between 18 and 90. When students majoring in environmental design choose "never procrastinate", "hardly procrastinate" or "never cause trouble" or "hardly cause trouble", the total score of student procrastination is controlled between 18 and 36, and they are regarded as non-procrastinator. When students choose "occasionally procrastinate" or "occasionally cause trouble", the total score of procrastination is between 36 and 54, and they are regarded as occasional procrastinator. When the students choose "often procrastinate" or "often cause trouble", the total score of procrastinate is between 54 and 72, and they are regarded as mild procrastinator. When the students choose "always procrastinate" or "always cause trouble", the total score of procrastination is between 72 and 90, and they are regarded as serious procrastinators. According to TABLE 2, the academic procrastination level of art students is occasional procrastination.

In the dimensional analysis of the procrastination degree, the situation of "never procrastinate" and "hardly procrastinate" is analyzed as low procrastination degree. The situation of "occasionally procrastinate" is analyzed as moderate procrastination degree. The situation of "often procrastinate" and "always procrastinate" is analyzed as high procrastination degree. On the procrastination problem, the situation of "never cause trouble" and "hardly cause trouble" is regarded as low procrastination. The situation of "occasionally cause trouble" is regarded as high procrastination. The situation of "often cause trouble" and "always cause trouble" is regarded as high procrastination. On the procrastination change expectation, we define the situation of "never want to change" and "almost don't want to change" as low expectation of procrastination change. The situation of "sometimes want to change" as high expectation of procrastination change, and the situation of "often want to change" and "always want to change" as high expectation of procrastination change.

B. Gender Differences in Academic Procrastination of Students Majoring in Environmental Design

TABLE 3 shows the average value, standard deviation and gender difference of the total score of academic procrastination, academic procrastination problem, academic procrastination change expectation and academic procrastination of environmental design students.

Table 3. Gender differences in academic procrastination of students majoring in environmental design

Dimensionality	Gender	N	M	SD	t
Procrastination Degree	male	116	13.94	4.15	-1.25
	female	271	14.483	3.817	
Procrastination Problem	male	116	14.888	3.993	-1.956
	female	271	15.753	3.981	
Procrastination change expectation	male	116	20.5	5.681	-2.821*
	female	271	22.251	5.385	
Total Score of Procrastination	male	116	49.328	9.761	-2.938*
	female	271	52.487	9.532	

Note: * means $p < 0.05$.

From TABLE 3, it is found that there is a significant gender difference in the expectation of academic procrastination change among students majoring in environmental design, and girls' expectation of academic procrastination change is higher than that of boys. There is also a significant gender difference in the total score of academic procrastination, and girls' total score of academic procrastination is higher than that of boys. It shows that the academic procrastination of female students is higher than that of male students, but there is no significant difference in the degree of academic procrastination and academic procrastination.

C. Gender Differences in Academic Procrastination Tasks of Students Majoring in Environmental Design

According to previous studies, the gender difference of academic procrastination is also reflected in different types of academic tasks. Therefore, this paper makes a comparative analysis on the gender difference of academic procrastination of students majoring in environmental design in different types of academic tasks. TABLE 4 shows the average value, standard deviation and gender difference of six tasks in academic procrastination.

Table 4. Gender differences in academic procrastination tasks of students majoring in environmental design

Dimensionality	Gender	N	M	SD	t
Weekly homework procrastination	male	116	8.828	2.575	-2.296*
	female	271	9.458	2.215	
Thesis procrastination	male	116	8.819	2.264	-2.755**
	female	271	9.476	1.856	
Examination preparing procrastination	male	116	9.06	2.152	-3.768**
	female	271	9.956	2.116	
Academic management procrastination	male	116	7.888	2.237	-0.895
	female	271	8.118	2.352	
Attendance procrastination	male	116	6.94	2.304	-1.369
	female	271	7.292	2.321	
School activities procrastination	male	116	7.793	2.201	-1.659
	female	271	8.188	2.123	

Note: * means $P < 0.05$, ** means $P < 0.01$, bilateral test.

From table 4, it can be seen that there is a significant difference between male and female students of environmental design majors in the "weekly task", and the procrastination of female students is significantly higher than that of male students. There is a more significant difference between "thesis task" and "preparation task", and the procrastination of female students is significantly higher than that of male students in "thesis task" and "preparation task".

D. Difference of Academic Procrastination in Grade of Students Majoring in Environmental Design

TABLE 5 shows the total score of Academic procrastination and the average value of each dimensionality, standard deviation and grade difference of students majoring in environmental design.

From TABLE 5, it can be seen that there is a significant difference in the expectation of academic procrastination change among students majoring in environmental design in grade. The expectation dimensionality of procrastination change in sophomore is significantly higher than that in other grades, and the expectation dimensionality of procrastination change in sophomore is significantly lower than that in other grades.

Table 5. Difference of academic procrastination in grade of students majoring in environmental design

According to the research, there is significant differences in gender, different academic tasks and grades, but no significant

Dimensionality	Grade	N	M	SD	F	Post hoc Test
Procrastination Degree	Freshman	7	13.	3.515	2.2 61	
		7	456			
	Sophomore	1	14.	3.89		
		09	156			
	Junior	1	14.	3.729		
Procrastination Problem	Senior	05	562	4.372	1.5 82	
		9	14.			
	6	938	4.233			
	7	15				
	Sophomore	7	15.	4.02		
09		193	3.833			
Junior	1	16.				
Procrastination change expectation	Senior	05	162	3.923	3.5 88*	①>④
		9	15.			
	6	5	6.306			
	7	22.				
	Freshman	7	091	4.758		
1		22.				
Sophomore	09	569	5.192	③>④		
	1	21.				
Junior	05	991	5.801			
Senior	9	20.				
Total Score of Procrastination	Senior	6	188		10.859	1.1 24
		7	50.			
	Freshman	7	546	8.223		
		1	51.			
	Sophomore	09	917	8.517		
Junior	1	52.				
	Senior	05	714	11.322		
		9	50.			
		6	625			

Note: * means $P < 0.05$.

difference in majors, places of origin and whether they are only child.

VII. STUDY DISCUSSION.

A. Overall Analysis of Academic Procrastination of Students Majoring in Environmental Design

Through the overall analysis of academic procrastination, it is found that academic procrastination can be divided into "non-procrastination", "occasional procrastination", "mild procrastination" and "severe procrastination". It is found that the total score of academic procrastination of students majoring in environmental art and design is regarded as occasional procrastination, In procrastination degree and procrastination problem, they are regarded as moderate procrastination and there is the high level in the dimensionality of procrastination change expectation, which indicates that the procrastination of students majoring in environmental art and design is not serious as expected, and academic procrastination is light. It belongs to occasional procrastination.

B. Relationship between Academic Procrastination and Gender of Students Majoring in Environmental Design

There are significant gender differences in total score of academic procrastination and expectation dimensionality of procrastination change among students majoring in environmental design. Among them, the female students who expect to change procrastination are more than the male students, while the female students are more than the male students in the total

score of academic procrastination. There are significant gender differences in three tasks, including completing weekly homework, writing papers and preparing for examination, and in these aspects of study, female procrastination is higher than male procrastination. There is no significant gender difference between academic procrastination degree and academic procrastination problem, which is consistent with most research conclusions (Chu Qiao, Xiao Rong et al., 2010; Hu Chunbao, 2008). Many studies show that male procrastination is higher than female. This part of research mainly focuses on middle school students, female in middle school are precocious than male, and female's brain development is faster than male, so female in middle school are more self-discipline and self-control. After entering the University, the physical and mental development of male and female is basically mature. When female complete tasks, they pay more attention to details, think carefully, and are more likely to look forward to the future. However, male do things in a vigorous manner, breaking the axe. During the University, the inherent differences between male and female in time management are fully demonstrated, which is one of the reasons why female procrastination more than male. Research on female's procrastination is limited to female's experience of more anxiety related to procrastination than male's, so there is a higher risk of procrastination (Haycock, McCarthy, & Skay, 1998).

C. Gender Differences in Academic Procrastination Tasks among Students Majoring in Environmental Design

Academic procrastination in completing different types of academic tasks, students majoring in environmental design mainly have significant gender differences in completing weekly assignments, writing papers and reviewing preparation for exams. Compared with other academic tasks, it is more difficult to complete weekly assignments, write papers and review preparation for exams, resulting in homework procrastination, and procrastination in completing writing papers and reviewing preparation for exams. On the one hand, the students majoring in environmental design are not proficient in cultural knowledge, and there are certain difficulties in writing professional papers. The students have difficulties in completing academic tasks, and the three tasks are related to the disqualification of classroom work and the failure of examinations, which affect the acquisition of scholarships. Students are prone to anxiety and self-denial when completing these three tasks. The temporary avoidance of academic tasks delays the completion of the task.

D. Analysis of the Relationship between Academic Procrastination and Grade of Students Majoring in Environmental Design

This study shows that there is no grade difference in the two dimensionalities of procrastination degree and procrastination problem among students majoring in environmental design, and there is no significant difference in the procrastination degree and the total score of procrastination. In procrastination change expectation, the order from high to low is the second grade students, the first grade students, the third grade students and the fourth grade students. Sophomores have a relatively low level of emphasis on learning. In addition to completing their studies, there are also a variety of community activities, part-time and interpersonal relationships, so there is a procrastination in academics in the sophomore year and a stronger willingness to change the procrastination. While seniors have basically completed their studies and are under employment pressure. The four-year study life of the university has already developed their own learning habits. For students who are always procrastinating, the requirements for procrastination in expectation change are higher than others lower grade.

VIII. Conclusion

The academic procrastination of students majoring in environmental design belongs to occasional procrastination, which is between non procrastination and mild procrastination.

There are significant differences in gender and grade of students majoring in environmental design.

There is no significant difference between students of environmental design major in the place of origin, whether they are only child and whether they are class cadres.

IX. Countermeasures and Suggestions

A. Taking Measures from the Type of Procrastination Tasks

The research shows that the academic procrastination of environmental design students belongs to occasional procrastination. Although the academic procrastination of this major is relatively low, there is still procrastination in the specific situations, such as writing term theory, reviewing and preparing for examination, and completing weekly homework. This shows that the learning ability and learning style of students majoring in environmental design still need to be improved and strengthened, while the academic procrastination of students majoring in environmental design is generally low. Students of this major can be tutored in writing papers, reviewing and preparing for examinations, and individual or group intervention tutoring can be carried out

according to the characteristics of their major. For students who delay in their weekly assignments, teachers can divide the tasks into short-term tasks to enhance the students' sense of urgency to complete the tasks. For the task of writing a paper, teachers can be invited to give in-depth explanations, learn to understand the learning methods and contents, and have some interest in it. When students find that writing a paper is not so difficult, they will reduce the academic procrastination. In the aspect of review and preparation, many procrastinators have no reasonable planning time, and some procrastinators have academic procrastination because the task is really difficult. In addition, for students with academic procrastination, the school can invite some psychology teachers to give guidance to students with academic procrastination, and can open lectures and salons to provide guidance for students to overcome procrastination.

B. Taking Measures from the Dimensionality of Academic Procrastination

In the dimensionality of procrastination change expectation, the students of environmental design major have low scores in the fourth grade, and lack of willingness to change the procrastination in the fourth grade, because the fourth grade students are facing the pressure of graduation, employment, and further education. The collage should understand the students' needs and ideas, and can raise the fourth grade curriculum to the third grade to complete, so as to alleviate the graduates' study pressure.

The academic procrastination of student cadres in environmental design major is less than that of ordinary students. The school can encourage student cadres to play a leading role and form a good atmosphere of advanced driving and dragging. At the same time, student associations can organize and establish some forums or chat groups about academic procrastination to promote some new methods and books to students. Besides, academic procrastinators can also fully communicate and overcome the experience of procrastination, and can supervise each other, so as to build a platform for environmental design students to get rid of procrastination.

There is a situation that female students are more serious than the male students in academic procrastination for the students majoring in environmental art and design. In the future, the reasons will be continued to analysis and methods to reduce the procrastination will be found out.

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