



جامعة مصر للمعلوماتية
EGYPT UNIVERSITY
OF INFORMATICS

Egypt University of Informatics
Computer and Information Systems
Data Analysis Course

SURVEY ON PROCASTINATION EFFECTS ON STUDENTS GPA

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Introduction

Ever felt the urge to procrastinate when faced with looming deadlines? You're not alone! Procrastination is a common struggle among students, but its consequences on GPA are no small matter. In this report, we explore the fascinating link between procrastination and academic performance. Join us as we unravel the mysteries behind this age-old dilemma and discover actionable insights to conquer procrastination and excel in your studies. Let's dive in!

Research Question

1. What is the relationship between the frequency of procrastination on academic tasks and students' GPA?
2. How do different academic disciplines influence the likelihood and severity of procrastination among undergraduate students?
3. What are the most common reasons or triggers for procrastination among undergraduate students, and how do these factors impact their GPA?
4. Are there differences in the perceived negative consequences of procrastination on GPA among students in various academic years (e.g., first-year vs. fourth-year students)?

Population of Interest:

Undergraduate students from various faculties

Sampling Method:

Convenience sampling method is used to recruit participants from different faculties within the university. This method is chosen due to its practicality and accessibility to a diverse group of students. While convenience sampling may not guarantee representativeness, it allows for quick data collection and insights into the phenomenon of interest within the student population.

Bias Identification:

One potential bias in this survey is self-report bias, where participants may provide inaccurate or socially desirable responses regarding their procrastination habits and GPA. To mitigate this bias, the survey assures anonymity and emphasizes the importance of honest responses. Additionally, questions are framed neutrally to minimize response bias, and efforts are made to encourage genuine feedback from participants.

Survey Questions:

1. Faculty
2. Academic Year
3. What is your CGPA?
4. How often do you find yourself procrastinating on academic tasks (e.g., assignments, projects, studying for tests)?
5. What are some common reasons or triggers for your procrastination?
6. Have you ever experienced negative consequences on your GPA as a result of procrastination?

Online survey link: <https://forms.gle/m3S4Dsp1CefB8rBH8>

Number of samples collected: 33

Analysis:

To analyze the data collected from this survey, we will calculate basic descriptive statistics such as the mean, median, and mode.

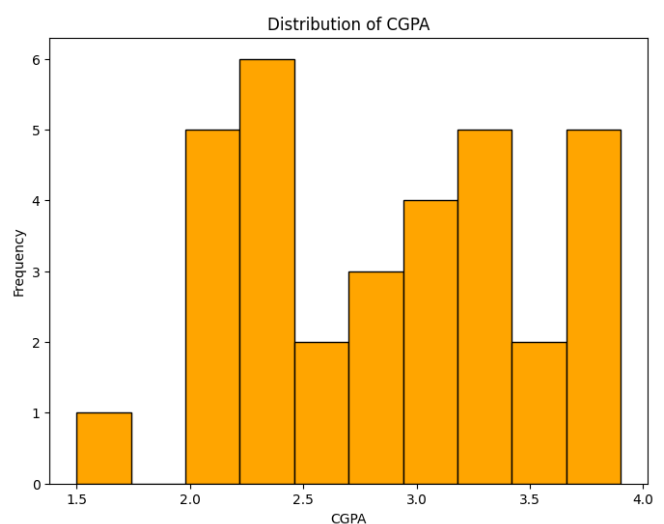
CGPA Mean: 2.87

CGPA Median: 2.90

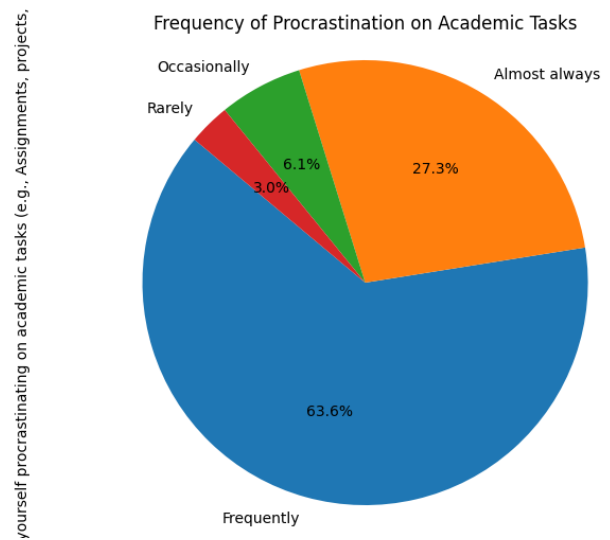
CGPA Mode: 3.30

We will also create visual representations of the data using charts and graphs to help identify any trends or patterns.

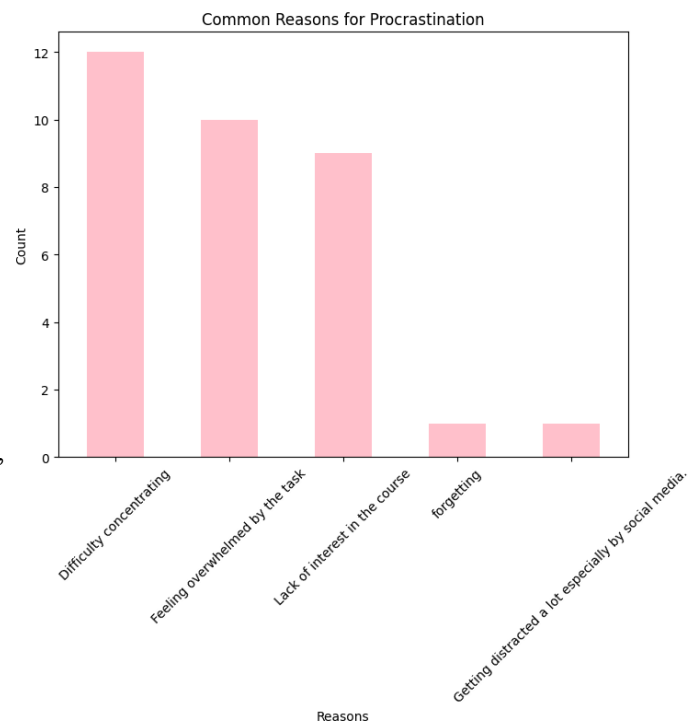
This Bar Graph shows CGPA which is a measure of a student's academic performance, calculated as the average of all grades obtained in courses



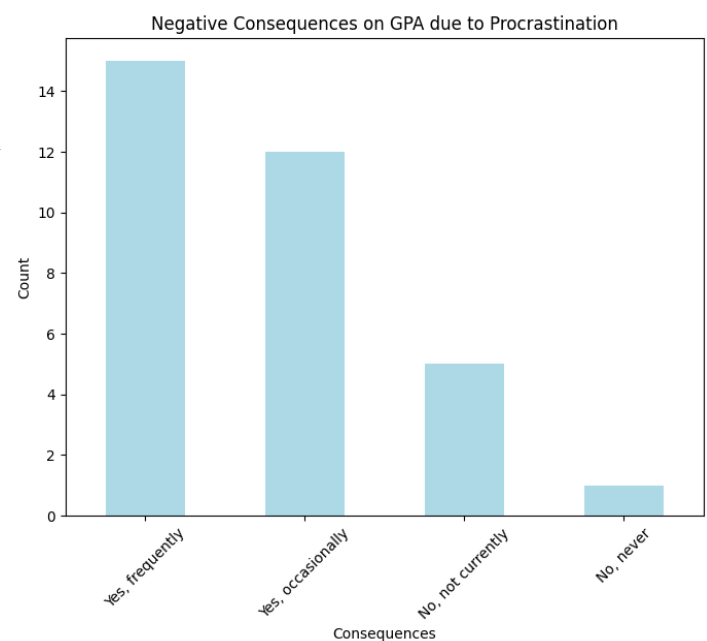
This Pichart shows the frequency of procrastination Behaviour among college students when it comes to academic tasks.



This bar chart shows reasons for respondents Porcastination behaviour. It helps in identifying common factors contributing to procrastination amond students, such as difficulty concentrating, feeling overwhelmed, lack of interest in the course, or other personal reasons



"The bar graph shows how respondents answered the question: 'Have you experienced negative GPA consequences due to procrastination?' Each bar represents a response option, such as: 'Yes, frequently' or 'No, never.' The height of each bar indicates how many respondents chose that option. This helps us understand the impact of procrastination on academic performance."



Conclusion

The analysis of the data indicates a correlation between procrastination frequency and its impact on GPA among undergraduate students. However, further research is needed to establish causality and explore potential interventions to mitigate the negative effects of procrastination on academic performance.

Any potential issues

One potential issue is the reliance on self-reported data, which may introduce response bias and inaccuracies. Additionally, convenience sampling may lead to a lack of representativeness in the sample, limiting the generalizability of the findings to the broader student population. Future studies could address these limitations by employing random sampling methods and incorporating objective measures of procrastination and academic performance.