**The Relationship of Indecisiveness, Procrastination,**

**and Academic Achievement of College Students**

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**RESEARCH DESIGN**

This study had a total of three (3) phases. These phases are conceptualization, data analysis, and the research output.

In the conceptualization of the study, the researchers made use of three theories that explains the possible relationship of the three variables which are the level of indecisiveness, procrastination, and academic achievement as the foundation of their inferences.

The necessary information for this study which are the level of indecisiveness, procrastination, and academic achievement for this study will be obtained through conducting a survey. The data are then analyzed with the use of Pearson product-moment correlation coefficient as the statistical treatment in order to know whether the three variables are related to each other.

Lastly, for their research output the researchers were expected to suggest a program to counter indecisiveness and lessen procrastination and ultimately, improve the academic achievement of college students.

**Methodology**

In this study, the researchers made use of descriptive method first in order to answer the problem on what is the level of indecisiveness, procrastination, and academic achievement of college students. Hence, on this part, the researcher only intended to determine the behavior or characteristics of the respondents.

The data collection was done through administering two (2) standardized tests. One of which is the Indecisiveness Scale by Germeijs and De Boeck (2002) and the other is the Procrastination Scale for student populations by Lay (1986). For the academic achievement, the participants were asked to write down their final general average from the previous semester.

Moreover, the researchers also made use of correlational research design. This was used in order to answer the problem on whether there is a significant relationship between indecisiveness and procrastination; between indecisiveness and academic achievement; and between procrastination and academic achievement of college students.

The information collected through the standardized test will be further analyzed with the use of Pearson Product-Moment Correlation Coefficient as the statistical treatment. Through this, the researchers will be able to infer and establish the degree to which the variables are associated or related to one another.

**Participants**

The participants for this study were the college student of the University of San Jose – Recoletos in the Department of College of Arts and Sciences. The study required at least 60% of the students enrolled in each degree program under the CAS as participants. They were selected through random sampling.

**Measures**

There were three variables that were measured in this study. These include two (2) independent variables which are the level of indecisiveness and procrastination and the dependent variable which is academic achievement.

In order to measure the level of indecisiveness, the researchers chose to use a standardized test by Germeijs and De Boeck (2002) which is titled as the indecisiveness scale. It is a 22-item Likert-type questionnaire which has a total of eleven features of indecisiveness that have been discerned: difficulty, don’t know how, feeling uncertain, takes a long time, delaying, avoidance, leaving to others, reconsideration, worrying, regretting, and calling oneself indecisive. Each item was formulated as a statement for which the subjects had to indicate their extent of agreement on a 7-point scale going from (0) strongly disagree to (6) strongly agree. In the questionnaire the items were actually randomly ordered. Its internal consistency was .91. The Cronbach’s α coefficients for the positive and negative items of the indecisiveness scale were .83 and .86 respectively.

For the level of procrastination, the researchers chose to use Lay’s (1986) Procrastination Scale for student populations. This 20-item test is based on a 5-point Likert-type scale. The items range from everyday statements to school-related statements. The participants will decide and choose from 5 which means that the statement is extremely characteristic of them to 1 which means that the statement is extremely uncharacteristic of them. The scale has a Cronbach alpha of .82 and a retest reliability of .80.

Lastly, the basis for the academic achievement of college students was their final grades. The respondents were asked for their final average grade from the previous semester.

**Procedure**

Participants were recruited from inside the University of San Jose- Recoletos. It was ensured that the students who took the tests are under the Department of College of Arts and Sciences. After obtaining necessary permissions from the college students, they invited to participate in answering the prepared questionnaires a classroom setting.

The researchers then proceeded to give a brief introduction on what is the test all about. The giving of instructions then followed. After that, the participants were encouraged to ask questions and tell their concerns about the tests. The participants were given 20 minutes to finish answering the questionnaires.

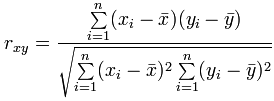
The information obtained were be treated with utmost confidentiality. The researchers then used a statistical treatment to analyze the information. Lastly, the researchers rendered their findings and conclusion.

**Data Analysis**

This study aims to know the relationship of indecisiveness, procrastination, and academic achievement. Hence, the data from the respondents will be analyzed with the use of Pearson product-moment correlation coefficient, also known as r, R, or Pearson's r. It intends to measures the strength and the direction of a linear relationship between two variables.

Its numerical value ranges from +1.0 to -1.0. It gives an indication of the strength of relationship. In general, r > 0 indicates positive relationship, r < 0 indicates negative relationship while r = 0 indicates no relationship (or that the variables are independent and not related). Here r = +1.0 describes a perfect positive correlation and r = -1.0 describes a perfect negative correlation. The closer the coefficients are to +1.0 and -1.0, the greater is the strength of the relationship between the variables.

The mathematical formula for computing r is:



Where:

* **Σ** is [Sigma](http://www.mathsisfun.com/algebra/sigma-notation.html), the symbol for "sum up"
* ***http://www.mathsisfun.com/data/images/correlation-formula-x.gif*** is each x-value minus the mean of x (called "a" above)
* http://www.mathsisfun.com/data/images/correlation-formula-y.gif is each y-value minus the mean of y (called "b" above)

**Significance of the Study**

This research was undertaken to find out the relationship of Indecisiveness, Procrastination and Academic Achievement of college students. The research study is beneficial to many people. Primarily they serve a purpose of imparting knowledge about the relationship among Indecisiveness, Procrastination, and Academic Achievement of college students with students, teachers, researchers, future researchers and readers.

**To the students.** This research study is conducted to give an idea or information to all students on how to improve their quality of work life and needs of the students and