INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES

Vol 15, Issue 5, (2025) E-ISSN: 2222-6990

The Relationship between Personality Traits, Academic Procrastination, and Impulsivity among University Students

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To Link this Article: http://dx.doi.org/10.6007/IJARBSS/v15-i5/25452 DOI:10.6007/IJARBSS/v15-i5/25452

Published Date: 22 May 2025

Abstract

Academic procrastination has become a widespread phenomenon that is increasingly discussed in the academic field. This worrying issue have cause negative impact such as absenteeism, stress and anxiety happen to the procrastinator. Therefore, the personal development and learning process of procrastinator will be affected which later cause disruption in overall performance. This study aims to examine the relationship between personality and academic procrastination as well as impulsivity among research university students in Malaysia. The researcher built a set of questionnaires in Google form to collect respondent data through purposive sampling. A total of 150 students from five research university in Malaysia. The Big Five Personality Inventory (BFI-10) was used in this study with 5 factors namely Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism. In measuring impulsivity was used the SUPPS-P Impulsive Behavior Scale which has five aspects which is Sensation Seeking, Lack of Premeditation, Lack of Perseverance, Negative Urgency and Positive Urgency. This research also determines the level of academic procrastination of students and identifying the procrastination style into 2 types: active and passive procrastination through the Tuckman Procrastination Scale and Active Procrastination Scale. Finally, this study provided universities with valuable insights to enhance their strategic planning, ensuring more effective approaches to motivate and support students in completing their academic tasks within the designated timeframe.

Keywords: Academic Procrastination, Active Procrastination, Personality, Impulsivity

Introduction

University students are expected to contribute to national development by optimizing their time and opportunities to enhance their knowledge and skills. However, academic procrastination has become a prevalent issue, characterized by students delaying assignments, submitting work late, or preparing for exams at the last minute. According to

Ferrari and Tice (2000), procrastination is defined as the postponement of starting and/or completing a task that an individual intends to undertake.

Kosnin and Khan (2016) conducted a study in Malaysian public universities, revealing that 67% of respondents experienced moderate procrastination, while 12% were classified as severe procrastinators. Procrastination has been found to negatively impact academic performance, including CGPA, assignment grades, quiz scores, and specific course outcomes (Azizah et al., 2024; Kim & Seo, 2015). Researchers associate this effect with poor time management, incomplete assignments, and reduced overall academic productivity. Furthermore, students with high levels of procrastination tend to exhibit lower academic performance, lower self-esteem, diminished academic satisfaction, and increased stress and anxiety (Balkis & Duru, 2017; Batool et al., 2017; Saplavska & Jerkunkova, 2018).

Given the significance of academic procrastination, further research is essential to explore its prevalence among students in higher education institutions. This study aims to examine the relationship between personality traits and academic procrastination, personality traits and impulsivity, as well as impulsivity and academic procrastination among university students in Malaysia.

Literature Review

Academic procrastination is defined as the behavior of voluntarily postponing desired study-related actions even though the expected consequences will be worse due to the delay of the action (Steel & Klingsieck, 2016). Procrastination is also considered a disruptive behavior that results in wasted time, poor performance, and increased stress. Individuals who procrastinate are considered lazy or lack self-control (Ferrari & Tice, 2000). On the other hand, individuals who do not procrastinate have been associated with high efficiency, productivity, and as highly organized and motivated individuals.

Recent research has introduced a new perspective on procrastination, suggesting that it may have positive effects on individuals. Chun Chu and Choi (2005) conceptualized procrastination as comprising two distinct types: active and passive procrastination, which differ in cognitive, affective, and behavioral dimensions. From a cognitive standpoint, passive procrastinators do not intentionally delay tasks but often postpone them due to difficulties in decision-making and taking timely action. Conversely, active procrastinators can make decisions promptly but deliberately choose to delay their actions, prioritizing other equally significant tasks. Affectively, passive procrastinators experience stress and pessimism, particularly regarding their ability to achieve satisfactory results as deadlines approach. In contrast, active procrastinators thrive under time pressure, perceiving it as a challenge that enhances their motivation to complete tasks efficiently. Unlike passive procrastinators, active procrastinators do not experience negative emotions such as anxiety and depression, which typically hinder productivity. These cognitive and affective differences manifest in distinct behavioral patterns. Active procrastinators demonstrate perseverance and successfully complete tasks despite last-minute delays. In contrast, passive procrastinators are more likely to struggle, often failing to complete their assignments.

Choi and Moran's (2009) study further describes the active procrastination model based on four (4) aspects: (a) preference for time pressure, (b) intentional decision to

procrastinate, (c) ability to meet deadlines, and (d) outcome satisfaction can differentiate active and passive procrastination. For the first characteristic, preference towards time pressure, students who actively procrastinate prefer to face time pressure because they feel driven by both intrinsic and extrinsic needs. A person is more motivated to deal with internal challenges and external demands to complete tasks on time (Deci & Ryan, 1985).

The intentional decision to procrastinate can also differentiate active and passive procrastinators. Passive procrastinators tend to move their attention from one activity to another without much planning or time organization (Bond & Feather, 1988). In contrast, individuals who do not procrastinate have been seen to have organized and efficient time management skills (Ellis & Knaus, 1977). In contrast to passive procrastinators and individuals who do not procrastinate at all, active procrastinators plan in an organized manner even though they do not adhere to a rigid schedule or time structure.

Next, the aspect of the ability to meet deadlines is also discussed by Choi and Moran (2009). Traditionally, procrastination has been considered a negative behavior because individuals who procrastinate often fail to complete tasks on time and produce disappointing results (Ferrari & Tice, 2000; Knaus, 2000). In contrast, individuals who actively procrastinate can estimate the minimum amount of time needed and the pressure of the last minute will be the motivation to complete the task. Chu and Choi (2005) stated that this difference may be due to coping strategies in stressful situations. Passive procrastinators rely more on emotional-coping or avoidance-coping strategies, while active procrastinators tend to use task-oriented coping strategies. Therefore, passive procrastinators tend to escape from stressful situations; active procrastinators focus on facing the task to reduce negative feelings.

In addition, based on outcome satisfaction, active procrastinators who are confident in making the decision to delay work often get satisfied with the outcome. The thrust of passive procrastination is that one cannot control one's focus on the task at hand and is easily distracted by more enjoyable activities than doing the task (Tice & Baumeister, 1997). Procrastinators who do something that reduces stress in the short term but results in negative outcomes for themselves (Harriott & Ferrari, 1996; Knaus, 2000). In this situation, behavior that often runs away from challenging tasks will prevent students from achieving excellent results.

According to Simpson and Pychyl (2009), academic procrastination is defined as the tendency to postpone academic tasks even though it results in negative consequences. The occurrence of academic procrastination can be caused by internal factors such as personality, self-efficacy, motivational and emotional regulation, time management and external factors such as learning environment and parenting style. This study will focus on internal factors that increase the tendency to academic procrastination. According to (Kim et al., 2018), low self-regulation was found to be a factor that predicts academic procrastination. A person's self-regulation always refers to aspects of attention control, impulsive inhibition, emotion regulation and an individual's motivational style. The study by Zhao et al., (2021) explained that procrastination is proven to be a lack of ability in time management and self-control. In addition, low self-efficacy, especially in self-regulation, was also found to have a high prediction of academic procrastination (Hernández et al., 2020; Klassen et al., 2008; Wan et al., 2019).

Procrastination is considered a disruptive behavior that results in wasted time, poor performance, and increased stress. Based on a meta-analysis by Kim and Seo (2015), which included 33 studies on academic procrastination, it was shown that academic procrastination significantly affects students' academic performance. In addition, procrastination has been reported to have negative impacts on a person's emotions and health. Students often experience sleep-related problems (Grunschel et al., 2013), increased stress levels, social anxiety, failure avoidance (Kuftyak, 2022; Muliani et al., 2020), fatigue, physical stress responses such as palpitations (Grunschel et al., 2013), and poor subjective well-being (Berber Çelik & Odaci, 2022). Finally, it triggers feelings of guilt, decreased confidence, depression, anxiety, and low self-esteem (Steel & Klingsieck, 2016). However, there are studies that remind us that procrastination does not necessarily have only negative effects. According to Zhu (2023), active procrastination helps increase productivity and creativity, as deadlines approach. This last-minute rush can also lead to a sense of accomplishment and pride in completing tasks under pressure. Moderate procrastination provides time to think about the task or problem and creates space for more creativity and innovative ideas. This statement is supported by Shin and Grant (2021) where ideas from students who procrastinate are rated as more creative.

To understand academic procrastination, personality factors are often associated as determining factors in predicting a student's level of procrastination. Personality is a set of dynamic characteristics possessed by a person that influence cognition, motivation and behavior in various situations (Youshan & Hassan, 2015). The Five Factor Model, the main theory used in this study, is a trait approach to personality that represents the dominant conceptualization of personality structures in current research. The five personality factors of extraversion, agreeableness, conscientiousness, neuroticism and openness have been found to consistently predict patterns of thinking, feeling and behavior across various situations (Strickhouser et al., 2017). Looking in more detail, extraversion is defined as the level of social liking, symbolizing someone who is sociable, assertive and confident in interpersonal relationships. The agreeableness factor indicates the nature of cooperation or easy to reach agreement. Individuals high in agreeableness always cooperate, like to help, tolerate and avoid conflict. Conscientiousness is the nature of someone who is focused and organized, meticulous in doing and making decisions. Next, the neuroticism factor indicates neuroticism and intelligence in controlling emotions. A person high in neuroticism tends to feel stressed and emotional. Finally, openness is explained as being open-minded to ideas or concepts that are different from one’s own understanding. These individuals are usually more open, flexible and creative.

According to Karatas (2015), one of the basic structures of procrastination is categorized as personality, especially based on procrastination in decision-making and daily life routines. To the best of the researcher’s knowledge, the main model of personality associated with it is the Big Five Personality proposed by Costa and McCrae (1999). In this model, studies have found that conscientiousness and neuroticism are the biggest factors in predicting academic procrastination (Balkis & Duru, 2017; Ljubin-Golub et al., 2019; Steel, 2007). Individuals high in conscientiousness exhibit a disciplined, organized and goal-oriented attitude, while someone low in this trait shows impulsive tendencies and academic procrastination (Dike & Stephen Oluwaseun, 2019). Neuroticism is also associated with impulsivity and negatively correlated with self-regulation ability that may not be able to

control oneself well (Mao et al., 2018). Ocansey et al.'s study (2022) also showed a slight difference from other studies, namely high neuroticism tends to lead to procrastination while high openness, conscientiousness, extraversion, and agreeableness are less likely to lead to procrastination. Among them, only neuroticism and openness make significant predictions about academic procrastination.

In a study conducted by Komarraju et al., (2009) on academic achievement, the Big Five emerged as important predictors of academic outcomes. Students who are more conscientious, open, neurotic and agreeable to achieving are likely to have better outcomes. This finding is consistent with previous findings that certain personality aspects will have an important influence on academic achievement. (Duckworth et al., 2007; Mammadov, 2022; Poropat, 2009). Meanwhile, Stajkovic et al., (2018) found that self-efficacy positively mediates between personality and academic performance. The study is also consistent with previous studies by finding conscientiousness and emotional stability (neuroticism) to be related to performance in some models. There are also studies that suggest that there is a relationship between personality, procrastination with self-regulation, motivation regulation, perfectionism, locus of control and self-esteem (Boysan & Kiral, 2017; Ljubin-Golub et al., 2019; Vijay & Kadhiravan, 2016).

Apart from personality, procrastination is also explained by a person's level of impulsivity. According to the APA Dictionary (2007), impulsivity is a behavior characterized by little or no thought, reflection, or consideration of the consequences of an action, especially actions that involve risk. According to Cyders et al. (2007), the UPPS-P model has been used to identify the level of impulsivity through five different aspects: sensation seeking, lack of planning, lack of perseverance, negative urgency, and positive urgency. Sensation seeking indicates a tendency to seek new and exciting experiences. The second aspect, lack of planning, is the potential for not considering the consequences of actions. Lack of perseverance explains the level of difficulty in staying focused on boring and difficult tasks for a long time. Finally, negative urgency measures the tendency to act hastily while in an intense negative mood, and positive urgency, on the contrary, is the tendency to act hastily while in an intense positive mood.

Many researchers have explained impulsivity with personality theory and often see impulsivity as a personality deficit. Impulsivity is often associated with personality disorders, addictions and substance abuse. (Mackillop et al., 2016). High levels of impulsivity increase the tendency to suffer from schizotypal, antisocial, borderline disorders while negatively correlated with obsessive-compulsive disorder. Most of the time impulsivity is also seen as a failure in self-regulation and is closely linked to explain procrastination behavior where people who constantly procrastinate tend to have high levels of impulsivity especially in high lack of perseverance (Steel, 2007). Referring to Wypych et al., (2018) also proposed a model of procrastination based on research results showing that lack of task value and delay of reward and lack of perseverance increase higher levels of procrastination. Rebetez et al., (2018) study supports this statement especially for the high urgency component and lack of perseverance and found that the level of impulsivity is also correlated with the frequency of thought disorders (more frequent daydreaming and rumination). In terms of behavioral impulsivity, someone who procrastinates tends to show deficits in inhibition (Gustavson et

al., 2015; Rebetez et al., 2016) and thought processing (Michałowski et al., 2017; Wypych et al., 2017).

Therefore, the concept of academic procrastination should be given focus among higher education students as an effort to produce an integrated and high-performing generation. Avoiding procrastination at the early stage by focusing on every task given or accepted immediately can prevent students from being affected by negative things.

Research Methodology

The study used a quantitative approach as the design of this study to identify the relationship between personality and academic procrastination and impulsivity among students of research universities in Malaysia. The Google Form distribution method was used as the online questionnaire distribution method to collect demographic information, personality, level of impulsivity, level of academic procrastination and active procrastination. In this study, the purposive sampling method was applied by focusing on students at five Malaysian research universities, which are the five best universities based on the QS 2024 list. Because the researcher faced several limitations including a short period of time to conduct the study, the researcher used the Stevens (2002) sample size determination method which suggested determining the sample size based on the ratio of 15 to the number of respondents for each variable. In this study, the required sample size in this study was 120, but the actual number of respondents involved was 150.

In this study, the respondents' personality was measured with the Big Five Inventory (BFI-10) (Rammstedt & John, 2007). This test tool was translated from the English version to Malay using the back translation method. This test tool has 10 items divided into the dimensions of openness, conscientiousness, extraversion, agreeableness and neuroticism. Respondents used a five-point Likert scale from 1 to 5 points to make self-assessments. According to Rammstedt and John (2007), the reliability of the BFI-10 was good and satisfactory with a value of (α= 0.72-0.78), indicating that the BFI-10 is stable and suitable for use in cross-cultural contexts. The convergent validity between the BFI-10 and NEO-PI-R for each facet with a mean correlation = 0.67 while the mean correlation value with the BFI-44 (original test tool) = 0.78. Overall, the BFI-10 showed satisfactory reliability and validity making it a suitable measure of personality traits for limited time constraints.

Impulsivity levels were measured in this study using the Short English version of the UPPS-P Impulsive Behavior Scale (SUPPS-P). (Lynam, 2013). A total of 20 items and 5 subscales namely Sensation Seeking, Lack of Planning, Lack of Perseverance, Negative Urgency, and Positive Urgency are in the SUPPS-P. Respondents need to rate the Likert Scale from 1 to 4 points. According to Cyders et al., (2014), the SUPPS-P test tool has high reliability with internal consistency values for each dimension being 0.74 to 0.85. The correlation between the UPPS-P scale (original test tool) and SUPPS-P was estimated to have a strong correlation with minimal loss in shared variance (0-6.4% reduction) indicating high convergent validity. This scale has also been shown to have good validity and test-retest stability in multiple languages, including French, Spanish, English, Italian and Korean (Billieux et al., 2012; Cándido et al., 2012; Cyders et al., 2014; D'orta et al., 2015; Lim & Kim, 2018).

The level of academic procrastination of respondents was measured using the Tuckman Procrastination Scale (TPS) which contains 16 items with respondents rating on a Likert Scale from 1 to 4 points. (Tuckman, 1991). According to Khan et al., (2014), the reliability of the TPS is high with a Cronbach's Alpha value of = 0.90. The TPS also shows high convergent validity because it has a correlation with the Academic Motivation-Subscale (AMS) r = 0.28. This tool was also found to have good construct validity with the Voluntary Homework System (VHS) resulting in a correlation of = -0.54 and a 35-item scale and the General Self-Efficacy Scale = -0.47. (Tuckman, 1991).

Finally, to measure the respondent's procrastination style, either actively or passively, the Active Procrastination Scale by Choi and Moran (2009) was used in this study. This test tool contains 16 items and 4 subscales, namely Preference for Time Pressure, Decision to Procrastinate, Ability to Meet Deadlines and Satisfaction with Outcomes. Respondents need to rate from 1 to 7 points on the Likert Scale provided. The Active Procrastination Scale was found to have moderate reliability on respondent responses with four dimensions with a Cronbach's Alpha value of = 0.70-0.83. The active procrastination dimension has a moderate partial correlation with a value of r= 0.22-0.25 (Choi & Moran, 2009).

The collected data will be analyzed using Statistical Package For Social Science (SPSS) version 26. Descriptive analysis was used to compare the overall mean for personality, impulsiveness, academic procrastination and active procrastination among university students. Correlation tests were conducted to examine the strength of the relationship between personality and academic procrastination, the relationship between personality and impulsiveness and the relationship between academic procrastination separately.

Finding and Discussion

A total of 150 people were directly involved in this study and in detail, the number of respondents according to frequency was that students from UKM were the majority group of respondents in this study with 59 respondents (37.3%). Next, a total of 34 students from UM (21.5%) and a total of 27 students from USM (17.1%). Both UPM and UTM shared the number of respondents, namely 19 students who participated in this study (12%).

Table 1
Demographic Distribution

Respondent Demographic	Categories	Frequency (f)	Percentage (%)
Universities	Universiti Malaya (UM)	34	21.5
	Universiti Kebangsaan Malaysia (UKM)	59	37.3
	Universiti Putra Malaysia (UPM)	19	12.0
	Universiti Sains Malaysia (USM)	27	17.1
	Universiti Teknologi Malaysia (UTM)	19	12.0
Faculties	Medicine	14	8.9
	Dentistry	6	3.8
	Social Science and Humanities	25	15.8
	Business and Economy	17	10.8
	Technology Science	9	5.7
	Pharmacy	7	4.4
	Islamic Studies	0	0
	Law	0	0
	Health Science	18	11.4
	Engineering	23	14.6
	Education	2	1.3
	Science	22	13.9
	Information and Science Technology	11	7.0
	Creative Art	4	2.5
Year Studies	1	34	21.5
	2	33	20.9
	3	72	45.6
	4	19	12.0

Next, for the list of faculties with the largest number of respondents in this study is the faculty of social sciences and humanities with 25 respondents (15.8%). The number of respondents was followed by 23 students from the faculty of engineering (14.6%) and 22 students from the faculty of science (13.9%) respectively. In addition, the researcher successfully collected data from 18 students from the faculty of health sciences (11.4%), 17 respondents from the faculty of economics and business (10.8%), 14 students from the faculty of medicine (8.9%) and 11 students from the faculty of technology and information science (7%). In addition, there were 9 students from the faculty of science and technology (5.7%), 7 respondents from the faculty of pharmacy, 6 students from the faculty of dentistry, 4 students from the faculty of creative arts and 2 students from the faculty of education who participated

in this study. However, the researcher was unable to collect data from students studying at the faculty of law and the faculty of Islamic studies.

Looking at Table 2, the frequency of students in year 3 is the majority group in this study with several 72 people, which is 45.6% of the sample. In addition, there are 34 students in year 1 of study (21.5%) while (20.9%) students in year 2 participated in this study with a frequency of 33 people. Students in year 4 are the lowest group, only 19 people were involved in this study (12%). This shows the findings of Pearson Correlation analysis for the purpose of identifying the relationship between personality and impulsivity with passive academic procrastination among students in Malaysia. Five personality factors, namely Extraversion, Openness, Agreeableness, Conscientiousness and Neuroticism, were analysed separately with passive and active academic procrastination styles.

Table 2.
Pearson Correlation Values for Personality and Impulsivity with Academic Procrastination

	Impulsive	Academic Procrastination – Passive	Academic Procrastination - Active
Extraversion	.215**	-.093	.221**
Agreeableness	-.337**	-.197**	.015
Conscientiousness	-.336**	-.580**	.079
Neuroticism	.174*	.068	-.154
Openness	.094	.107	.036
Impulsive	1	.405**	-.075

*Correlation value is significant at the 0.05 level (2-tailed)
** Correlation value is significant at the 0.01 level (2-tailed)

Referring to Table 2, it was found that two personality factors that had a moderate significant negative relationship with passive academic procrastination were Conscientiousness (r= -.580, p< .01) while Agreeableness (r= -.197, p< .01) had a significant positive relationship although weak with passive academic procrastination. On the other hand, there was no significant relationship between the Extraversion personality (r= -.093), Neuroticism (r= .068) and Openness (r= .107) with passive academic procrastination (p> .05). The analysis findings also showed that only the Extraversion personality had a weak significant positive relationship with active academic procrastination with values (r= .221, p< .01). On the other hand, there was no significant relationship between the personality traits Agreeableness (r= .015), Conscientiousness (r= .079), Neuroticism (r= -.154) and Openness (r= .036) with active academic procrastination (p> .05).

This finding confirms that low personality traits of Agreeableness and Conscientiousness will increase students' tendency to passively procrastinate. Individuals low in Conscientiousness tend to exhibit lack of discipline and lack of goals, causing individuals to be less organized in their task implementation (Dike & Stephen Oluwaseun, 2019). In addition, low Agreeableness also shows characteristics that are uncooperative and detached from

others, which can explain the attitude of procrastinating even though this action will inconvenience those around them.

This finding is consistent with previous studies that have shown that conscientiousness and agreeableness are related to passive academic procrastination (Balkis & Duru, 2017; Ljubin-Golub et al., 2019; Ocansey et al., 2022; Steel, 2007). However, for the neuroticism personality which is often found to have a strong relationship with academic procrastination in previous studies, this could not be proven in this study.

For active academic procrastination, the researchers found that extraversion personality has a weak and significant positive relationship with active academic procrastination. This finding is consistent with the study by Choi and Moran (2009) which stated that most extroverts are involved in active procrastination due to the optimistic and confident nature of extroverts who tend to feel confident in achieving satisfactory performance on deadlines. Therefore, students will decide to intentionally postpone tasks because they like to face challenges at the last minute of the task (Chu & Choi, 2005; Corkin et al., 2011; Lindt et al., 2014). There are also students who report intentionally carrying out their academic tasks at the last minute as this strategy because it maximizes capacity and ability (Schraw et al., 2007).

The findings of the study between personality and impulsivity found that Extraversion personality has a weak positive relationship with impulsivity with values ($r = .215$, $p < .01$). In addition, there is also Agreeableness with values ($r = -.337$, $p < .01$) and Conscientiousness ($r = -.336$, $p < .01$) which have a moderate negative relationship with student impulsivity. In addition, Neuroticism personality was also found to have a weak positive relationship with values ($r = -.154$, $p < .05$). In this analysis, only Openness ($r = .094$, $p > .05$) is not related to impulsivity. According to Begum (2023), impulsivity is defined as a hasty response that does not go through good consideration. The results of this study found that a person's impulsivity will be directly influenced by a person's extroverted and neurotic personality. A person who likes to socialize and spends time looking for fun in life which may be one of the factors that cause impulsive actions. In addition, for someone who is high in neuroticism, they tend to show low self-regulation in terms of decision-making and emotional coping strategies. Neuroticism is often an avoidance strategy as a way of coping with emotions, causing compulsive behavior. (Otero-López et al., 2021). Recent study also elaborate personality trait could lead to change of behaviour have an impact on how an individual interacts with and adapts to the physical and social contexts (Muhammad Amin Bujang et al., 2025).

On the other hand, agreeableness and prudence have a significant negative influence on student impulsivity. People who are agreeable often have a high commitment to others and often strive to cooperate to achieve success in a group context. Therefore, someone who is high in agreeableness is less likely to make impulsive actions that risk having bad consequences because they are considerate of the people around them. For prudence, people tend to have low impulsivity because of their lifestyle of doing things according to a regular plan.

Next, it was found that impulsivity had a moderate and significant positive relationship with passive academic procrastination ($r = .405$, $p < .01$). On the other hand, there was no

relationship between impulsivity and active academic procrastination with the value (r= -.075, p> .05). Studies should also emphasize impulsivity because it was found to have a positive and significant relationship with passive academic procrastination. According to Asaoka et al. (2010) who studied the relationship between daily activities and sleep delay (one aspect of procrastination) among students in Japan, this result was supported. The study found that 51.5% of students delayed sleep by spending time chatting, socializing and using mobile phones. This explained the tendency of individuals who postpone the implementation of something to prioritize immediate gratification, which is consistent with the Temporal Motivation Theory (TMT) known by Steel and König (2006). If the time frame to see the results is long (good academic performance will be announced at the end of the semester), then the motivation to carry out the activity will be low (writing a paper).

This study is significant as it expands existing knowledge, addresses research gaps, and generates valuable insights applicable across various domains. Investigating the relationship between procrastination, academic performance, and behavioral attitudes plays a crucial role in enhancing student well-being. Specifically, this study raises awareness among students regarding the factors influencing procrastination and helps them understand the underlying reasons for their difficulties in completing assignments on time. Additionally, it mitigates the adverse effects of procrastination, such as guilt and diminished self-confidence, while fostering the development of positive habits, discipline, and proactive thinking in response to stress.

Furthermore, this study examines procrastination through a comprehensive literature review and theoretical analysis from diverse perspectives. Its findings provide meaningful contributions to the fields of education, psychology, and human resource management. By presenting empirical evidence, the research reinforces existing theories and deepens the understanding of human behavioral dynamics within educational and professional settings. It explores the distinction between active and passive procrastination, analysing these concepts from cognitive, affective, and behavioral standpoints.

This study provides a new perspective to university management on procrastination attitudes, as well as its impact on academic performance and student behavior. Educational institutions can plan appropriate programs and supports to improve the quality of learning. In addition, both public and private universities can improve policies to address this problem, including restructuring learning plans with a more comprehensive approach. This study is not only relevant in academic aspects but also has practical impact in improving the quality of education in Malaysia. This study also contributes to determining the types of student personalities that require intervention to maintain student learning performance. The Big Five Personality model guide will facilitate universities in the process of preparing intervention programs more effectively.

This study not only strengthens the quality of learning but also identifies the relationship between procrastination and behavioral attitudes such as time use, self-efficacy, motivation, stress coping strategies, and anxiety levels. The result of the study has benefits for education, corporate, and human resources, where training and programs can help employees improve time management, motivation, and stress coping strategies. Good

preparation gives employees a competitive advantage over those who lack relevant training and knowledge.

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