

MINDFULNESS, PROCRASTINATION AND ACADEMIC MOTIVATION ON E-LEARNING AMONG COLLEGE STUDENTS

Sujamani M. S*

Assistant professor, Presidency college, Chennai. Email: sujamanims@yahoo.com

Dr. S. Usharani**

Assistant professor, Women's Christian college, Chennai. Email: drsusharani@gmail.com

ABSTRACT

Education system has changed dramatically on e-learning with distinctive rise. The present study is investigated to analyze the relationship between mindfulness, procrastination, and academic motivation on e-learning among college students. To assess the difference between male and female on mindfulness, procrastination, and academic motivation. The current study adopted the survey research design, and the purposive sampling technique on college students (n = 64)31 females and 33 males. Psychometric Measures of the following standardized tools were used to collect the data. Five Facet Mindfulness Questionnaire (FFMQ-15 items). Developed by (Baer et al; 2012). Procrastination Scale consists of 20 items. Developed by (Lay,1996). Academic Motivation Scale (AMS-C 28). The scale consists of 28- items. Developed by (Vallerand et al; 1992). Statistical analysis such as Pearson's correlation coefficient and 't'-test using SPSS 22.0. The results revealed that a significant positive correlation between mindfulness, academic motivation and negative correlation between mindfulness, procrastination, and academic motivation. Also, significant difference between male and female college students on mindfulness, procrastination, and academic motivation.

Key words: *Mindfulness, Procrastination, Academic Motivation, and E-learning*

INTRODUCTION

Over a decade, E-learning has grown massively and progressed till this century, based on the principles of multimedia learning using electronic educational technology. (Meyer et al; 2007) established the set of multimedia instructional design principle that promotes effective learning. COVID-19 has momentarily affected the entire world. This pandemic tragedy shook up the education sector globally. Virtual learning, video conferencing or online learning software, has been a significant surge in technology-based learning mode since COVID-19. The major concern on online learning focus on the following questions such as does online learning mode provides quality education? Rather how institution will adopt online learning method immensely? (Carey,2020). Students who access technology frequently and the evidence shows that online education found to be more effective in several ways (Cathy Li, 2020).

Thus, it is evident that e-learning functions more effectively in comparing remote method teaching during this pandemic crisis. One can say, e-learning will be sustainable during pandemic that shows well explored, flexible, consistent, and transformed into several job opportunities. This enables the students to gain knowledge, imparts ability to learn and implement the technology in prolific and productive to achieve intrinsically. Achievement motivation plays a crucial role in student's academic life. Academic achievement is the basic need for success to attain the excellence. High achievement motivation individuals tend to lead extraordinary talents and involve in taking risks. This derives the pleasure after achieving the target goals in academic or in other domains. Perhaps the e-learning brings both advantage and disadvantages in student's education, however some students facing difficulties residing in rural and urban areas as well through online mode education. One such delaying concept in college student's education domain is academic procrastination. The word procrastination was originated from Latin word *pro* meaning "forward" and *crastinus* "of tomorrow". Procrastination is the type of explicitly delaying the task in all domains. The trouble in persuading to perform the task, one of the barriers blocking in individuals from getting up, making the right decision, and living the dream life. Intrinsic motivation helps to overcome the habit of putting off the task on day-to-day life.

Research study revealed that the academic procrastination results in poorer degree of self-learning, lower academic achievement which brings greater degree of stress, lower level of intrinsic motivation, anxiety, and poor self-determination (Howell & Watson 2007). Students nowadays spending much time in internet causes harm in social relationship, lower academic performances and other vital aspects leads vulnerable and cause psychological distress in life. This paves to procrastinate among college students. Successful career needs in-depth knowledge, self-confidence, intelligence, and technical skills. Education is the manifestation of perfection. It is the process of facilitating learning skills, values, beliefs, and morals. Studies found that massive online courses offer a pathway to employment. To attain excellence in career, one such technique which is robust and effective method is mindfulness. This helps the college students to overcome procrastination and poor achievement in education. Mindfulness is paying attention to the present moment in non-judgmental way (Kabat zin, 2003). It is a psychological process which emphasizes on meditation. Mindfulness is the perfect tool for shaping the mind. Envisage of mindfulness is a meditation practice and it is a state of consciousness that strengthens the individual mind over the development of life. By practicing mindfulness on regular basis, assist the college students to enrich and efficacious positive outcome to lead successful life.

Literature review

A brief review of the research study is adopted in the present field of investigation.

Dhawan. S (2020) investigated on online learning, panacea in the time of covid-19 crisis. Study highlights the importance of online learning, benefits and to deal effectively with

challenges associated e learning. Results indicates that technology learning is important with diligence to deal effectively amidst crises.

Munavara. T (2020) examined the study on procrastination and achievement motivation among young adults during lockdown. Analysis of the study showed there was no significant difference among gender in procrastination and achievement motivation. Results concluded that showed significant relationship between procrastination and achievement motivation.

Schutte.S and Andrea (2020) conducted study on greater mindfulness is linked to less procrastination. Analysis of the study shows greater trait mindfulness associated with sustain attention and less procrastination. Attention mediated the association between mindfulness and procrastination. Study concluded mindfulness assist who procrastinate.

Sangpoor. K and Goodarzi.K (2018) examined study on the relationship between mindfulness, life satisfaction and achievement motivation with academic burnout in students. Results showed that mindfulness has significant inverse relationship with academic burnout and significant relationship between academic burnout and achievement motivation.

Waqar.S et al;(2016) investigated the impact of procrastination and academic motivation on academic self-efficacy among university students. Analysis of regression results showed significant predictors of academic self-efficacy were found to be intrinsic motivation and procrastination.

Methodology

Objectives of the study

- I. To analyze the relationship between mindfulness, and academic motivation among college students.
- II. To assess the relationship between mindfulness and procrastination among college students.
- III. To find the relationship between academic motivation and procrastination among college students.
- IV. To study the difference between male and female on mindfulness among college students.
- V. To identify the difference between male and female on academic motivation among college students.
- VI. To examine the difference between male and female on procrastination among college students.

Hypotheses

H1 There will be no significant relationship between mindfulness and academic motivation among college students.

H2 There will be no significant relationship between mindfulness and procrastination among college students.

H3 There will be no significant relationship between academic motivation and procrastination among college students.

H4 There will be no significant difference between male and female on mindfulness among college students.

H5 There will be no significant difference between male and female on academic motivation among college students.

H6 There will be no significant difference between male and female on procrastination among college students.

Research design

The current study was adopted using survey research design and Purposive sampling technique.

Sample selection

Through the method of purposive sampling, the samples were selected from college students in Chennai. The researcher briefed about the research study to the participants and the data were collected using questionnaire in online mode along with the consent form. A total 64 samples which includes (32 female and 32 male).

Psychometric Measures

The following standardized tools were used to collect the data.

Five Facet Mindfulness Questionnaire (FFMQ-15 items).

Developed by Baer et al. (2012). This scale consists of 15 items. This scale indicates how true the statements are and includes three items for each facet.

Scoring

A five-point scale of “Never or very rarely true” to “Very often or Always” and scoring for some items are reversed. This scale consists of observing items: 1, 6, 11; Describe items: 2, 7R, 12; Acting with awareness items: 3R, 8R, 13R; non-judging items: 4R, 9R, 14R; and non-reactivity items: 5, 10, 15. The higher the score, the higher the mindfulness.

Procrastination Scale

Developed by (Lay,1996). This scale consists of 20 items. This scale describes whether the statement is uncharacteristic or characteristic.

Scoring

A five-point scale of “Extremely uncharacteristic” to “Extremely characteristic” and scoring for some items are reversed. Item 3,4,6,8,11,13,14,15,18,20. The higher the score, the higher the procrastination.

Academic Motivation Scale (AMS-C 28).

Developed by (Vallerand et al; 1992). The scale consists of 28- items. Four items per subscale. The scale describes the items presently corresponds to one of the reasons why you go to college. It assesses seven types of constructs. Intrinsic motivation towards knowledge, accomplishments stimulation, external, introjected, identified regulations and amotivation.

Scoring

A seven-point scale of “Does not correspond at all” to “corresponds exactly”. Item 2,9,16,23 represents. The higher the score, the higher the academic motivation.

Statistical analysis

Statistical analysis such as Pearson’s correlation co-efficient which was used to find out the relationship between variables and ‘t’-test which was used to find out the difference between male and female college students. The data were analyzed using SPSS 22.0.

Results

Table 1: Descriptive data for demographic variables of sample (n=64).

Variables	Percentage of total
Gender	
Male	51.56
Female	48.43
Age	
17-18	53.12
19-20	46.87
Socio-economic status	
Low	37.50
Moderate	39.06
High	23.43

Participants for the present study were recruited from a population of college students between the age of 17 and 20. Sample of 64 college students were participated on which male and female comprises 51.56% and 48.43%. Socio-economic status of college students was comprised of 37.50% low socio-economic status, moderate 39.06% and high socio-economic

status were comprised of 23.43%. Overall, the sample demography given the impression that the majority of the college students were from moderate socio-economic status.

Table 2: Mean and standard deviation for all variables (n=64)

Variables	Mean	Standard Deviation
Mindfulness	50.28	15.13
Academic motivation	61.00	15.48
Procrastination	54.79	18.44

The mean and standard deviation of all the variables suggests that the normal distribution of scores are found to be similar in previous study (Gugino-Sullivan 2019).

Table 3: Correlation between mindfulness, academic motivation and procrastination.

Variables	Mindfulness	Academic motivation	Procrastination
Mindfulness	1	0.73**	-0.74**
Academic motivation		1	-0.89**
procrastination			1

**Correlation is significant at 0.01 level

Pearson's correlation was computed for all the variables to determine the relationship between mindfulness, academic motivation and procrastination. From table 3, it is inferred that the relationship between mindfulness and academic motivation is found to be positive significant correlation at 0.01 level. On the relationship between mindfulness and procrastination it is negatively correlated at 0.01 level of significance. And the relationship between academic motivation and procrastination found to be negatively correlated at 0.01 level of significance. Thus, the stated null hypotheses H1, H2, and H3 are rejected.

Table 4: Significant difference between the mean scores of male and female college students on mindfulness, academic motivation and procrastination.

Variables	Gender	n	Mean	SD	t-value	Sig.
Mindfulness	Male	33	62.21	7.53	1.16	NS
	Female	31	37.58	9.84		
Academic motivation	Male	33	73.12	7.83	2.84*	0.05
	Female	31	48.09	10.20		
Procrastination	Male	33	39.66	6.74	3.63**	0.01
	Female	31	70.90	12.08		

NS Not Significant

*Significant at 0.05 level

** Significant at 0.01 level

It is evident from table – IV, the calculated ‘t’ – value (1.16) on mindfulness indicates that there is no significant difference between male and female college students. Hence the null hypothesis H4 which is stated as “there will be no significant difference between male and female college students on mindfulness” stands accepted. Male college students found to be more mindfulness than female college students.

From table – IV, the calculated ‘t’ – value (2,84) on academic motivation it is stated that the difference between male and female college students on academic motivation is significant at 0.05 level. Hence the stated null hypothesis H5 which is stated as “there will be no significant difference between male and female college students on academic motivation” stands rejected. Female college students were found to be more procrastinate in academic as compared to male college students.

It is inferred from table – IV the calculated ‘t’ – value (3,63) on procrastination the significant difference between male and female college students on academic motivation is significant at 0.01 level. Hence, the stated null hypothesis H6 which is stated as “there will be no significant difference between male and female college students on academic motivation” stands rejected. Male college students were found to be motivated academically than female college students.

Discussion

COVID-19, an outbreak across globally had transferred the educational system of traditional learning switched over to e-learning mode. This sudden transformation in education sector brought light to several challenges that limits educational access (Bayham and Fenichel 2020). The present study investigated the association of mindfulness on procrastination and academic motivation among college students during COVID.

When comparing the present study to previous research studies the gender difference on procrastination among college students, it was resulted that female college students procrastinate more as compared to male college students. Th results of the present study are consonance with previous study examined by (Khan, et al.2014). The findings of the current study revealed that mindfulness is associated with less tendency to procrastinate, that corroborates (Glick, et al 2014) and (Sirois and Tosti 2012).

Motivation an internal process that empowers the behavior. Hence, it is considered as clear concept for determining the demands, feelings, attitudes, and knowledge. An effective factor for gaining success in academic is achievement motivation. Individual with high achievement motivation tend to perform well in academics (Mouloud and El-Kadder 2016). Mindfulness is a complete awareness about thoughts, emotions, and the individual experiences about the environment. Mindfulness can prevent academic burnout and focuses on concentration to perform better in academics (Gustafsson, et al. 2016).

Mindfulness is positively correlated to academic motivation which in concurrence with previous study examined by (Beauchemin, Hutchins, and Patterson, 2008). Training mindfulness in college improves the performances of students and alleviates stress, anxiety and improves cognitive, emotional, and social aspects.

Overall, the e-learning education benefits college students makes learning simpler, easier, consistent and scalability. It is not a change of technology, rather it plays a part of redefinition that transmit knowledge, skills and adding values to the younger generations in future.

Conclusion

Only few Indian research studies had examined the association of mindfulness on procrastination and academic motivation among e-learning college students. Mindfulness an inherent capacity of human which can be developed through the method of attending to phenomenon through our feelings, sensation and thoughts in the present moment Mindfulness practices helps students to enhance the attention, concentration, self-compassion, better grades, develops social skills, regulate emotions, reduces anxiety and psychological distress. The present research study throws light to the college students by endowing awareness and efficacious of mindfulness in preventing procrastination in realms of students' life. Mindfulness successfully supports college students to embody, explore and gain benefits in all domains. Therefore, the results of the present study suggest the regular practice of mindfulness meditation in linked to less procrastination and enhances academic performances through e-learning during pandemic.

Suggestions

Future research might investigate the effect of mindfulness training program in preventing procrastination. Such research study might help the younger generation to facilitate the students to procrastinate. Furthermore, it is imperative to inculcate the mindfulness techniques in schools and colleges as regular curriculum. This develops the motivating academic environment by encouraging students to learn and gain the benefits of mindfulness to lead a successful life.

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