Academic procrastination' relation to undesirable behaviours among faculty members from the students' perspective

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Abstract

Background: Academic procrastination had been reported widely to be in association with unwanted behaviours among university students. However, this association was not studied extensively in higher educational institutions. Aim: This research aimed to measure the level of academic procrastination among college students and the unwanted behaviours among faculty members from students' viewpoints. Method: The research sample consisted of 430 students randomly selected for the summer semester 2016/2017 using the descriptive correlation approach. An instrument to measure academic procrastination was developed to achieve the aims of the research. Results: The findings indicated that the level of academic procrastination was medium, whereas unwanted behaviours were high. The findings result showed a negative association between academic procrastination and unwanted behaviours. One of the most dimensions of unwanted behaviours that forecasted academic procrastination is the dimension of managing and organising classrooms.

Keywords: Academic procrastination; educational psychology; descriptive approach; university students/Jordan; unwanted behaviours.

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1. Introduction

University life is a great challenge for students, which includes many duties and tasks assigned to university students. The assignment of daily and weekly responsibilities and achievement examinations for them is one of the scientific pillars of students' learning and acquisition of appropriate educational experience. Therefore, this educational process has a significant role in education and is one of the success criteria for evaluating the extent to which the university succeeds in acquiring university students what is decided for them to learn (Przepiorka, Błachnio & Siu, 2019), and evaluating the effectiveness of academic education processes and plans; thus, educational duties help represent and assimilate the educational experiences provided to them to prepare them for a career. However, the academic process's success depends on the cooperation of the students with their teachers in the performance of what they are assigned to. Students' failure and neglect, and escape from their duties' performance would reduce or lose learning opportunities and then a failure of the educational process. The bulk of these unacceptable behaviours results from academic procrastination, which is the deliberate delay or avoidance of students' academic duties and examinations (Joel, Frederick & Timothy, 2016).

Marie and Hudon (2015) define academic procrastination as 'The students' tendency to postpone the performance of the academic tasks which they are assigned'. Abu Ghazal (2012) notes that academic procrastination is a 'voluntary postponement of completing academic assignments within the desired or expected time, despite the individual's belief that the completion of those tasks will be adversely affected'. Ziegler and Opdenakker (2018) have believed that the behaviour of procrastination is a clear delay and repeated postponement, which reaches the delay in starting or completing the work and the tasks required at the scheduled times, as well as performing lower priority tasks on the necessary tasks associated with results and success".

Some studies such as Kim and Seo (2015) and Zhang et al. (2018) suggest that the phenomenon of academic procrastination is widespread in universities and that university students with high procrastination are characterised by a low level of achievement with a high level of tension: also, there are three forms of procrastination: the Arousal, which has the advantage of overcoming the deadlines; the Avoider, which has the advantage of postponing the completion of the tasks for an extended period; and the Decisional, which has the advantage of postponement of decisions. As Batool, Khursheed and Jahangir (2017) pointed out, there are two types of procrastination: First, Passive Procrastinators: what distinguishes members of this type is that they postpone tasks to the last moments of their inability to make critical decisions on time. The second is Active Procrastinator: what distinguishes the members of this type is that they postpone their plans with the ability to complete tasks on time.

However, academic procrastination is mostly related to the student's view of the faculty member and its undesirable behaviours. Erdemir (2019) pointed out the student's constant feeling of dissatisfaction with the faculty member of what he achieves regardless of the excellence of the performance because of the unrealistic faculty member's view of the proficiency required level. The student is forced to postpone his work and blame himself and thus to lower his achievement.

And the emotional and mood negative situation that prevails with the learner as a result of the views and trends of the faculty member, and his unfairness, or his interest in the student effort and appreciation during the handling of tasks and positions of academic achievement, forces the student to delay and postpone his work (Visser, Korthagen & Schoonenboom, 2018).

The student's academic procrastination can be related to the attitudes of the faculty member, the topic he is teaching, his interest in pursuing the new knowledge, keenness on pre-preparation, view of his students, confidence in them, structured planning for the classroom and the assignments assigned to students (Krispenz, Gort, Schultke & Dickhauser 2019).

The faculty member is a significant element and one of the essential inputs in the educational system, which is the central pillar on which the university educational goals' achievement depends. The role, prestige and reputation of universities are related to the teachers' status and ability to perform their academic and professional functions. They are the ones we depend on prepare and train human energy; they are the people required to prepare and train human strength, preparing scientific research, solving the problems facing their societies and working to serve them (Reyhani, Yavari & Boskabadi, 2016).

Barutcu Yildirim and Demir (2020) believed that the most important academic, professional, personal and social characteristics of a faculty member in colleges and universities are strict adherence to the ethics of the teaching profession, the ability to communicate information to students, dedication to teaching and commitment to the performance of duty, respecting and treating the students treatment worthy of them, and the distribution of a study plan that shows the requirements of the material that he teaches, and raise the motivation of his students towards learning and knowledge of the methods of managing lectures in university education, creating the appropriate classroom environment for the education process, the ability to innovate in the teaching methods, encouraging the feedback of his students about the educational process and the use of teaching technology in teaching, the ways and methods of performance of university professor learning development, and to highlight the accompanying practical and psychological behaviours it may lead if used efficiently and effectively to the professor's success in performing his great teaching mission in an exciting way that students like, which contributes to their involvement and interaction with it and reduces their low level of academic attainment (Afzal & Jami, 2018).

Based on the above, there is an urgent need for research on academic procrastination and its relation to the faculty member's behaviours that are not desired by the students, especially in the Jordanian society.

It should be noted that academic procrastination, like other psychological phenomena, did not meet the consensus of researchers (De Paola & Scoppa, 2015; Reyhani et al., 2016), both in terms of definition, causes or effects. Hence, the current research aimed to detect academic procrastination levels among the students of "Al-Balqa Applied University" in light of the faculty members' undesirable behaviours from the students' point of view.

1.1. Research problem

University students tend to delay starting or completing academic assignments in writing research, preparing for exams and reading weekly assignments. There is no doubt that this accidental postponement of missions or posts is acceptable, as they sometimes find themselves forced to postpone their tasks until the last moment, especially when unexpected circumstances occur because of their desire to make some changes in their work plans. Hall, Lee and Rahimi (2019) conducted a study on a sample of California State University students. It showed that 50%–75% of the students admitted that they protract continuously and consider that procrastination is a problem they suffer from and that more than 95% of them want to get rid of their procrastination, because of the difficulties and problems that cause them in their academic work, lack of sense or mental health. Through the researcher's work as a member of the university's teaching staff, there were a large number of faculty members complaining about students' postponement to complete their academic duties, despite urging and encouraging them to do so. In addition to the students' suffering from pressure because of examinations leading to negative results reflected on the student's declining in academic achievement and their continued interruption of the discussion seminars, and their unwillingness to attend lectures, and their feelings of incompetence, tension, panic and anxiety, in addition to the emergence of some unwanted behaviours among faculty members reflected negatively on the educational relationship between the student and the faculty member,

and establish duties and responsibilities undertaken by a member of the teaching staff, which includes teaching and scientific research and the service of the university and society, by assessing the performance of his duties and his commitment to his responsibilities and behaviour in an objective and honest manner according to the controls studied. As well as respect for professional values and educational norms, as a model that measures students' behaviour, and to be a standard to be measured to choose between two behaviours are subject to discussion. Therefore, this research seeks to develop the faculty member's abilities, skills and attitudes for the behavioural evaluation of his statements and actions in the university work framework.

Academic procrastination in the performance of duties and tasks is common among university students and therefore is a destructive behaviour of the student and a thorny problem for these students because of the negative consequences for the student. The behaviour of academic procrastination is linked to the behaviour of faculty members; whenever the behaviour of a faculty member is negative, the student is more determined to procrastinate (Kafiri, 2016). Procrastination may lead to self-blame, remorse, low academic achievement and loss of opportunity (Karimov, Seryogina & Kovalenko, 2019).

In addition to the researcher's observation of academic procrastination existence among many students because of the negative behaviours of their teachers, including discontent with a large number of duties, the lack of interest of the faculty members and its appreciation of the student's work, and the inferior methods of teaching, evaluation and other reasons. Therefore, there is an urgent need to conduct research that examines the level of academic procrastination and its causative agents from the students' perspective and the relationship between a faculty member's behaviour that is not desirable. This knowledge can provide appropriate solutions based on the reasons given by students who show a tendency towards academic procrastination. Therefore, the problem of the current research is to identify the association between the academic procrastination of students and the behaviour of faculty members that are not desired by answering the following questions:

1.2. Research aim

This research aims to identify the level of academic procrastination among the Al-Balqa Applied University students, its association with unwanted behaviours among faculty members from students' viewpoints and the predictive ability of undesirable behaviour among faculty members academic procrastination.

1.3. Research questions

Question 1: What is the level of academic procrastination among BA students from their point of view?

Question 2: What is the level of undesirable behaviour among faculty members from the perspective of students of Al-Balqa Applied University?

Question 3: Is there a statistically significant relationship between academic procrastination and undesirable behaviours among faculty members from the perspective of the students of Al-Balqa Applied University?

Question 4: What is the predictive capacity of the teaching method, the personal characteristics of the faculty members, the relationship with the faculty members, the efficiency of the teaching staff, the management of the classroom and its organization, and the evaluation of academic motivation from the perspective of the students of Al-Balqa Applied University?

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1.4. The importance of the research

The present research's importance is to use the results in two critical areas: the scientific field of theory and the applied field. As for the importance of research in the theoretical field, it can contribute to the following:

-To provide new scientific evidence about the student's academic procrastination and its relation to the faculty member's behaviour in modern societies such as the Jordanian society.

-To provide more honesty indicators that emphasise the nature of the relationship between academic procrastination and the faculty member's behaviour.

- The current research can serve as a starting point for subsequent studies by other researchers in the light of new variables.

Concerning the importance of the applied research, the current study can contribute to the following:

-To provide a set of conclusions and recommendations that may benefit a member of the faculty in Jordanian universities to move away from negative behaviours that may increase academic procrastination among students.

-To help teachers design extension programs and teaching methods and methods of dealing with these phenomena either in or outside the classroom.

-To help administrators and planners provide appropriate training courses for faculty members in teaching methods and the relationship with students and colleagues and the classroom's management and organization.

1.6. Procedural definitions

1.6.1. Academic procrastination

It is a complex phenomenon of cognitive, emotional and behavioural elements that involve the deliberate postponement of the assigned work by the student despite his awareness of the possible negative consequences of the delay Morris and Fritz (2016). It is defined as the degree to which the student obtains the academic procrastination criterion used in the current research.

1.6.2. Faculty member behaviours

It is a set of academic and personal practices related to university work for a faculty member, including teaching methods, relationships with students and colleagues, organization and management of the classroom, and faculty efficiency (Aslan Efe & Efe, 2018). Procedurally, it is a set of negative behaviours determined by the student and affects his academic work, as reflected by students' responses to the current research tool.

1.7. Literature review

Many studies that have examined the research variables, including Afzal and Jami's (2018) study, explored the prevalence of academic procrastination and its influencing factors among Pakistani undergraduates. The researchers adopted the cross-sectional research approach by distributing a self-filled questionnaire of over 200 undergraduate students. The study results indicated that risk-taking, task evasiveness, and decision making were the most detected predictors of academic procrastination among Pakistani undergraduates. The study showed that specialization was associated with the level of academic procrastination among the investigated undergraduate students.

In another study conducted by Yang, Asbury and Griffiths (2019), the purpose was to identify the association between the problematic use of smartphones on the one hand, and the level of anxiety, subjective well-being, procrastination and self-regulation among Chinese undergraduates. The researchers distributed a paper survey over a study sample comprised of 475 Chinese undergraduates. The study results indicated that smartphones' problematic use is significantly associated with the students' academic behaviour and mental health. Significantly, it is negatively correlated to the students' anxiety, academic procrastination, self-regulation and subjective well-being.

In another study performed by Erdemir (2019), the study's main goal was to investigate the impact of alleviating Significantly academic procrastination on Turkish students' academic performance in the physics course. The study adopted the quasi-experimental research approach by recruiting 70 student-teachers randomly assigned into a control and an experimental group. A physics achievement test was administered to assess the participating students' academic achievement before and after conducting the experimental procedure. The study results showed that using specially tailored strategies and penalties concerning academic procrastination significantly improved students' academic achievement in the experimental group.

Zhang et al. (2018) explored the prevalence rate of academic procrastination among Chinese undergraduate students and explored the mediation effect of students' self-efficacy for self-regulation and fear of failure. The study adopted the quantitative research approach by conducting a cross-sectional study over a study sample comprised of 1,184 undergraduate students. The findings showed that the prevalence rate of academic procrastination was 74.1%. The findings also revealed a negative and inverse correlation between academic procrastination and students' self-esteem for self-regulation. On the other hand, there was a positive association between academic procrastination and the fear of failure among the investigated undergraduate students.

Al-Salami (2015) conducted a study in Saudi Arabia to measure the level of academic procrastination and motivation, and the association between those variables in a sample of Umm Al Qura University students in light of the variables of the school year and geographical location. The researcher used Choi and Moran Scale (2009) for the Saudi environment's academic extension and the Self-Motivation Scale for Abdullah and Al-Wazni (2012). The participants were 160 undergraduates of the university college in Makkah and Al-Lyth College. The study found that academic procrastination levels and self-motivation were moderate. The results also revealed differences in practising academic procrastination attributed to living area variable in favour of the undergraduates of Al-Lyth College. The existence of differences in procrastination level attributed to the variable academic level in favour of the first-year students at the College of Al-Lyth; there are also differences in favour of Makkah's student self-motivation for the second year. There is a statistically significant correlation between academic procrastination and self-motivation. The study by Karmena, Kingaa, Farsca, Kingaa and Rekaa (2015) in Romania aims at revealing the relationship between academic procrastination and students' academic attitudes among a sample of undergraduate students in various disciplines. The study sample consisted of 162 students studying at the Romanian University of Babas-Bulay. They were divided into two groups: A regular study of 79 students and a distance study of 83 students; the academic directions scale related to the faculty member, and its behaviour was applied. It consisted of 35 items, and the scale of procrastination consisted of 22 items. The results showed an average level of academic procrastination in the study sample, and the existence of a negative correlation between the behaviour of the faculty member and increase academic procrastination among students, especially those with distance learning in the areas of communication and relationship with the faculty member, and his way of transferring educational material and appointments.

Grunschel, Schwinger, Steinmyar and Freis (2016) examined a study in Germany to reveal whether there was an impact on faculty members' use of motivational strategies on academic

procrastination, student achievement, and welfare at German universities. Two studies were conducted in two different universities to achieve this goal. The first university faculty used these strategies on a sample of 419 students; in the second university, 229 students studied without strategies to regulate motivation. The students then responded to the scale of academic procrastination and achievement test, where it showed that the use of faculty members of the strategies of motivation regulation reduces academic procrastination and increases students' achievement and happiness. It also showed that procrastination behaviours, such as delay and avoidance, negatively affect achievement, increase anxiety and self-blame, and fail students regardless of gender and specialization. The above shows the interest of studies in the academic procrastination phenomenon, and those studies linked this phenomenon to other variables such as motivation. However, there is still a significant lack in the local studies investigating the association of academic procrastination phenomenon with the academic staff's undesirable behaviours. According to the researcher's knowledge, the current research is characterised by these studies in linking academic procrastination with the faculty member's undesirable behaviours, a subject that was not addressed by Arab or local studies.

2. Method

2.1. Research approach

The descriptive approach was used to suit the research aims.

2.2. The research population and its sample

The research population comprised of all "Al-Balqa Applied University" undergraduates enrolled in the summer semester of the academic year 2016/2017, totalling 11,000 students; based on the admission and registration unit statistics at the university. A random sample of 430 students was chosen: 229 male students and 201 female students. The research sample was chosen based on the available number of students in Al-Balqa'a Applied University with a sample size of 372, which was calculated using a random sampling equation with a population size of 11.000. Considering a confidence interval of 95% and assuming 3% as a sampling error, 15% was added to overcome the dropout problem. Furthermore, another three participants were added to be more conservative, which yielded 430 participants as a sample size of the current research. The participants were randomised using computer software, and the final research sample was chosen.

2.3. Research instruments and procedures

The following tools were applied to achieve the aims of the research:

1. Academic procrastination scale

The researcher developed a scale of academic procrastination for this research, consisting of 28 items, based on the previous educational literature, which dealt with the phenomenon of academic procrastination; some of the scales have been used, including Batool et al. (2017), Hall et al. (2019), Yang et al. (2019), Barutcu Yildirim and Demir (2020) and Baka and Khan (2016).

2.4. The arbitrators validity of academic procrastination scale

The scale was presented to six arbitrators of experts in educational psychology, measurement and evaluation from "Al-Balqa Applied University" and the University of Jordan, taking their views on its items' appropriateness to measure academic procrastination, its relevance to the research sample in addition to the degree of linguistic clarity to verify the suitability of the test to achieve the purposes of the research. Based on the observations of the arbitrators, the researcher has modified some of the language formulations of the items and deleted two items for the lack of relevance for the current research, and redrafting of some items, the arbitrators unanimously

agreed on the validity of the items to measure academic procrastination, which amounted to 28 items; note that the criterion for the acceptance of items was that the paragraph must gain an agreement of 80% and above.

2.5. The validity of internal consistency of academic procrastination scale

The correlation coefficients were extracted of the internal consistency of the scale, with the total score of the scale on a sample outside the sample of the research consisting of 50 students and overall correlation coefficients ranging between 0.368and 0.811 which was statistically significant at $\alpha = 0.05$ and $\alpha = 0.01$; the criterion adopted by the researcher is that the correlation coefficients are not less than 0.30. Therefore, none of them has been deleted, indicating that the standard scales are suitable for measuring academic procrastination, which suggests that the scale is of high validity and suitable for the current research.

2.6. Reliability of academic procrastination scale

The test-retest was used to verify the reliability of the instrument by applying the tool to a sample of 50 university undergraduates from outside the original study participants, then re-administered to the same participants after 14 days, where the Pearson's correlation factor between their estimates at both times 0.84. The reliability coefficient was in the internal consistency method according to the equation of Alpha Cronbach 0.87 using Split-half Spearman Brown's correlation coefficient of the first text was 0.692, the second text was 0.854). Guttmann's correlation coefficient was 0.765, which is acceptable for research purposes.

2.7. Correction of the academic procrastination scale

To correct the answers on the scale, five categories have been identified to answer each paragraph and corrected according to the following 5-point Likert scale: Strongly Agree: 5 to Strongly Disagree: 1, and all items with a negative direction of 28 items, and to calculate averages, the following equation was used for each level: (upper category – lowest category) / 3, i.e., 5–1 divided by 3 is equal to 1.33, thus: from "1 to 2.33" low level, from "2.34 to 3.67" average level and from "3.68 to 5" high level.

2.8 Second-scale of unwanted behaviours

The researcher used the Magableh and Abu Ghazal (2013) scale after taking the approval of researchers to use the scale in the current research so that seven areas were adopted to measure the level of undesirable behaviours among faculty members from the perspective of the students of Al-Balqa Applied University. The scale areas are: (teaching method, personal characteristics of faculty members, relationship with faculty members, faculty members' efficiency, classroom management and organization, motivational stimulation and evaluation). The tool in its final form consisted of 56 paragraph, distributed to the seven domains and each domain 8 items.

Magableh and Abu Ghazal (2013) verified the validity of the research scale. The Factor Analysis was applied to all study participants "1,278 students". The results showed the existence of seven areas where the scales were covered, the Rotation Sums of Squared Loadings reached to 60,40, the load values of the scale items were extracted on each field and the results showed that the scores for each field obtained a degree of saturation greater than 0.40 which is a clear indication of the validity of the scale and the belonging of items to their fields.

2.9. The validity of the scale of unwanted behaviours in the current research

2.9.1. The arbitrators' validity

The researcher relied on the validity of the arbitrators for the original scale used by Magableh and Abu Ghazala (2013), where the researchers presented the scale to a group of arbitrators: their number was 10.

2.9.2. The validity of internal consistency

To extract the semantics of the validity of the internal consistency of the scale, the correlation coefficients of the items were extracted with the total score and with the dimension to which it belongs to a survey sample from outside the research sample consisted of 50 students. The correlation coefficients with the instrument as a whole ranged from 0.34 to 0.82, and with the distance between 0.39 and 0.91. In addition, the correlation coefficients should not be less than 0.30 for each paragraph, which is the criterion adopted by the researcher to maintain the item; therefore, none of them has been deleted, indicating that the scale dimensions are suitable for measuring unwanted behaviours, this shows that the meter has a high level of validity and relevance for the purposes of the current research. For further verification, the interconnection coefficients were calculated between the instrument areas and ranged from 0.543 to 0.876, appropriate for the study.

2.9.3. Reliability of the unwanted behaviours' scale

The scale was applied to a pilot sample from outside the research, composed of 50 students, the coefficients of the test/retest reliability and the internal consistency methods were computed using the Alpha Cronbach equation, and the total test/retest coefficient reached 0.83. The dimensions range from 0.79 to 0.86, while the total internal consistency coefficient reached 0.85 and ranged from 0.83 to 0.87, which is high and acceptable for research purposes, this supports the use of this scale in the current research.

2.9.4. Correction of the scale of unwanted behaviours

To correct the answers on the scale, five categories were identified to answer each paragraph and corrected according to the following based on 5-point Likert scale: "Strongly Agree: 5 to Strongly Disagree: 1". All items were marked as having a negative direction and its number of 40 items, to calculate and determine the level of undesirable behaviours in the research sample, the following equation was used to derive the range for each of the three levels: (the upper category – the lowest category) / 3, i.e., (1–5) divided by 3 is equal to 1.33; thus, from "1 to 2.33" low level, from "2.34 to 3.67" average level and from "3.68 to 5" high levels.

2.10. Ethical considerations

The current research was approved by the "Institutional Review Board" at "Al-Balqa Applied University". The researchers obtained the written consent of the participants before participating in the data collection process. The participants were ensured that their data and responses would be confidential and used only for research purposes. The participating students were ensured that their academic records would not be affected due to their responses. Furthermore, official approvals and permissions from the concerned departments at Al-Balqa Applied University were obtained prior to the data collection process.

2.11. Research procedures

To achieve the aims of the research, the researcher undertook several steps as follows:

1.   The theoretical framework was identified and previous studies relating to the concepts of the research.

2.   Design the research tools by referencing the relevant theoretical framework, presenting them to specialised arbitrators and conducting the tool's validity and reliability.

3.   The tool was distributed to students of Al-Balqa Applied University / Centre / Salt.

4.   The data were statistically processed on statistical packages for the Educational Sciences SPSS system.

5.   The results were presented and discussed

2.12. Data analysis

The researcher used statistical packages for the Educational Sciences program SPSS system for unloading and processing data to obtain the validity of the tool and its reliability, and the following statistical analyses were used to arrive at the results of the research:

To answer the first and second questions of the research, the mean and standard deviations were used.

To answer the third question, the Pearson correlation coefficient was used.

To answer the fourth question, multiple regression analysis was used.

3. Results

3.1. Results related to the level of academic procrastination among university students

What is the level of academic procrastination among university students from their point of view? To answer this question, means, standard deviations and ranks of each item of academic procrastination were calculated based on the responses of the sample of the research on the scale as a whole, as shown in Table 1:

Table 1. Means and standard deviation of the items relating to academic procrastination

N	Item	*M*	SD	Level	Rank
1-	I have failed to do much of my duty	2.86	0.45	Medium	2
2-	I forget to do many of my duties and tasks	2.77	0.55	Medium	4
3-	I leave the work I started before I complete it and start working on something else	2.71	0.59	Medium	9
4-	I do not complete my university duties earlier than the time limit	2.70	0.58	Medium	10
5-	I wait for the right opportunity to come without bothering to look for opportunities	2.64	0.66	Medium	14
6-	I see that the opportunity to do my daily work on time may be repeated tomorrow	2.50	0.68	Medium	22
7-	I postpone my daily tasks to tomorrow or another notice	2.51	0.78	Medium	21
8-	I am distracted from my basic university assignments and I postpone them	2.79	0.85	Medium	3
9-	I do not start my business immediately	2.94	0.86	Medium	1
10-	I do not complete my duties regularly day by day	2.72	0.48	Medium	8
11-	I delay starting my duties until the last minute	2.75	0.57	Medium	5

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12-	I love working in lost time	2.67	0.60	Medium	**13**
13-	I start doing other work at the expense of my academic time	2.73	0.49	Medium	**7**
14-	I stop studying when I have the opportunity to do other things	2.47	0.83	Medium	**24**
15-	I am unable to begin my daily tasks because I'm busy with details	2.66	0.64	Medium	**15**
16-	I delay work when I feel pressured	2.74	0.54	Medium	**6**
17-	I am not trying to accomplish my duties on time	2.52	0.71	Medium	**20**
18-	I do a lot of work at the same time, which prevents the tasks from being completed	2.69	0.58	Medium	**11**
19-	I try to complete the tasks in pursuit of perfection	2.49	0.76	Medium	**23**
20-	I spend a lot of time before I start the job	2.43	0.82	Medium	**25**
21-	I apologise for completing my duties, as it is of no value	2.42	0.70	Medium	**26**
22-	I postpone the work that I am not used to	2.37	0.87	Medium	**28**
23-	I used to ignore that my tasks would disappear and thus no need to do them	2.39	0.79	Medium	**27**
24-	When I am asked to do things, I did not want to postpone it	2.56	0.72	Medium	**18**
25-	I delay doing others' requests even though they are part of my work	2.68	0.59	Medium	**12**
26-	I leave my familiar place to defer events that bring me anxiety	2.54	0.67	Medium	**19**
27-	I postpone the advice of others, despite its importance	2.61	0.57	Medium	**17**
28-	I postpone my essential university duties, despite their importance	2.62	0.64	Medium	**16**
	Total academic procrastination		0.76	**Medium**	

It is clear from Table 1 that all the items related to the degree of academic procrastination have reached an average level through the responses of the research sample, where paragraph 9, which states: 'I do not start my business immediately' got the highest mean 2.94, and at a moderate level, paragraph 22, which states 'I postpone the work that I am not used to' got the lowest mean 2.37; at a moderate level, the total mathematical average of academic procrastination 2.75 was also at an average level.

2.2. Results related to the level of undesirable behaviour among faculty members from the perspective of the students

What is the level of undesirable behaviour among faculty members from the perspective of the students of Al-Balqa Applied University?

To answer this question, means, standard deviations and undesired behaviours were extracted based on the responses of the research sample on the scale as a whole, as shown in Table 2.

Table 2. Means and standard deviations of the dimensions of unwanted behaviours

Dimensions	*M*	SD	Rank	Level
Teaching method	3.82	0.60	6	High

Personal characteristics of faculty members	4.07	0.54	3	High
Relationship with faculty members	3.81	0.91	7	High
The efficiency of faculty members	4.41	0.33	1	High
Management and organization of the classroom	4.09	0.57	2	High
To raise motivation	3.89	0.58	5	High
Evaluation	3.96	0.62	4	High
Unwanted behaviours	3.99	0.38		High

Table 2 shows that the arithmetical averages of the dimensions of unwanted behaviours, all of which came at high levels for the sample members of the research, ranging between 3.81 and 4.41, the efficiency of faculty members' domain got the highest rank because of the importance of this dimension, where the mean was 4.41 and a standard deviation was 0.33, while the dimension of classroom management and its organization got a mean of 4.09 and a standard deviation of 0.57, while the personal characteristics of the faculty dimension got an average of 4.07 and a standard deviation of 0.54, followed by the evaluation dimension with an average of 3.96 and a standard deviation of 0.62 followed by motivation dimension with an average of 3.89 and a standard deviation of 0.58, while the teaching strategy dimension got an average of 3.82 and a standard deviation of 0.60. Finally, the relationship with the faculty members dimension obtained the lowest mean 3.81 and a standard deviation 0.91, the arithmetic average of the total amounted to 3.99 and standard deviation 0.38, indicating that the level of undesirable behaviour among faculty members is high and that the pattern of undesirable behaviours prevalent among faculty members is the efficiency of faculty members to obtain the highest grade at a high level.

3.2. Results related to the third question

Is there a statistically significant relationship between academic procrastination and undesirable behaviour among faculty members from the students' perspective?

To answer this question, Pearson correlation coefficients were calculated between the sample scores and the scale of unwanted behaviours with their five dimensions and their degrees on the scale of academic procrastination, and Table 3 shows the results.

Table 3. Correlation coefficients between academic procrastination and unwanted behaviours in the research sample

Unwanted behaviours	Relationship indicators	Academic procrastination
Teaching method	Pearson coefficient	−0.073
	Statistical significance	0.191
Personal characteristics of faculty members	Pearson coefficient	−0.068
	Statistical significance	0.229
Relationship with faculty members	Pearson coefficient	−0.060
	Statistical significance	0.286
The efficiency of faculty members	Pearson coefficient	−0.075
	Statistical significance	0.184
Management and organization of the classroom	Pearson coefficient	*−0.125
	Statistical significance	0.026
Stimulate motivation	Pearson coefficient	**−0.38

	Statistical significance	0.173
Evaluation	Pearson coefficient	**−0.162
	Statistical significance	0.006
Unwanted behaviours as a whole	Pearson coefficient	**−0.146
	Statistical significance	0.009

*Statistically significant at the level of significance ($\alpha = 0.05$).

** Statistically significant at the level of significance ($\alpha = 0.01$).

Table 3 shows negative correlation and statistically, significance at $\alpha = 0.05$, 0.01 between the total degree of unwanted behaviours on the one hand and the total degree of academic procrastination, and between each dimension (management of the classroom and its organization and evaluation) on the other hand at the level of significance ($\alpha = 0.05$). Simultaneously, there were no statistical connotations of the interrelationships between academic procrastination and different dimensions of undesirable behaviours; this means that the degree of undesirable behaviours is lower than academic procrastination. This result may seem to justify the student's fear from the faculty member and judge him, encourage him to complete the work without regard to the quality of the task or work that he exercises. The student's perceptions of the faculty member's weakness, and that he will not be aware of the work, encourage him to achieve it and, therefore, less procrastination when the proportion of undesirable behaviour of the faculty member. The management of the classroom with the faculty member plays a prominent role in academic procrastination, through the methods used by the teacher, including expulsion of students from the classroom, reprimands of students, failure to treat students with respect and friendliness within the classroom; this leads to the inability of the faculty member to control the classroom.

3.3. Results related to the association between the total academic procrastination and unwanted behaviours variable

What is the predictive ability of each method of teaching, personal characteristics of faculty members, the relationship with the faculty members, the efficiency of the faculty members, the management of the classroom and its organization and the academic procrastination in the faculty members from the perspective of the students of Al-Balqa Applied University?

To examine the predictive ability of the association between the total academic procrastination variable (as a predictive variable) and unwanted behaviours variable (as a predictor variable), a simple regression analysis was performed, and Table 4 shows the relationship.

Table 4. Results of multiple regression analysis between academic marketing and total unwanted behaviours

	R	R square	Adjusted R square	p
Total undesirable behaviours	0.730a	0.519	0.514	0.009
Teaching method	0.356a	0.271	0.267	0.191
Personal characteristics of faculty members	0.412a	0.309	0.303	0.229
Relationship with faculty members	0.410a	0.308	0.302	0.286
Efficiency of faculty members	0.405a	0.297	0.295	0.184
Management and organization of the classroom	0.551a	0.323	0.312	0.026

Stimulate motivation	0.331 a	0.253	0.234	0.173
Evaluation	0.620a	0.454	0.450	0.006

Table 4 shows that the coefficient of correlation between the total score on the measure of academic procrastination, and the total score on the scale of unwanted behaviours, reached 0.730 and the value of the calculated statistical significance 0.009 which is statistically significant at the level α = 0.01, this indicates that academic procrastination has interpreted 2.1% of undesirable behaviour. The results showed that correlation coefficients between the dimensions of all undesirable behaviours and the total score of the academic procrastination measure were not statistically significant at α = 0.01, except the dimension of classroom management and organization statistically significant at α = 0.01.

Thus, the predictive equation for academic procrastination of unwanted behaviours becomes as follows:

Variable predicted = constant + (standard weight of predictor variable × average predictor variable)

$\hat{Y} = A + B \ast X$

$\hat{Y} = 4.185 + (-.013 \ast X)$

$\hat{Y} = 4.185 + (-.013 \ast 15.08)$

$\hat{Y} = 3.99$

The value 3.99 represents the predicted arithmetic mean of the level of undesirable behaviour among faculty members, predicted by academic procrastination, which shows the reverse relationship between academic procrastination and unwanted behaviours, i.e., the higher the level of academic procrastination, the lower the level of undesirable behaviours among faculty members.

4. Discussion

The current research aimed at exploring the level of academic procrastination among college students, the unwanted behaviours among faculty members from the perspectives of students, and examine the relationship between the students' academic procrastination and staff's unwanted behaviours.

The findings of the research indicated the existence of academic procrastination among students at Al-Balqa Applied University; this may be due to the weakness of the procedures followed by the faculty members in following up the work of the students and their tasks because of the teaching and administrative burden and a large number of students for each faculty member (Afzal & Jami, 2018).

This may be due to the family's lack of follow-up to its children concerning the completion of research and duties and continuous study; as the preoccupation of the family and children in the request for livelihood impedes follow-up, a large proportion of students work in different occupations, which may be a cause of high academic procrastination among students (Karimov et al., 2019). In this context, Visser et al. (2018) believe that the phenomenon of academic procrastination is a phenomenon that is widespread in universities and that university students with high procrastination are characterised by a low level of achievement with a high level of tension, and there are three forms of procrastination: The Arousal is characterised by overcoming the deadlines, Avoider has the advantage of postponing tasks for a long time and the Decisional and has the advantage of postponement of decisions.

The result of this study is consistent with the results of Yang et al. (2019), Mehdizadeh, Rajaeepoor, Hoveida and Salmabadi (2019) and Karmena et al. (2015), which showed an average level of

academic procrastination. The result of Ziegler and Opdenakker's (2018) study showed that students of the Faculty of Education do not have academic procrastination.

Besides, the findings of this research indicated that the level of undesirable behaviour among faculty members is high and that the pattern of undesirable behaviours prevalent among faculty members is the efficiency of faculty members to obtain the highest grade at a high level. This result could be attributed to faculty members' behaviour, which is a traditional behaviour due to low efficiency and lack of training (Baka & Khan, 2016), where the faculty member mostly focuses on one way in the exam questions, gives a large amount of information in one lecture, focuses on the study material and the reduction of activities and the emphasis on attendance and absence, does not accept the excuses of students, has lack of attention to the social and psychological problems of students, and does not take into account the conditions of students (Batool et al., 2017). Harsh handling of students during the exam, the intervention of favouritism and mediation in the signs, such as the teacher did not allow students to enter the lecture after his entry, show the teacher's temperament in dealing with students. These are practices and behaviours that students feel in the day-to-day interaction with a faculty member. Magableh and Abu Ghazal (2013) believed that for the professor to improve his teaching ability, he must have explicit knowledge of the factors that affect the perceptions of his students for his teaching efficiency; it seems that often those faculty members are not aware of their perceptions of their students while practising the teaching process.

The current research findings are inconsistent with the findings reported by Magableh and Abu Ghazaleh's (2013) study, which indicated that the level of undesirable behaviour was moderate. The most common undesirable behaviours were evaluation, the relationship with the faculty, motivation, classroom management and organization, teaching method, faculty member's personal characteristics and, finally, academic efficiency.

The result of the third question is consistent with the outcome of the study of Al-Salami (2015), which showed that the level of academic procrastination and self-motivation rose at an average level, the results also revealed difference in the level of the practice of academic procrastination attributed to the geographical area variable in favour of undergraduates of Al-Lyth College and there were also differences in the level of self-motivation among the sample of the study which attributed to the geographical area variable in favour of undergraduates of the university college of Makkah.

The result of the question was consistent with the outcome of a study by Karmena et al. (2015), which indicated a negative correlation between the behaviour of the faculty member and increased academic procrastination among students, especially for distance learning students, especially in the areas of communication and relationship with the faculty member and his way in the transfer of educational material and appointments.

The results of the current study showed an inverse association between academic procrastination and unwanted behaviours, i.e., the higher the level of academic procrastination, the lower the level of undesirable behaviours among faculty members; this means that the weakness of the faculty member's ability to deal with students within the classroom and organise them and manage the tasks, duties, and appointments leads to procrastination in all cases. It may also lead to the student's lack of interest in presenting the tasks assigned to him in the desired manner and in a way that satisfies the faculty member. Concerning the domain of classroom management and organization, the research results showed that that the most unwanted behaviours practised by the faculty members in this context were as following: Behaviour of strictness in attendance and absence, failure to accept students' excuses, the teacher's failure to allow students to enter the lecture after his entry, the teacher's office hours not being appropriate to student times, the lack of a comfortable, educational climate for students, highlighting control in the classroom and sitting in the classroom according to numbers. This may be attributed to the seriousness of the faculty members and their sense of responsibility in applying laws and instructions to students who violate these instructions, and it may be due to their belief that failure to practice these behaviours may lead to a

breach of order within the lecture hall, which hinders the implementation of the teaching process appropriately.

The current research findings are spatially limited as this research was conducted at Al-Balqa Applied University, Salt, in the Hashemite Kingdom of Jordan. There is a time limit that could restrict the generalizability of the findings of this research because The study was conducted in "the summer semester of the academic year 2016/2017". Moreover, the findings are still limited with regard to the participants, as the study sample was limited to the students of Al-Balqa Applied University in the Centre / Salt.

Finally, the study results are determined by the validity of the sample of the research to answer the study tools, which are represented by academic procrastination, and unwanted behaviours of faculty members, and the instruments of the study are of psychometric properties characterised by validity and reliability.

5. Conclusion

In conclusion, the current study revealed a significant association between college students' academic procrastination and the faculty staff members' unwanted behaviours. The present research provided a thorough overview of the level of academic procrastination among Al-Balqa'a University students, the academic staff's unwanted behaviours, and identified their association from the students' perspectives. Classroom management and organization were the more frequently detected undesirable behaviours due to the students' academic procrastination. However, there is still a need to identify and detect these issues from the viewpoint of the academic staff. Investigating the academic staff perspectives might significantly cover the knowledge gap related to the association of students' academic procrastination and unwanted staff. Resstaff's unwanted behaviour implications of the current research include that this research is considered a starting point to further explore the level of academic procrastination among the undergraduate students in the Jordanian academic staff's context and its unwanted behaviours practised by the academic students' perspective implications includes that the findings of this study might be modifying the classroom management related regulations in order to minimise the level of academic procrastination and the level of the unwanted behaviours of the academic staff.

In light of the results of the current research, the researcher recommends that:

1.   There is a need to increase faculty members' adequacy at the academic procrastination of the staff's unwanted behaviours of courses and workshops regularly and to clarify the concepts of academic procrastination and its relationship to their behaviour.

2.   To further explore the performance of their duties at specified times, not postpone them and give more reinforcements to students who provide their duties first and raise their motivation level.

3.   To conduct further studies on academic procrastination and its relation to other variables such as irrational thoughts among student total intelligence in faculty members and others.

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