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A study of Academic Procrastination, academic stress and aggressions in relation to personality and some demographic variables

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Abstract

More and more students are showing signs of academic stress, anger, and procrastination, all of which have negative effects on students' mental health and academic performance. The connections between aggressiveness, academic stress, and procrastination as they pertain to certain personality qualities and demographic variables like gender, age, education level, and family history. Academic procrastination, academic stress, aggressiveness, and personality traits were measured using standardized instruments, and data were collected from a sample of students utilizing a descriptive and correlational research methodology. Analysis of variance, t-tests, and correlation were among the statistical techniques used to find statistically significant relationships and differences between groups. Academic stress and aggressiveness are positively correlated with academic procrastination, according to the results, and specific personality factors are predictive of these outcomes. Aggression, tension, and procrastination were all discovered to be impacted by demographic variables like gender and educational attainment. Personality and demographic factors' impact on making sense of pupils' actions and reactions in the classroom. Educators, counselors, and institutions may be able to use the findings to create more effective interventions to help students deal with stress and procrastination in the classroom.

Keywords: Academic Procrastination, Academic Stress, Aggression, Personality Traits, Demographic Variables

Introduction

Students have a lot on their plates between schoolwork, extracurricular activities, personal aspirations, and social obligations. Academic stress, academic procrastination, and aggressive behavior are prevalent challenges in educational settings in this environment. Students' emotional adjustment, interpersonal relationships, and general well-being are all impacted by these factors, which in turn affect their academic achievement. In order to promote healthy academic functioning, it is vital to understand how these variables interact and are influenced by demographic and personality factors. The inclination to put off or put off doing academic work until later, even when one is aware of the bad outcomes, is known as academic procrastination. In the long run, procrastination usually causes more stress, worse performance, and negative emotions like guilt or irritation, even though it may seem to help in the near term. Chronic



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academic stress can be exacerbated by repeated procrastination tendencies, especially when students are confronted with deadlines, exams, and performance expectations. When students feel that the demands of their academic work are outstripping their ability to manage, academic stress can set in. Many people experience stress due to factors such as excessive workloads, intense competition, insecurity about failing, and high expectations from loved ones and authorities. Concentration, motivation, and mental health can all take a hit from chronic academic stress. When kids find it difficult to control their emotions or deal with the stresses of school, their heightened stress levels could rise to the point where they act aggressively. A student's aggression might manifest in subtle ways; it can be verbal, emotional, or manifest as passive resistance. Aggression and irritability can spiral out of control when students experience academic stress and frustration due to unfulfilled objectives or a pattern of failure.

Because aggression can have a negative effect on relationships between students and teachers as well as on classroom dynamics, studying it in the academic setting is crucial. Students' perceptions and responses to academic expectations are greatly influenced by their personality. A person's capacity to manage their time, cope with stress, and regulate their emotions are impacted by personality traits like extraversion, emotional stability, and conscientiousness. Some students may be more likely to delay, have higher stress levels, or act aggressively when pushed. Gender, age, and education level are some of the demographic factors that may modify these associations even more. Few studies have looked at procrastination, stress, and aggression in conjunction with demographic and personality traits, despite the fact that study on each of these variables alone is on the rise. In an effort to fill this knowledge vacuum, the current study looks at the ways in which aggression, academic stress, and procrastination are all impacted by one another, as well as by certain demographic characteristics and personality traits. Teachers, guidance counselors, and lawmakers can benefit greatly from a better understanding of these connections when they work to create intervention and support programs for students' academic performance.

Nature and Sources of Academic Stress



<https://unsplash.com/s/photos/exam-stress>



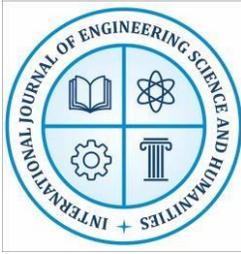
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When students feel emotionally and mentally drained by trying to meet what they believe to be excessively difficult academic expectations, this is known as academic stress. It manifests itself frequently in classrooms when students feel overwhelmed by the demands of their coursework relative to their abilities, time, or resources. The degree, nature, and duration of academic stress might change from one person to the next and from one set of circumstances to another. Academic stress manifests itself in a way that is both mental and emotional. Exams, grades, due dates, and future academic results can be a continual source of cognitive stress for students. On an emotional level, academic stress might make you feel apprehensive, frustrated, afraid of failing, and less confident than usual. Negative effects on motivation, focus, and academic performance, as well as the development of maladaptive habits like hostility and procrastination, can result from chronic stress. Acute and chronic forms of academic stress exist.

Experiencing acute stress is common in the weeks leading up to major academic events like final exams, presentations, and assignment due dates. When students are subjected to relentless academic pressure without proper ways to cope, it can cause long-term mental and physical strain, which is known as chronic academic stress. Academic stress is caused by multiple things. Fear of failing, competitive grading systems, and high expectations from parents, instructors, and institutions are all factors that contribute to exam pressure. Students also have a lot of work to do because of the heavy course load, numerous tests, and short due dates. The inability to effectively manage one's time is another major cause of academic stress. Students who have trouble keeping themselves organized tend to procrastinate and put off their work until the last minute because they feel overwhelmed. Academic stress is already high, and issues like poor study habits, a lack of academic support, and hazy objectives only make things worse. Academic stress is influenced by both internal and external causes. A student's stress levels might rise due to factors such as intense peer pressure, constant comparing oneself to others, unfamiliar academic settings, and a lack of social support. There may be differences in the experience and management of academic stress depending on demographic variables such as gender, age, socioeconomic status, and degree of education.



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Role of Personality in Academic Behavior

Because it affects how students handle stress, complete assignments, and interact with others in the classroom, personality is a major factor in determining academic conduct. Different people have distinct personalities characterized by consistent ways of thinking, feeling, and behaving. In the classroom, these tendencies impact things like drive, preferred methods of learning, emotional control, and how students act. When it comes to academic conduct, conscientiousness is one of the most important personality traits. Motivated, self-controlled, and goal-oriented are characteristics of students with a high level of conscientiousness. People with these traits are more likely to be good time managers, do their work on time, and show perseverance when faced with academic challenges. On the other hand, students who lack conscientiousness tend to put off studying until the last minute, have erratic study habits, and have trouble focusing on their work. Another important factor influencing academic conduct is emotional stability, which is sometimes compared to neuroticism. Having a strong emotional foundation helps students deal with academic pressure, failures, and the stress that comes with exams. People who score higher on the neuroticism scale may be more prone to anxious thoughts, low self-esteem, and emotional instability, all of which can impair their ability to focus and perform well in school and lead to more violent outbursts when pushed too far. Through their social interactions and participation, extraverts impact academic behavior. Collaborative learning, group discussions, and peer activities may elicit a more robust response from extroverted pupils. Having too many social obligations, meanwhile, can be a distraction from schoolwork. Conversely, students who are more introverted may struggle with group projects and may prefer working alone to complete their coursework. Intellectual curiosity, inventiveness, and openness to new experiences are traits that characterize



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an open mind. Students who score high on the openness to experience measures are more likely to be curious about the world around them, willing to try new things, and capable of adjusting to new kinds of academic pressure. Academic happiness and the desire to learn can be boosted by this quality. In academic settings, agreeableness impacts relationships with others. Students that score high on the agreeableness scale are more likely to get along well with their classmates and instructors because they are helpful, kind, and polite. Interpersonal conflict and violent actions, especially in high-pressure academic settings, may be linked to low agreeableness.

Conclusion

This study shows that students' academic conduct is influenced by demographic characteristics and personality traits, and that there is a strong correlation between aggressiveness, academic stress, and academic procrastination. These results provide more evidence that students who put things off until the last minute are more likely to be academically stressed, which in turn may lead to aggressive attitudes and actions during studying. Both academic achievement and psychological well-being might be adversely impacted by these interrelated variables. A student's personality seems to play a significant role in how they handle the pressures of school. A lack of emotional stability and conscientiousness was connected with increased stress, anger, and procrastination, whereas higher levels of these attributes were associated with better academic behaviors. Academic stress and behavioral responses are not homogeneous between student groups, as shown by demographic variables such as gender, age, and level of education. The importance of tackling academic stress and procrastination with individualized treatments that take into account demographic factors and personality types. Time management, stress management, and creating a conducive learning environment are all areas where schools may play an important role. Educators and counselors can better assist children in attaining academic success and mental stability if they have a firm grasp of the interplay between demographics and psychological factors.

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