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Abstract: Procrastination among students in higher education is a widely recognized problem, with significant effects on academic performance and personal well-being. This descriptive study aims to assess the level of procrastination among nursing students in Bengaluru and determine the association between procrastination and selected demographic variables, such as age, gender, and parental education. A total of 100 nursing students from Sneha College of Nursing participated in the study. Data were collected using a structured questionnaire and a 16-item procrastination scale. The results revealed that 55% of the students had low levels of procrastination, while 45% exhibited high levels. However, no significant association was found between procrastination and demographic variables like age, gender, religion, year of study, or parental education. The findings suggest that while procrastination is a common issue among nursing students, demographic variables may not be reliable predictors of procrastination behavior. These results call for interventions to improve time management and reduce procrastination among nursing students to enhance their academic outcomes.

Keywords: procrastination; nursing students; time management; academic performance; demographic factors

Introduction

Procrastination, defined as the act of delaying or postponing tasks, has long been identified as a key barrier to academic success. In higher education, where students are expected to manage multiple assignments, examinations, and practical tasks, procrastination can lead to stress, poor academic performance, and even failure. This issue is especially prevalent in demanding fields like nursing, where students must balance theoretical learning with hands-on clinical experience. The pressures of both academic and clinical demands make nursing students particularly vulnerable to procrastination, which can negatively impact their educational progress and readiness for professional practice.

The academic setting for nursing students presents unique challenges. Unlike other academic disciplines, nursing education integrates theoretical learning with real-life clinical situations. Students are required to manage their time efficiently between attending lectures, completing assignments, preparing for examinations, and engaging in clinical practice. Time management is critical in ensuring that nursing students can meet these demands effectively. However, when time management skills are lacking, students often resort to procrastination, delaying important tasks until deadlines loom, which increases their stress and anxiety levels.

Research on procrastination suggests that it is not merely a time management issue but also a behavioral pattern influenced by psychological, environmental, and personal factors. Studies have shown that procrastination can be associated with a lack of motivation, fear of failure, perfectionism, and even underlying mental health issues such as anxiety and depression. In the context of nursing education, procrastination can delay essential learning experiences, such as clinical placements, which are critical for professional development.

Globally, research on academic procrastination indicates that it is a widespread problem among university students. Studies report that up to 95% of students procrastinate on a regular basis, with approximately 50% considering it a major problem in their academic lives. In the context of nursing

education, procrastination can lead to delayed clinical preparedness, which may have serious consequences not only for academic performance but also for patient care in future professional settings. Given the importance of time management in nursing, understanding the factors that contribute to procrastination is essential for educators and administrators.

Despite the significant attention paid to procrastination in global research, there is limited data on the prevalence and impact of procrastination among nursing students in India. Bengaluru, as a growing hub for nursing education, provides an ideal setting for studying this issue. This research aims to fill this gap by assessing the levels of procrastination among nursing students in selected nursing colleges in Bengaluru and exploring the association between procrastination and selected demographic variables, including age, gender, year of study, and parental education.

The objectives of this study are:

1. To assess the level of procrastination among nursing students in selected nursing colleges in Bengaluru.
2. To explore the association between the level of procrastination and selected demographic variables.

By identifying key patterns in procrastination behavior, this study seeks to contribute to the existing body of literature on academic procrastination and offer insights for designing interventions that can help nursing students manage their time more effectively and reduce procrastination.

Review of Literature

Procrastination has been a topic of interest for researchers across disciplines for several decades. Defined as the voluntary delay of an intended course of action despite expecting negative consequences, procrastination is particularly relevant in academic settings. Studies estimate that procrastination affects between 80% to 95% of university students globally, making it a widespread issue in higher education.

Research by Steel (2007) indicated that procrastination is not merely a function of poor time management but a complex behavior driven by emotional, cognitive, and environmental factors. Procrastination often occurs when students are faced with tasks they perceive as difficult, unpleasant, or anxiety-inducing. This is especially true in fields like nursing, where students must balance demanding academic workloads with emotionally and physically taxing clinical duties.

A study conducted by Ferrari et al. (2010) found that nursing students in the United States who exhibited high levels of procrastination had lower academic performance compared to their peers. These findings are consistent with those of Pychyl (2008), who noted that procrastination is often associated with academic stress and burnout, particularly in high-stakes professions like nursing.

In an Indian context, a study by Essau et al. (2008) explored the relationship between procrastination and anxiety among nursing students in South India. The study found that students who procrastinated reported higher levels of anxiety and stress, which negatively affected their academic performance. This is consistent with global research that highlights the psychological underpinnings of procrastination, including fear of failure, low self-esteem, and perfectionism.

Additionally, Chu and Choi (2005) distinguish between two types of procrastinators: passive procrastinators, who fail to complete tasks on time due to a lack of initiative, and active procrastinators, who intentionally delay tasks because they believe they work better under pressure. Both types of procrastination can be detrimental to academic performance, although active procrastinators may experience less stress due to their intentional delay.

However, there is limited research on procrastination among nursing students in India, particularly in Bengaluru. Given the growing importance of nursing education in this region, there is a need to assess the prevalence and impact of procrastination on nursing students' academic performance and professional development.

Material and Methods

The present study adopted a descriptive, cross-sectional design to assess the levels of procrastination among nursing students in selected nursing colleges in Bengaluru. The study was

conducted between November and December 2019, and a total of 100 nursing students from Sneha College of Nursing were selected using non-probability convenient sampling. The sample was representative of both genders and various year levels within the nursing program.

Sample and Sampling Technique

The study included nursing students enrolled in the B.Sc. Nursing program at the selected nursing colleges in Bengaluru. The inclusion criteria were:

1. Students currently enrolled in the B.Sc. Nursing program.
2. Students who were willing to participate in the study.
3. Students who could read and understand English.

Students pursuing postgraduate studies or those severely ill during the data collection period were excluded.

Data Collection Instruments

The primary instrument used for data collection was a structured questionnaire consisting of two sections. Section A captured demographic data such as age, gender, religion, year of study, parental education, and parental occupation. Section B comprised the Tuckman Procrastination Scale, a 16-item scale that assesses procrastination behavior. Each item was rated on a four-point Likert scale ranging from 1 ("that's not me for sure") to 4 ("that's me for sure"). The total possible score ranged from 16 to 64, with higher scores indicating higher levels of procrastination.

Ethical Considerations

Ethical clearance was obtained from the ethical committee of the Sneha College of Nursing, Bengaluru. Informed consent was obtained from all participants prior to data collection, and confidentiality of responses was maintained throughout the study.

Data Analysis

The data were analyzed using both descriptive and inferential statistics. Descriptive statistics were used to summarize the demographic characteristics of the sample and the levels of procrastination. Inferential statistics, specifically the chi-square test, were employed to examine the association between procrastination levels and demographic variables such as age, gender, and parental education. A p-value of less than 0.05 was considered statistically significant.

Results

Demographic Characteristics of Participants

The demographic data of the participants is presented in Table 1. The sample consisted of 100 nursing students, with 61% of the participants being female and 39% being male. The majority of the students (51%) were between the ages of 20-21 years, while 34% were aged between 18-19 years. The distribution of students by year of study was evenly spread, with 25% of students from each year level (first to fourth year).

Demographic Variable	Frequency (n)	Percentage (%)
Age		
18-19 years	34	34%
20-21 years	51	51%
22-23 years	15	15%

Gender		
Male	39	39%
Female	61	61%
Religion		
Hindu	23	23%
Muslim	6	6%
Christian	71	71%
Year of Study		
1st year	25	25%
2nd year	25	25%
3rd year	25	25%
4th year	25	25%

Table 1 illustrates the distribution of students according to age, gender, religion, and year of study. Most of the students were aged between 20-21 years and were predominantly female. The majority of students (71%) identified as Christian.

Procrastination Levels Among Nursing Students

The level of procrastination among nursing students was assessed using the Tuckman Procrastination Scale. The results are summarized in Table 2. A total of 55% of the students had low procrastination scores (16-32), while 45% exhibited high procrastination scores (33-64). The mean procrastination score was 32.04, with a standard deviation of ±7.05.

Procrastination Level	Frequency (n)	Percentage (%)
Low (16-32)	55	55%
High (33-64)	45	45%

Table 2 shows that a significant portion of the sample (45%) exhibited high levels of procrastination. This suggests that nearly half of the nursing students experience procrastination to a degree that may affect their academic performance.

The average procrastination score for the sample was 32.04, which falls just above the midpoint of the scale, indicating that most students exhibit moderate levels of procrastination. The standard deviation of ±7.05 highlights variability in procrastination behaviors within the sample, suggesting that while some students procrastinate significantly, others may only procrastinate occasionally.

Association Between Procrastination and Demographic Variables

The association between procrastination levels and selected demographic variables was assessed using the chi-square test. The results are presented in Table 3.

Demographic Variable	Chi-Square Value	p-value	Significance
Age	0.02	0.98	Not Significant
Gender	0.37	0.53	Not Significant
Religion	0.01	0.99	Not Significant
Year of Study	4.64	0.2	Not Significant
Father's Education	2.36	0.5	Not Significant
Mother's Education	7.8	0.05	Not Significant
Father's Occupation	3.74	0.15	Not Significant
Mother's Occupation	2.23	0.52	Not Significant

Table 3 indicates that there was no statistically significant association between procrastination levels and any of the selected demographic variables, including age, gender, religion, or parental education. This suggests that procrastination among nursing students is not influenced by these factors, and other variables may play a more significant role in determining procrastination behaviors.

Discussion

The findings of this study indicate that procrastination is a prevalent issue among nursing students, with 45% of the participants exhibiting high levels of procrastination. This is consistent with previous research that has highlighted the widespread nature of procrastination among university students, particularly in demanding fields like nursing. The high levels of procrastination observed in this study may be attributed to the rigorous academic and clinical demands placed on nursing students, which can lead to increased stress and a tendency to delay tasks.

Despite the high prevalence of procrastination, this study found no significant association between procrastination levels and demographic variables such as age, gender, or parental education. This suggests that procrastination is a behavior that affects nursing students regardless of their demographic background. These findings align with research by Steel (2007) and Ferrari et al. (2010), which suggest that procrastination is influenced by a range of psychological factors, including fear of failure, perfectionism, and anxiety, rather than demographic characteristics.

The lack of significant associations with demographic variables may indicate that procrastination is a more complex issue, influenced by individual psychological factors rather than external characteristics. For example, studies by Pychyl (2008) and Essau et al. (2008) have shown that procrastination is often linked to anxiety and stress, which may be more relevant predictors of procrastination than age or gender.

Interventions aimed at reducing procrastination among nursing students should focus on improving time management skills, addressing psychological factors such as anxiety, and providing students with coping strategies to manage academic stress. Time management workshops, counseling services, and peer mentoring programs could help students develop the skills they need to manage their academic responsibilities effectively and reduce procrastination.

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