

Analysis of Personality Traits as Predictors of Academic Procrastination at the University Level

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Abstract

Personality is represented by its traits, which express the patterns of thinking, feeling, and behavior. It is inferred that different personality traits have different behaviour patterns. If talking about procrastination, it is a one of behavioral pattern characterized by the extent to delay a task which is important to do. It means there might be link between personality traits and procrastination. In context of educational research, exploration of role of personality traits in displaying procrastination has gained attention. Therefore, current study was designed to examine the link between personality traits with academic procrastination. Descriptive survey design was used to collect data from undergraduate students of University of Sargodha. Data from 380 students of 6th and 8th semesters from seven departments were gathered through multistage sampling technique. Questionnaire was used for data collection. Results revealed that the personality traits, including Agreeableness and Neuroticism were significantly predicting academic procrastination. Based on findings, it is recommended that students become aware of their personality traits to manage their tendency to delay academic tasks and minimize academic procrastination, particularly those exhibiting agreeableness and neuroticism traits. Based on findings, it is suggested that academic institutions may organized personality traits awareness seminars so that students can manage their tendency to delay academic tasks and minimize academic procrastination, particularly those exhibiting Agreeableness and Neuroticism traits.

Key Words: Personality Traits, Academic Procrastination, Agreeableness, Neuroticism

Introduction

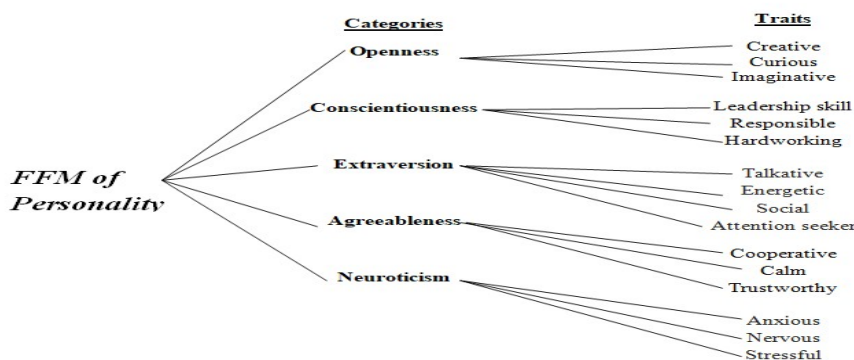
Personality embraces momentous standing in the field of psychology which focus on understanding of individual differences in terms of emotions, feelings, thoughts, and behavior patterns including stress, decision-making, stress coping, interaction with others, time management and most growing important procrastination, significantly significant influencing on students' academic achievements (Jensen, 2015). To explain these differences, researchers have used various terms related to human individuality, such as attitudes, learning styles, personality traits, personality types, and cognitive styles, to explore different aspects of human psychological structure and functioning (Marcela, 2015). Kramer and Gosling (2022) state that specific terminology is used when describing individuals because each person varies in their feelings, behaviors, and thoughts, collectively shaping their personality. These traits are widely discussed because they reflect an individual's emotions and cognitive patterns. Each person has a unique personality that, while it may relate to others, remains distinct (Khosla, 2021). Personality is influenced by two main factors: first, genetic inheritance, where traits are passed from parents; and second, environmental influences (Kramer & Gosling, 2022). Personality is defined as a individuals' behaviors that shape the character and play role in their success in various areas of life (Pathak, 2020). Plethora of researches on personality traits and their effects on different aspects of students' lives have been reported. Five-factor personality model which introduced by McCrae and Costa in 1987, is one prominent example which displays personality traits (Ocansey et al., 2022; Kramer & Gosling, 2022; Khosla, 2021; Pathak, 2021).

Students face diverse challenges in academic settings, which are related to teaching methods, teaching learning environment, availability of resources, personality of teacher and more importantly, social media dynamics. Hence, variation is obvious in how students carry out their academic careers and this is determined by preferred methods and personal persuasions (Asio, 2020). From 25% to 75% of the students procrastinate, while half of them delay their academic responsibilities consistently, which leads to serious academic issues (Steel, 2007; Winarso et al., 2023). Academic procrastination is a barrier which affects student performance (Khosla, 2021).

Personality traits decide whether a student will procrastinate or take responsibility to complete academic tasks, which is called self-regulation. Steel (2007) described theory of self-regulation and how neuroticism is associated with it. Students having self-regulation issues tend to delay academic tasks due to emotional mismanagement. Neurotic people feel fear of failure due to anxiety and emotional instability, which causes procrastination. Hence its evident that neurotic behaviour is a predictor of academic procrastination; which poses risks to academic success of students (Khosla, 2021).

Ocansey et al. (2020) highlighted that 50% college and university students procrastinate; whereas Bloom and Johnson (1995) expressed that procrastinating should be tackled through personality traits (Karatas, 2015; Atalayin et al., 2018).

Personality traits and academic procrastination are intertwined and influence students' performance; therefore, alignment between these variables need to be addressed.



Literature Review

Unique and consistent qualities are referred to as personality (Borekci, 2022); whereas characteristics such as feelings, thoughts and behaviour which remain stable in different situations are called personality traits (Kramer & Gosling, 2022). Allport classified personality traits into three categories such as cardinal, central, and secondary traits; whereas Eysenck’s Model classifies personality into extraversion/introversion, neuroticism/emotional stability, and psychoticism (Novikova, 2013).

These theories serve as a base to explore more about personality traits and factors affecting them. Big Five personality traits highlight the beauty of individual differences. OCEAN Model

consists of Neuroticism, Extraversion, Openness to Experience, Agreeableness, and Conscientiousness. Openness to experience revolves around curiosity and creativity, conscientiousness is about organization and reliability, extroversion covers social aspects of personality, agreeableness is for cooperation and empathy, and neuroticism is marked by emotional mismanagement (Borekci, 2022; Khosla, 2021; Ocansey, 2020; Soto, 2018). Considering all empirical evidence, it is apparent that these personality traits are playing a significant role in academic achievement (Harsha et al., 2015).

Academic procrastination is a delay in academic tasks, which ignites negative consequences (Steel, 2007). Numerous researches have explored this phenomenon along with personality traits such as Five-Factor Model (McCrae & Costa, 2008). Procrastinating behaviour in an academic setting is common, and it is defined as unjustified delay, which is harmful for productivity due to anxiety and low well-being (Pychyl & Flett, 2012; Steel, 2007). Procrastination is caused by many factors, including low confidence, perfectionism, avoidance of least liked or disinterested tasks, fear of failure, and traditional teaching methods (Winarso et al., 2023; Asio, 2020). Acute procrastination may be treated easily, but chronic procrastination is difficult to manage (Karatas, 2015).

Exploration of link between personality traits and academic procrastination has gained momentum due to its possible impact on student academic life. Research consistently establishes that different personality traits explain different tendency of procrastination among students; notably, conscientiousness and neuroticism emerge as the most critical predictors (Steel, 2007). Researches indicate that around half of university or college students experience problems due to procrastination in an academic setting (Ocansey et. al, 2020; Mahasneh et al., 2016). Developing an understanding between personality traits and academic procrastination can help to develop strategies to support students to understand their personality and to achieve their academic goals.

Objective and Hypothesis

The main objective of current study was to determine whether and to what extent different personality traits are predicting academic procrastination among undergraduate students. To reach at the objective following hypotheses were framed

1. Openness to Experience is significantly predicting academic procrastination

2. Conscientiousness is significantly predicting academic procrastination
3. Extraversion is significantly predicting academic procrastination
4. Agreeableness is significantly predicting academic procrastination
5. Neuroticism is significantly predicting academic procrastination

Methodology

Research Design

Survey research approach is significant when population larger (Asenahabi, 2019; Habib, 2021). In this study survey design was used to collect the data from students of university of Sargodha, constitute a larger group of respondents.

Population and Sampling

The population for this study was comprised all undergraduate students at the University of Sargodha. The sample was determined using a multistage sampling technique. Students in the 6th and 8th semesters were selected because they had spent considerable time on campus and had a clear perspective on their academic life.

Stage 1: The University of Sargodha has six faculties; therefore, in this stage, 50% of the faculties (three) were randomly selected using the fishbowl method, including i. Faculty of Social Sciences, ii. Faculty of Engineering and Technology, and iii. Faculty of Pharmacy.

Stage 2: In stage two, 50% of the departments from selected faculties were chosen randomly. Four departments from the Faculty of Social Sciences, including the Department of Social Work, MBA, Psychology, and Economics, two from Engineering and Technology, and one from the Faculty of Pharmacy, were selected randomly.

Stage 3: A census sampling technique was employed at stage three to draw a sample from the respective semester, resulting in a sample size of 380 (n=380). The graphical presentation of the selected sample is provided below;

Instrumentation and Reliability

For data collection, this study involved a self-developed questionnaire which was comprised three parts: the first-one about demographic information, the second-one comprised statements regarding Big-Five personality traits, and the last-one was items about academic procrastination. The instrument's validity was ensured through expert opinions. After a discussion with the supervisor, the necessary changes were made, and the researcher finalized the tool.

Pilot testing was executed to find out the reliability of the tool. The researcher randomly selected the n=50 students from the Department of Education, University of Sargodha, who were not part of the actual sample. To measure the reliability of questionnaire, the value of Cronbach alpha was computed, and found to be .811. It indicates that the questionnaire is reliable and can be used for research purposes, as instruments with a coefficient greater than 0.70 are considered reliable. (Cohen et al., 2007; Revelle & Condon, 2019).

Results and Discussion

The collected data by questionnaire; the researcher personally visited the departments to gather data. The researcher intentionally visited the 6th and 8th-semester classes of selected departments. Inferential statistics was applied to examine the hypotheses

Table 1:
Correlation of Personality Traits with Academic Procrastination

Sr#	Variables	N	R	Sig.p value
1	Openness to Experience Academic Procrastination	380	.054	.293
2	Conscientiousness Academic Procrastination		.050	.327
3	Extraversion Academic Procrastination		.101	.060
4	Agreeableness Academic Procrastination		.151	.003
5	Neuroticism Academic Procrastination		.492	.000

The results given in table 1, indicate that the relationships found among Openness to Experience ($r = 0.054$, and $p = 0.293 > .05$), Conscientiousness ($r = 0.050$ and $p = 0.327 > .05$), and Extraversion ($r = 0.101$ and $p = 0.06 > .05$) with Academic Procrastination were not significant. There is a significant relationship of Agreeableness ($r = 0.151$ and $p = 0.003 < .05$) and Neuroticism ($r = 0.492$ and $p = 0.000 < .05$) with Academic Procrastination.

Table 2:
Regression analysis of Personality traits and Academic Procrastination

Hypothesis	Regression Weights	Beta coefficients	R ²	F	p-value	Hypothesis Supported
H ₁	O → AP	.053	.257	25.89	.292	No

H2	C → AP	.049	.326	No
H3	E → AP	.102	.059	No
H4	A → AP	.150	.002	Yes
H5	N → AP	.490	.000	Yes

*Note: *p < 0.05. O: Openness to Experience, C: Conscientiousness, E: Extraversion, A: Agreeableness, N: Neuroticism, AP: Academic Procrastination*

The table-2 above shows the results of regression model which was found to be ($F = 25.89$) that is significant and explains variance of 25.7% in Academic Procrastination ($R^2 = .257$), indicating that personality traits collectively influence procrastination behavior. The results highlight that Neuroticism ($\beta = .490, p < 0.00$) and Agreeableness ($\beta = .150, p < 0.002$) are the strongest predictors of Academic Procrastination, suggesting that students show Procrastinate behavior when they display high levels of Neuroticism and Agreeableness. In contrast, Openness to Experience ($\beta = .053, p > .292$), Conscientiousness ($\beta = .049, p > .326$), and Extraversion ($\beta = .102, p > .059$) are weaker predictors. From these facts it is obvious that the hypotheses

1. Openness to Experience is weakly predicting academic procrastination
2. Conscientiousness is weakly significantly predicting academic procrastination
3. Extraversion is weakly predicting academic procrastination
4. Agreeableness is strangely predicting academic procrastination
5. Neuroticism is strangely predicting academic procrastination strangely

Henceforth, agreeableness and neuroticism were found stranger predictors of academic procrastination whereas openness to experience, conscientiousness and procrastination were appeared weaker predictors of academic procrastination

Discussion

Current study was aimed at to identify the extent to which different personality traits are predicting students’ academic procrastination at the university level. The findings indicated that Openness to Experience, Extraversion, and Conscientiousness is not a predictor of academic procrastination. However, neuroticism and agreeableness are predictors of academic procrastination. Results showed the Openness to Experience was not found to be predictor of Academic Procrastination. However, another study conducted by Klingisect (2016) found that a positive correlation of Openness to Experience with Procrastination. Additionally, a study by

Strongman & Burt (2000) revealed that intellectual curiosity, aesthetic appreciation, active imagination, and sensitivity are characteristics of openness to experience that are not linked to academic qualities, indicating that no correlation exists between openness and procrastination.

Conscientiousness was not revealed as a predictor of behavior of Academic Procrastination. However, according to Ms. Sandhya and Thangaraj Gopinath (2019), the conscientiousness has a relationship with academic procrastination is quite significant. Many studies conducted over different periods have indicated negative connection of academic procrastination with conscientiousness (Costa & McCrae, 1992; Schouwenburg & Lay, 1995; Hossain & Hossain, 2022; Johnson & Bloom, 1995; Lay, Kovacs & Danto, 1998; Scher & Osterman, 2002; Watson, 2011; Laverdiere, Morin & St-Hilaire, 2013; Karatas, 2015). It has been explained that the undergraduate students who possessed conscientious traits of personality are likely to be more dutiful and ability to self-regulate their behavior to meet deadlines; thus, they are negatively correlated with academic procrastination.

Results highlighted that extraversion was not found to be predictor of academic procrastination; However, previous research shows that extraversion is related to academic procrastination, as individuals often put off tasks until the last minute, which increases stress levels and workload (Hossain & Hossain, 2022). Other studies highlighted a positive correlation between academic procrastination and extraversion (Choi and Moran, 2009; Kim et al., 2017).

Agreeableness and neuroticism were found predictor of academic procrastination. However, previous research highlighted that while individuals with the personality trait of agreeableness are cooperative, they tend to plan their tasks, so they are not correlated with academic procrastination (Nadeem, Malik & Javaid, 2016; Zhou, 2018; Hossain & Hossain, 2022). Another research study revealed a no relationship of academic procrastination with agreeableness (Sandhya & Gopinath, 2019). Regarding neuroticism, previous research suggests that students with this trait often produce unsatisfactory results, unintentionally delay tasks, and ultimately procrastinate (McCrae & Costa, 2008; Wang et al., 2023; Wu, 2018; Zhou, 2018; Hossain & Hossain, 2022).

The findings are well aligned with the previous research which are showing a relationship of personality traits with academic procrastination, which affects how students manage or delay their tasks. For example, conscientiousness is negatively associated with procrastination, as organized and disciplined students tend to complete assignments on time. In contrast, neuroticism is

positively linked to procrastination, since students experiencing anxiety and emotional instability often delay tasks due to fear of failure. Extroversion personality trait shows varied results because social students tend to be distracted easily (Hossain & Hossain, 2022; Harshita & Khosla, 2021; Khadija & Bushra, 2021; Priyanka & Pathak, 2020; and Hakan & Karatas, 2015).

Conclusion

It was concluded that that personality traits such as agreeableness and neuroticism were having grave concern as these were significantly predicting academic procrastination. The relationship between personality traits and academic procrastination is therefore, valuable in order to develop interventions and boost students' academic performance. Self-awareness, and personalized support from parents and teachers may help students improve their performance. Agreeableness was found to be a predictor of academic procrastination; hence, commitment and sense of responsibility are essential to manage behaviour of the students. There is a need to enhance emotional well-being through stress management techniques and coping strategies to alleviate the impact of neuroticism. Thus, students may participate in personality awareness programs to understand their personality traits to reduce effect of academic procrastination.

Ethical Consideration

In this research process, the investigators had followed all pertinent ethical guidelines, such as gaining informed consent from participants, ensuring their anonymity, and keeping firm privacy.

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Abstract

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Key Words: Personality Traits, Academic Procrastination, Agreeableness, Neuroticism

Introduction

Personality embraces momentous standing in the field of psychology which focus on understanding of individual differences in terms of emotions, feelings, thoughts, and behavior patterns including stress, decision-making, stress coping, interaction with others, time management and most growing important procrastination, significantly significant influencing on students' academic achievements (Jensen, 2015). To explain these differences, researchers have used various terms related to human individuality, such as attitudes, learning styles, personality traits, personality types, and cognitive styles, to explore different aspects of human psychological structure and functioning (Marcela, 2015). Kramer and Gosling (2022) state that specific terminology is used when describing individuals because each person varies in their feelings, behaviors, and thoughts, collectively shaping their personality. These traits are widely discussed because they reflect an individual's emotions and cognitive patterns. Each person has a unique personality that, while it may relate to others, remains distinct (Khosla, 2021). Personality is influenced by two main factors: first, genetic inheritance, where traits are passed from parents; and second, environmental influences (Kramer & Gosling, 2022). Personality is defined as a individuals' behaviors that shape the character and play role in their success in various areas of life (Pathak, 2020). Plethora of researches on personality traits and their effects on different aspects of students' lives have been reported. Five-factor personality model which introduced by McCrae and Costa in 1987, is one prominent example which displays personality traits (Ocansey et al., 2022; Kramer & Gosling, 2022; Khosla, 2021; Pathak, 2021).

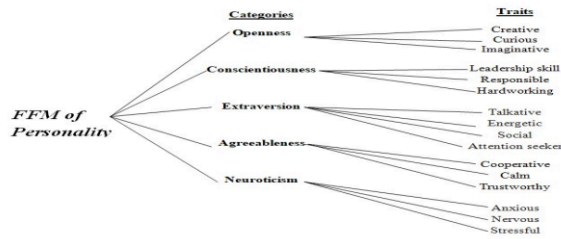
The academic landscape presents numerous challenges influenced by various factors affecting contemporary students. These factors include learning environments, teaching methodologies, instructor personalities, resource availability, and social media dynamics. Consequently, notable variations arise in how students approach their academic tasks, often relying on personal convictions and preferred methods (Asio, 2020). Steel (2007) reports ²¹ that between 25% and 75% of students engage in procrastination, with half of them consistently delaying their academic responsibilities. Such behaviors lead to significant academic issues, including overdue assignments (Winarso et al., 2023). Academic procrastination acts as a barrier that can negatively impact students' performance (Khosla, 2021).

These personality traits may contribute to students' performance and may trigger procrastination behavior in them. The procrastination behavior is usually connected with

self-regulation, and Steel (2007) narrated self-regulatory failure theory, which provided a theoretical basis to understand why personality traits, particularly neuroticism, are linked with this behavior. According to the theory, individuals having self-regulation problems tend to delay their assignments due to a lack of emotional management. Neurotic individuals are more inclined to emotional instability and anxiety, hence, they may experience fear of failure and even task aversion, so both these are triggering factors of procrastination. This theoretical framework helps to understand why neuroticism is a stronger predictor of academic procrastination (Steel, 2007).

This tendency poses risks to their educational success, as even capable individuals can struggle to complete tasks due to procrastination (Khosla, 2021). Empirical evidence indicates that around half of university and college students experience problems due to procrastination in an academic setting (Ocansey et al., 2020). Additionally, Bloom and Johnson (1995) were pioneers in suggesting that procrastination should be explored concerning personality factors (Karatas, 2015; Atalayin et al., 2018).

Personality traits and academic procrastination are key factors influencing university students' academic attitudes and success. As students are expected to complete academic tasks, their timely compliance often raises concerns. Therefore, the connection between these two variables is significant and should be addressed.



Literature Review

Personality refers to the unique, constant, and consistent qualities that set individuals apart from others and reveal their individuality (Borekci, 2022). In contrast, stable and unique characteristics- such as behaviors, thoughts, and feelings- that remain the same in every situation are known as personality traits (Kramer & Gosling, 2022). Generally, characteristics

like loyalty, devotion, aggression, shyness, and laziness are displayed repeatedly in various situations and are considered personality traits (Khosla, 2021).

Different theoretical frameworks categorize personality traits into various dimensions. Allport's Trait Theory classifies personality traits into three categories based on differing levels of impact on behavior: cardinal, central, and secondary traits. Cattell's 16 Personality Factors (16PF) comprehensively describes personality traits. Similarly, Eysenck's Three-Dimensional Model classifies personality into the dimensions ¹⁹ of extraversion/introversion, neuroticism/emotional stability, and psychoticism, emphasizing biological factors that affect personality (Novikova, 2013).

These theoretical frameworks of personality traits serve as the foundation for modern personality research by emphasizing their importance in shaping individual behaviour. Empirical evidence on Big Five Personality Traits helps to understand how individual differences tailor academic behaviour, especially academic procrastination. OCEAN Model, is widely accepted personality model which commonly reoffered to Five-Factor Model. This model encompasses five ¹ traits including Neuroticism, Extraversion, Openness to Experience, Agreeableness, and Conscientiousness (Borekci, 2022; Ocansey,2020). Openness to Experience reflects creativity and curiosity, with individuals high in this trait often embracing new ideas (Ocansey et al., 2020). Conscientiousness signifies organization and reliability, often linked to effective time management and academic success (Khosla, 2021). Extraversion focuses on the social aspects of personality, as extraverts thrive in social settings, while introverts may prefer solitude (Soto, 2018). Agreeableness is characterized by empathy and cooperation, with agreeable individuals often prioritizing group harmony (Borekci, 2022), whereas neuroticism is marked by emotional instability; individuals high in neuroticism struggle to manage stress, which can impact academic performance (Soto, 2018). Considering this empirical evidence, it is quite obvious ²⁰ that these personality traits are playing a significant role in academic life and achievement of students (Harsha et al., 2015).

Academic procrastination is characterized by unnecessary delays in task completion, often resulting in negative consequences for students (Steel, 2007). Various studies have explored individual differences in personality traits, particularly those described in the ²³ "Five-Factor Model" (McCrae & Costa, 2008), concerning students' procrastination behaviour.

Procrastination behavior is a common in the context of academic settings wherein to meet the deadlines is important. It may defined the unjustified delay in starting or completing

a duty, acknowledging that the delay can be harmful and unlikely to produce positive results (Steel, 2007). Procrastinators tend to avoid academic tasks and instead engage in non-academic activities, which can lead to anxiety and lower well-being (Pychyl & Flett, 2012). Several psychological factors influence procrastination, including avoiding disliked tasks, low confidence in abilities, perfectionism, and fear of failure (Winarso et al., 2023). Environmental factors, like poor teaching methods and distractions, also play a role in increasing procrastination tendencies (Asio, 2020); while occasional procrastination may be manageable, chronic procrastination can cause ongoing underachievement and stress (Karatas, 2015).

The connection of personality traits with academic procrastination has gained considerable interest due to its possible impact on student success and educational outcomes. Research consistently establishes that different personality traits explain different tendency of procrastination among students; notably, conscientiousness and neuroticism emerge as the most critical predictors (Steel, 2007). Researches indicate that around half of university or college students experience problems due to procrastination in an academic setting (Ocansey et. al, 2020; Mahasneh et al., 2016). Developing an understanding between personality traits and academic procrastination can help to develop strategies to support students to understand their personality and to achieve their academic goals.

Objective and Hypothesis

The main ¹⁰objective of current study was to determine whether and to what extent different ²⁵personality traits are predicting academic procrastination among undergraduate students. To reach at ^{the} objective following hypotheses were framed

1. Openness to Experience is significantly predicting academic procrastination
2. Conscientiousness is significantly predicting academic procrastination
3. Extraversion is significantly predicting academic procrastination
4. Agreeableness is significantly predicting academic procrastination
5. Neuroticism is significantly predicting academic procrastination

Methodology

Research Design

Survey research approach is significant when population larger (Asenahabi, 2019; Habib, 2021). In this study survey design was used to collect the data from students of university of Sargodha, constitute a larger group of respondents.

Population and Sampling

The population for this study was comprised all undergraduate students at the University of Sargodha. The sample was determined using a multistage sampling technique. Students in the 6th and 8th semesters were selected because they had spent considerable time on campus and had a clear perspective on their academic life.

Stage 1: The University of Sargodha has six faculties; therefore, in this stage, 50% of the faculties (three) were randomly selected using the fishbowl method, including i. Faculty of Social Sciences, ii. Faculty of Engineering and Technology, and iii. Faculty of Pharmacy.

Stage 2: In stage two, 50% of the departments from selected faculties were chosen randomly. Four departments from the Faculty of Social Sciences, including the Department of Social Work, MBA, Psychology, and Economics, two from Engineering and Technology, and one from the Faculty of Pharmacy, were selected randomly.

Stage 3: A census sampling technique was employed at stage three to draw a sample from the respective semester, resulting in a sample size of 380 (n=380). The graphical presentation of the selected sample is provided below;

Instrumentation and Reliability

For data collection, this study involved a self-developed questionnaire which was comprised three parts: the first-one about demographic information, the second-one comprised statements regarding Big-Five personality traits, and the last-one was items about academic procrastination. The instrument's validity was ensured through expert opinions. After a discussion with the supervisor, the necessary changes were made, and the researcher finalized the tool.

Pilot testing was executed to find out the reliability of the tool. The researcher randomly selected the n=50 students from the Department of Education, University of Sargodha, who were not part of the actual sample. To measure the reliability of questionnaire, the value of Cronbach alpha was computed, and found to be .811. It indicates that the questionnaire is reliable and can be used for research purposes, as instruments with a

coefficient greater than 0.70 are considered reliable. (Cohen et al., 2007; Revelle & Condon, 2019).

Results and Discussion

The collected data by questionnaire; the researcher personally visited the departments to gather data. The researcher intentionally visited the 6th and 8th-semester classes of selected departments. Inferential statistics was applied to examine the hypotheses

Table 1: Correlation of Personality Traits with Academic Procrastination

Sr#	Variables	N	R	Sig.p value
1	Openness to Experience Academic Procrastination	380	.054	.293
2	Conscientiousness Academic Procrastination		.050	.327
3	Extraversion Academic Procrastination		.101	.060
4	Agreeableness Academic Procrastination		.151	.003
5	Neuroticism Academic Procrastination		.492	.000

The results given in table 1, indicate that the relationships found among Openness to Experience ($r = 0.054$, and $p = 0.293 > .05$), Conscientiousness ($r = 0.050$ and $p = 0.327 > .05$), and Extraversion ($r = 0.101$ and $p = 0.06 > .05$) with Academic Procrastination were not significant. There is a significant relationship of Agreeableness ($r = 0.151$ and $p = 0.003 < .05$) and Neuroticism ($r = 0.492$ and $p = 0.000 < .05$) with Academic Procrastination.

Table 2: Regression analysis of Personality traits and Academic Procrastination

Hypothesis	Regression Weights	Beta coefficients	R ²	F	p-value	Hypothesis Supported
H ₁	O → AP	.053	.257	25.89	.292	No
H ₂	C → AP	.049			.326	No
H ₃	E → AP	.102			.059	No
H ₄	A → AP	.150			.002	Yes
H ₅	N → AP	.490			.000	Yes

Note: * $p < 0.05$. O: Openness to Experience, C: Conscientiousness, E: Extraversion, A: Agreeableness, N: Neuroticism, AP: Academic Procrastination

The table-2 above shows the results of regression model which was found to be ($F = 25.89$) that is significant and explains variance of 25.7% in Academic Procrastination ($R^2 = .257$), indicating that personality traits collectively influence procrastination behavior. The results

highlight that Neuroticism ($\beta = .490, p < 0.00$) and Agreeableness ($\beta = .150, p < 0.002$) are the strongest predictors of Academic Procrastination, suggesting that students show Procrastinate behavior when they display high levels of Neuroticism and Agreeableness. In contrast, Openness to Experience ($\beta = .053, p > .292$), Conscientiousness ($\beta = .049, p > .326$), and Extraversion ($\beta = .102, p > .059$) are weaker predictors. From these facts it is obvious that the hypotheses

1. Openness to Experience is weakly predicting academic procrastination
2. Conscientiousness is weakly significantly predicting academic procrastination
3. Extraversion is weakly predicting academic procrastination
4. Agreeableness is strangely predicting academic procrastination
5. Neuroticism is strangely predicting academic procrastination strangely

Henceforth, agreeableness and neuroticism were found stranger predictors of academic procrastination whereas openness to experience, conscientiousness and procrastination were appeared weaker predictors of academic procrastination

¹⁶ Discussion and Conclusion

Current study was aimed at to identify the extent to which different personality traits are predicting students' academic procrastination at the university level. The findings indicated that Openness to Experience, Extraversion, and Conscientiousness is not a predictor of academic procrastination. However, neuroticism and agreeableness are predictors of academic procrastination.

Results showed the Openness to Experience was not found to be predictor of Academic Procrastination. However, another study conducted by Klingisect (2016) found that a positive correlation of Openness to Experience with Procrastination. Additionally, a study by Strongman & Burt (2000) revealed that intellectual curiosity, aesthetic appreciation, active imagination, and sensitivity are characteristics of openness to experience that are not linked to academic qualities, indicating that no correlation exists between openness and procrastination.

Conscientiousness was not revealed as a predictor of behavior of Academic Procrastination. However, according to Ms. Sandhya and Thangaraj Gopinath (2019), the conscientiousness has a relationship with academic procrastination is quite significant. Many studies conducted over different periods have indicated negative connection of academic

procrastination with conscientiousness (Costa & McCrae, 1992; Schouwenburg & Lay, 1995; Hossain & Hossain, 2022; Johnson & Bloom, 1995; Lay, Kovacs & Danto, 1998; Scher & Osterman, 2002; Watson, 2011; Laverdiere, Morin & St-Hilaire, 2013; Karatas, 2015). It has been explained that the undergraduate students who possessed conscientious traits of personality are likely to be more dutiful and ability to self-regulate their behavior to meet deadlines; thus, they are negatively correlated with academic procrastination.

Results highlighted that extraversion was not found to be predictor of academic procrastination; However, previous research shows that extraversion is related to academic procrastination, as individuals often put off tasks until the last minute, which increases stress levels and workload (Hossain & Hossain, 2022). Other studies highlighted a positive correlation between academic procrastination and extraversion (Choi and Moran,2009; Kim et al.,2017).

Agreeableness and neuroticism were found predictor of academic procrastination. However, previous research highlighted that while individuals with the personality trait of agreeableness are cooperative, they tend to plan their tasks, so they are not correlated with academic procrastination (Nadeem, Malik & Javaid, 2016; Zhou, 2018; Hossain & Hossain, 2022). Another research study revealed a no relationship of academic procrastination with agreeableness (Sandhya & Gopinath, 2019). Regarding neuroticism, previous research suggests that students with this trait often produce unsatisfactory results, unintentionally delay tasks, and ultimately procrastinate (McCrae & Costa, 2008; Wang et al., 2023; Wu, 2018; Zhou, 2018; Hossain & Hossain, 2022).

The findings are well aligned with the previous research which are showing a relationship of personality traits with academic procrastination, which affects how students manage or delay their tasks. For example, conscientiousness is negatively associated with procrastination, as organized and disciplined students tend to complete assignments on time. In contrast, neuroticism is positively linked to procrastination, since students experiencing anxiety and emotional instability often delay tasks due to fear of failure. Traits like extraversion show mixed results, with some studies indicating that highly social students may be more prone to procrastination because of distractions (Hossain & Hossain, 2022; Harshita & Khosla, 2021; Khadija & Bushra, 2021; Priyanka & Pathak, 2020; and Hakan & Karatas, 2015).

Exploring the linking of personality traits with academic procrastination at the university level offers valuable insights for enhancing student performance and developing targeted academic interventions. By identifying personality traits associated with procrastination

behaviors, this research suggests that educating students about these traits can aid in managing procrastination more effectively. Improved self-awareness, combined with personalized support, may reduce procrastination, ultimately leading to better academic outcomes and greater academic success.

As the agreeableness personality trait is predictor of academic procrastination, hence it is essential to manage it by developing a sense of responsibility and commitment among students. To mitigate the impact of neuroticism personality traits, there is a need to enhance the emotional well-being of students by focusing on stress management techniques and necessary coping strategies. Thus, students may have the opportunity to participate in a personality awareness program that allows them to understand their personality, which will help them reduce its impact on academic procrastination.

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directed Learning Readiness, Academic Self-
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Filipino Nursing Students", International
Journal of Learning, Teaching and Educational
Research, 2021 <1 %

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19 Knight, Cory. "Psychology Flexibility, The Five
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Model of Personality Disorders: A
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Clear Lake <1 %

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20 Sweeney, Kristen Lillian. "Examining the
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25 Navraj Bhusal. "Academic Procrastination's Antecedents and their Predictability on College Students in Kathmandu Valley", *Journal of Balkumari College*, 2023
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Manuscript Review Form

Title: “Analyzing the Personality Traits as Predictors of Academic Procrastination at University Level”

Evaluation Criteria	Yes	No	Comments
Title of the manuscript appropriate?			Minor grammatical error
Does abstract accurately reflect the content?			The abstract requires language editing. Please clarify the aim, methodology and key statistical results.
Is theoretical and practical content of the study clearly identified?	✓		
Is the literature cited correctly and up-to-date?			Mostly references are not according to APA7
Is the Method clearly stated and appropriate?	✓		
Is the procedure Clearly and appropriately stated		✓	
Are the ethical guidelines followed?			Add a separate “Ethical Considerations” section
Are the results appropriately described?	✓		Need more clarity
Are the appropriate statistical procedures used?	✓		
Are the tables and Figures as per APA Guidelines?		✓	
Are the findings concluded in appropriate manner?	✓		
Are the findings appropriately interpreted in discussion section?	✓		

Is the overall writing, Clear and unambiguous?	✓		Need to minor improvement
Is the manuscript written according to APA?		✓	

Final Comments and Recommendations:

The manuscript requires English language editing due to frequent grammatical and clarity issues.

Sadiya

Dr. Hafiza Sadiya Iqbal
Assistant Professor
Lahore College for Women University

Manuscript Review Form

Title: “Analyzing the Personality Traits as Predictors of Academic Procrastination at University Level”

Evaluation Criteria	Yes	No	Comments
Title of the manuscript appropriate?	yes		
Does abstract accurately reflect the content?	Yes		
Is theoretical and practical content of the study clearly identified?	yes		
Is the literature cited correctly and up-to-date?	yes		
Is the Method clearly stated and appropriate?	yes		
Is the procedure Clearly and appropriately stated	yes		
Are the ethical guidelines followed?			Its not clearly stated so I am not in a position to comment on that
Are the results appropriately described?	yes		
Are the appropriate statistical procedures used?			I am a qualitative researcher
Are the tables and Figures as per APA Guidelines?	yes		
Are the findings concluded in appropriate manner?		No	Conclusion section is missing
Are the findings appropriately interpreted in discussion section?	yes		

Is the overall writing, Clear and unambiguous?	yes		
Is the manuscript written according to APA?	yes		

Final Comments and Recommendations:

The manuscript addresses an interesting topic and is generally well-written. The abstract effectively introduces the research, but it could be strengthened by providing more context about the research problem to help readers understand the study’s significance. Additionally, the manuscript currently lacks a conclusion section; including one would help tie together the main arguments and findings, highlighting the study’s contribution.

Reviewer: Dr. Farah Naz
Designation: University of Vienna, Austria