



Relationship between Personality and Academic Procrastination amongst Undergraduate Students in Selected Private Universities in Kuala Lumpur

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ABSTRACT

This research is to investigate the relationship between personality and academic procrastination amongst undergraduate students in selected private Universities in Kuala Lumpur. In this research, the sample consisted of 150 undergraduate students from selected private universities in Kuala Lumpur, 106 female students and 44 male students. The first result for this present research showed that there is a significant relationship between personality and academic procrastination as three of the five personality domains are found to have a significant relationship with academic procrastination at 0.05 and 0.01 level of significance. The second result showed that there is a moderate significant negative relationship between conscientiousness and academic procrastination, $r = .402$, $p < .01$. The third result showed that there is a weak significant positive relationship between neuroticism and academic procrastination, $r = .244$, $p < .01$. The fourth result showed that there is a weak significant negative relationship between agreeableness and academic procrastination, $r = -.161$, $p < .05$. The fifth result showed that there was a nonsignificant correlation of .030 ($p = n.s.$) between openness to experience and academic procrastination. The sixth result showed that there was a nonsignificant correlation of -.098 ($p = n.s.$) between extraversion and academic procrastination. The recommendations for future researchers are also suggested in this research which included the conduct of this research in different countries with respondents from different backgrounds.

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1. INTRODUCTION

Education plays one of the most imperative parts in encouraging people to confront various life difficulties in the course of achieving their dreams (Lee, 2015). While not totally understood, the issue of procrastination is popular in the educational field, especially among undergraduate students (Crowder, 2008; Swaraswati, Winarno, & Goeritno, 2017). Since academic procrastination is a common problem to undergraduate students as well as being highly related to personality factors, it is important to investigate the relationship between personality and academic procrastination.

2. PERSONALITY AND ACADEMIC PROCRASTINATION

Procrastination means "to delay something to the future which ideally should be complete now," and therefore it controls a person's forms of behaviour and action. However, the most common type of procrastination is academic procrastination (Khan et al., 2014; Sepehrian & Lotf, 2011).

Academic procrastination, to put it simply, is procrastination that happens in academic settings (Khan et al., 2014). It is a problem that prevents undergraduate students from overcoming their educational duties and limits their educational potential as it prevents optimal productivity (Kandemir, 2014b). This maladaptive behaviour brings several negative

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consequences to undergraduate students such as academic failure, failure to keep up with the syllabus, and course withdrawals (Kandemir, 2014a). Some undergraduate students even failed to finish their thesis on time due to academic procrastination (Markiewicz et al., 2017). Not only that, academic procrastination affects an undergraduate student's subjective well-being too. An undergraduate student who regularly procrastinates has health-related problems, affective consequences, and poor social life (Kandemir, 2014b; Steel & Klingsieck, 2016).

With all of these problems associated with academic procrastination, academic procrastination is considered to be a weak point in personality (Sepehrian & Lotf, 2011). It is suggested that academic procrastination can be understood as a trait pattern that relies on personality or as a behaviour that happens in different settings (Boysan & Kiral, 2016). Since procrastination is a repetitive behavioural pattern arising from uncontrolled natural settings, it thus raises the idea that procrastination is a personality trait with associations with higher-order personality attributes (Ozer, 2012). These higher-order personality attributes can be best conceptualized in terms of the Five-Factor Model of personality (Karatas, 2015). In accordance with the latest practice, personality research is to be based on the Big Five factors as this model has shown to be one of the most prominent factors for explaining procrastination (Kandemir, 2014c). The Five-Factor Model of personality identified personal differences in five widely recognizable dimensions throughout one's life span: conscientiousness, neuroticism, agreeableness, openness to experience, and extraversion (Karatas, 2015).

2.1 Conscientiousness and Academic Procrastination.

Conscientiousness is a unique aspect of personality that reflects the propensity to be achievement-oriented and planfulness, as well as the tendency to coordinate and regulate behaviour (McCloskey, 2011). Therefore, conscientiousness is broadly recognized by researchers as a fundamental component of academic procrastination as it was consistently found to be the most significant predictor of academic procrastination with a negative correlation between the two variables (Boysan & Kiral, 2016; Kandemir, 2014d; Karatas, 2015; McCloskey, 2011; Steel & Klingsieck, 2016; Swaraswati et al., 2017).

Besides that, all of the facets of conscientiousness are inversely related to academic procrastination (Karatas, 2015). The strongest predictor of this is the facet of self-discipline (Graff, 2016). The domain of self-discipline captures the tendency to control impulses or the capability to hinder a prepotent reaction (Roberts et al., 2012). These findings and results confirm that conscientiousness forms the core of academic procrastination (Steel & Klingsieck, 2016).

It is logical that undergraduate students with low scores in conscientiousness will have a higher tendency to procrastinate in their academics as people with low conscientiousness are typically disorderly, lazy, and have poor self-regulation, which are all the characteristics of a procrastinator. In the same way, it makes sense that undergraduate students with high levels of conscientiousness would be less likely to procrastinate in their studies as they are commonly recognized as being task-oriented, self-discipline, and hardworking (Bozanoğlu & Sapancı, 2015; McCloskey, 2011; Swaraswati et al., 2017).

2.2 Neuroticism and Academic Procrastination.

Neuroticism refers to how different people have different negative emotional responses towards danger, annoyance, or loss, and thus the facets of neuroticism consist of negative emotions such as irritation, sorrow, and distress (Karatas & Bademcioglu, 2015; Lahey, 2009). It was found that people who score high in the domain of neuroticism are more emotionally unstable (Bozanoğlu & Sapancı, 2015; Duggan, Friedman, McDevitt, & Mednick, 2014; Karatas, 2015).

Although there are limited studies on the issue of neuroticism, the results from past research still consistently reported a positive significant correlation between neuroticism and academic procrastination (Graff, 2016; Karatas, 2015; Karatas & Bademcioglu, 2015; Kim, Fernandez, & Terrier, 2017; Swaraswati et al., 2017; Vijay & Kadiravan, 2016). In other words, undergraduate students who score high on neuroticism will be more inclined to procrastinate in their academics as compared to undergraduate students who are low on neuroticism.

The undergraduate students who score high in neuroticism are more self-critical and have the feeling of inadequacy (Lahey, 2009; Swaraswati et al., 2017; Steel & Klingsieck, 2016). In other words, undergraduate students who are high in neuroticism would avoid academic tasks due to task anxiety if those tasks are perceived as stressful (Steel & Klingsieck, 2016). They are self-critical to the point of having maladaptive perfectionism, realizing that they would take a lot of time to finish academic tasks perfectly and that it would result in weariness (Swaraswati et al., 2017). Thus, they would rather participate in other activities that are intended to draw them away from such anxiety (Steel & Klingsieck, 2016).

Although anxiety that stems from neuroticism is one of the reasons undergraduate students procrastinate, one study reported that it is not a significant predictor of academic procrastination (Graff, 2016). Instead, Karatas (2015) reported that the underlying facets of impulsiveness and vulnerability of the domain of neuroticism are significant predictors of academic procrastination among undergraduate students. Since neuroticism is characterized by a low level of impulse control which would lead to anxiety, this could be the reason why impulsiveness, not anxiety, is the significant predictor of academic procrastination as anxiety is the result of impulsiveness (Vijay & Kadiravan, 2016).

2.3 Agreeableness and Academic Procrastination.

Agreeableness was viewed as a cause of academic procrastination in only seven percent of cases (Steel & Klingsieck, 2016). The results of the relationship between agreeableness and academic procrastination have been inconsistent (Swaraswati et al., 2017). Some studies found that there is no significant relationship between agreeableness and academic procrastination (Lai et al., 2015; Swaraswati et al., 2017; Varma, 2017). However, there are also studies that reported a significant negative correlation between the two variables (Boysan & Kiral, 2016; Karatas & Bademcioglu, 2015; Kim et al., 2017).

Other words, the higher the undergraduate student scores in agreeableness, the less he or she will procrastinate academically. Since undergraduate students who are high in agreeableness are usually more understanding and compliant, they are more aware of other people's burdens (Boysan & Kiral,

2016). For example, an assignment group leader who has high agreeableness would understand that his or her assignment group members are reliant on the academic tasks that he or she needs to finish (Kim et al., 2017). The same applies to assignment group members who have high agreeableness as well. They would understand that a group assignment is a team effort therefore each person has their own role to fulfill. Thus, these undergraduate students would tend to not procrastinate and finish their academic tasks on time (Kim et al., 2017).

In addition, undergraduate students with high agreeableness are typically people pleasers. These undergraduate students tend to overcommit because they do not know how to reject someone or how to say "no". They tend to procrastinate on academic task because they succumb and conform to peer pressure while trying to be cooperative and helpful. For example, these people would not be able to reject a request to go watch a movie because they would rather spend time with people that they care about instead of doing something that they are not so interested in (Steel & Klingsieck, 2016).

Lastly, the inconsistent results as mentioned earlier demand further research to be done in the future. The inconsistent results may happen because agreeableness as a personality trait reflects an interpersonal style rather than a behavioural process such as academic procrastination (Lai et al., 2015). It reflects what people do with one another and to each other (Swaraswati et al., 2017). This means that agreeableness may be irrelevant to the process of academic procrastination (Swaraswati et al., 2017).

2.4 Openness to Experience and Academic Procrastination

The term "Openness to Experience" reflects the degree to which a person would like to have a broad versus narrow extent of perceptual, cognitive, and affective experiences (Soto & John, 2017). Undergraduate students who are high in openness to experience are more independent, broad-minded, more adaptive to change, have a wider sense of interests, and are more easily thrilled (Bozanoğlu & Sapancı, 2015; Conrad & Patry, 2012).

In addition, the results of the relationship between openness to experience and academic procrastination have been inconsistent (Swaraswati et al., 2017). Some studies found that the personality domain of openness to experience does not significantly correlate with academic procrastination (Kader & Eissa, 2015; Lai et al., 2015; Swaraswati et al., 2017; Varma, 2017). Since openness is more associated with the range and degree of a person's different interests, mental and experiential life, the linearity between openness to experience and academic procrastination is ambiguous (Swaraswati et al., 2017).

However, some studies also found a negative relationship between openness to experience and academic procrastination (Karatas & Bademcioglu, 2015; Lai et al., 2015). Openness to experience was perceived as a cause of academic procrastination for 32% of cases as compared with agreeableness with only 7% (Steel & Klingsieck, 2016). Undergraduate students could be procrastinating on an academic task because they feel bored of the repetitive pattern of the assignments and would prefer to do something different and with more variation. For example, instead of constantly typing assignment essays, these undergraduate students would prefer to do videos or organising a campaign as an assignment project (Steel & Klingsieck, 2016).

2.5 Extraversion and Academic Procrastination

Extraversion is one of the Big Five personality traits characterized by sociable, extrovert, and energetic (Lai et al., 2015). People who are high in extraversion are easily bored and thus they tend to pursue stimulation and excitement by participating in activities that are different and diverse (Ellershaw et al., 2015; Kim et al., 2017; Steel & Klingsieck, 2016). Besides that, people with high extraversion have a general tendency to participate in social situations (Conrad & Patry, 2012; Swaraswati et al., 2017).

In its relationship with academic procrastination, extraversion was found to have inconsistent results across multiple studies (Swaraswati et al., 2017). One of the studies reported that the dimension of extraversion is shown to be the most popular cause of academic procrastination in 41% of cases (Steel & Klingsieck, 2016). There are studies that reported that the personality trait of extraversion has no relationship with academic procrastination (Kader & Eissa, 2015; Varma, 2017). It could be because most undergraduate students are reported to be an ambivert, instead of an extrovert or introverts. These undergraduate students are able to move easily between working in a group to working alone. (Varma, 2017).

In addition, some studies reported a positive correlation between extraversion and academic procrastination (Kandemir, 2014d; Karatas, 2015; Lai et al., 2015; Steel & Klingsieck, 2016; Swaraswati et al., 2017). One study even reported that high extraversion and high openness to experience account for 70% of academic procrastination cases (Steel & Klingsieck, 2016). It is possible that undergraduate students with high scores in extraversion procrastinate in their academics because they have a higher preference for social situations such as interacting with new people and partying. Instead of sitting in a room doing assignments, they would rather go outside and seek more stimulation from social events (Steel & Klingsieck, 2016; Swaraswati et al., 2017).

Lastly, some studies also reported a negative relationship between extraversion and academic procrastination (Karatas, 2015; Kim et al., 2017). Undergraduate students could be procrastinating in their studies because they do not have much energy. The lack of energy is a sign of low extraversion. It is logical that being exhausted and tired is one of the most important reasons for undergraduate students to avoid finishing their academic tasks. However, some undergraduate students with low extraversion reported that they procrastinate because they wanted to be by themselves. They would prefer to sit still and be alone, and this showed a need for solitude for these types of undergraduate students. In other words, these undergraduate students would be procrastinating on group assignments or any academic tasks that require their participation in a group setting. (Steel & Klingsieck, 2016). All of these inconsistent results demand more research to be done in the future.

3. METHODOLOGY

3.1 Research Design

This research uses a quantitative design to investigate how one variable, personality, influences another variable, academic procrastination (Creswell, 2011). During the quantitative data collection period, the survey method will be used to collect quantitative, numbered data by having participants fill up a set of questionnaires measuring their personality and academic

procrastination. The data will be analyzed statistically to describe the current trend of the field by testing the research questions (Creswell, 2011).

3.2 Participants

Through convenience sampling, 150 Social Science students (both male and female) will be chosen to participate in this descriptive research on personality and academic procrastination at selected private universities in Kuala Lumpur.

3.3 Sampling Procedure

A short-informed consent form, demographic survey data form, and the two questionnaires – Procrastination Assessment Scale for Students (PASS), Big Five Inventory-2 (BFI-2) – will be distributed to a sample of 150 participants through a convenient sampling technique.

3.4 Instruments Procrastination Assessment Scale for Students (PASS)

The Procrastination Assessment Scale for Students (PASS) was developed by Solomon and Rothblum (1984). The scale consists of two sections. The first section assesses the frequency of procrastination in six areas of academic functioning: (a) writing a term paper, (b) studying for an exam, (c) keeping up with weekly reading assignments, (d) performing administrative tasks, (e) attending meetings, and (f) performing academic tasks in general. The second section seeks to assess procrastination reasons (Solomon & Rothblum, 1984). For the purpose of this study, only the first section of the instrument will be used to measure the level of academic procrastination among undergraduate students (Niermann & Scheres, 2014).

The first part of the instrument is further separated into three different parts, each part consists of 6 items which add up to 18 items in total (Solomon & Rothblum, 1984). The items will be scored on a 5-point Likert scale (1=Never, 5=Very Often). The level of academic procrastination will be calculated based on the first two parts, as the third part assesses the degree to which undergraduate students want to reduce their academic procrastination behaviour. Therefore, the total score range for the level of academic procrastination is between 12 and 60. The cut-off score will be determined from the average level of procrastination obtained. Any scores higher than the cut-off score indicates higher-than-average procrastination and anything lower indicates lower-than-average procrastination (Solomon & Rothblum, 1984).

The first section of the Procrastination Assessment Scale for Students is found to be reliable with Cronbach's alpha coefficient ranging from 0.781 to 0.870 (Mortazavi, Mortazavi, & Khosrorad, 2015; Niermann & Scheres, 2014). Besides that, the author of the Procrastination Assessment Scale for Students claimed that the instrument demonstrates very good concurrent validity proven by significant correlation with the Beck Depression Inventory, Ellis Scale of Irrational Cognitions, Rosenberg Self-Esteem Scale, and the Delay Avoidance Scale (Solomon & Rothblum, 1994).

3.5 Big Five Inventory-2 (BFI-2)

The Big Five Inventory-2 (BFI-2) measures the Big Five personality traits which are extraversion, agreeableness, conscientiousness, negative emotionality (neuroticism), and open-mindedness (openness to experience) (Soto & John, 2017). Each Big Five personality domain includes three specific

facet traits. For extraversion, the facet traits are sociability, assertiveness, and energy level. For agreeableness, the facet traits are compassion, respectfulness, and trust. For conscientiousness, the facet traits are organization, productiveness, and responsibility. For negative emotionality, the facet traits are anxiety, depression, and emotional volatility. Lastly, for open-mindedness, the facet traits are intellectual curiosity, aesthetic sensitivity, and creative imagination (Soto & John, 2017). Besides that, the instrument consists of 60 items and will be scored on a 5-point Likert scale (1=disagree strongly, 5=agree strongly). The total score range is 60 to 300 (Soto & John, 2017).

The Big Five Inventory-2 (BFI-2) is found to be reliable with strong internal consistency. The Cronbach's alpha coefficient for each personality domain is 0.88 (extraversion), 0.85 (agreeableness), 0.86 (conscientiousness), 0.90 (negative emotionality), and 0.85 (open-mindedness). The mean Cronbach's alpha coefficient value is 0.87. Besides that, the instrument is also reliable with test-retest reliabilities of 0.84 (extraversion), 0.76 (agreeableness), 0.83 (conscientiousness), 0.81 (negative emotionality), 0.76 (open-mindedness), and 0.80 (mean) (Soto & John, 2017).

Lastly, the Big Five Inventory-2 (BFI-2) is proven to be valid as the domains and facet scales relate significantly to a variety of criteria that support the instrument's construct validity. Besides that, the BFI-2 facet scales are valid with convergent and discriminant validity (Soto & John, 2017).

3.6 Data Collection Procedure

A proposal is sent to the Research Ethics Committee from a selected private university in Kuala Lumpur and has received approval to conduct the study. A short-informed consent form, demographic survey data form, and the two questionnaires – Procrastination Assessment Scale for Students (PASS), Big Five Inventory-2 (BFI-2) – will be distributed to a sample of 150 participants through a convenient sampling technique. The purpose of the study will be mentioned in the informed consent for the participants to have a clear idea of what the research is about. Besides that, the participants will also be required to fill in their gender, age, year of study, current CGPA, number of course withdrawals, educational goal, level of education of parents, ways of financing college, and estimated family monthly income in the demographic survey data form. Participants will be reassured that the responses they have given will be kept confidential and only be viewed by the researcher for research purposes only. A friendly and grateful attitude will be shown throughout the whole data collection process.

4. RESULTS

4.1 Demographic Information of the Respondents

Table 1. Descriptive Statistics of Respondents

Age Group	Male		Female	
	n	%	N	%
18 or less	1	2.30	0	0.00
19-22	34	77.30	92	84.00
23-26	9	20.50	14	15.30
Total	44	100.00	106	100.00

The current research aims to examine the relationship between personality and academic procrastination among undergraduate students. Table 1 depicts the summary of demographic information of the respondents. The respondents consist of 106 female respondents and 44 male respondents and the age of the participants range from 18 to 26.

4.2 Personality and Academic Procrastination

Table 2. Conscientiousness and Academic Procrastination

	Conscientiousness	
Academic Procrastination	Pearson Correlation Sig. (1-tailed)	-.402**
	N	.000
		150

**Correlation is significant at the 0.01 level (1-tailed).

Pearson Correlation is used to examine the relationship between conscientiousness and academic procrastination among undergraduate students from selected private university college in Kuala Lumpur. Conscientiousness and academic procrastination were significantly correlated, $r = .402$, $p < .01$. Thus, there is a moderately significant negative relationship between conscientiousness and academic procrastination.

Table 3. Neuroticism and Academic Procrastination

	Neuroticism	
Academic Procrastination	Pearson Correlation Sig. (1-tailed)	.244**
	N	.001
		150

**Correlation is significant at the 0.01 level (1-tailed).

Pearson Correlation is used to examine the relationship between neuroticism and academic procrastination among undergraduate students from selected private university college in Kuala Lumpur. Neuroticism and academic procrastination were significantly correlated, $r = .244$, $p < .01$. Thus, there is a weak significant positive relationship between neuroticism and academic procrastination.

Table 4. Agreeableness and Academic Procrastination

	Agreeableness	
Academic Procrastination	Pearson Correlation Sig. (1-tailed)	-.161*
	N	.025
		150

*Correlation is significant at the 0.05 level (1-tailed).

Pearson Correlation is used to examine the relationship between agreeableness and academic procrastination among undergraduate students from selected private university college in Kuala Lumpur. Agreeableness and academic procrastination were significantly correlated, $r = -.161$, $p < .05$. Thus, there is a weak significant negative relationship between agreeableness and academic procrastination.

Table 5. Openness and Academic Procrastination

	Openness	
Academic Procrastination	Pearson Correlation Sig. (1-tailed)	.030
	N	.356
		150

Pearson Correlation is used to examine the relationship between openness to experience and academic procrastination among undergraduate students from selected private university college in Kuala Lumpur. There was a nonsignificant correlation of .030 ($p = n.s.$) between openness to experience and academic procrastination.

Table 6. Extraversion and Academic Procrastination

	Extraversion	
Academic Procrastination	Pearson Correlation Sig. (1-tailed)	-.098
	N	.117
		150

Pearson Correlation is used to examine the relationship between extraversion and academic procrastination among undergraduate students from selected private university college in Kuala Lumpur. There was a nonsignificant correlation of -.098 ($p = n.s.$) between extraversion and academic procrastination.

4.3 Discussion of the Results

The current research aims to examine the relationship between personality and academic procrastination among undergraduate students. Table 1 depicts the summary of demographic information of the respondents. The respondents consist of 106 female respondents and 44 male respondents and the age of the participants range from 18 to 26. Table 2 depicts the result of Pearson's Correlation that was used to investigate the relationship between all of the Big Five personality traits (conscientiousness, neuroticism, agreeableness, openness to experience, and extraversion) and academic procrastination among undergraduate students from selected private university college in Kuala Lumpur.

For the first research objective, there is a significant moderate negative relationship between conscientiousness and academic procrastination ($r = .402$, $p < .01$). This result is supported by numerous past researches. Since conscientiousness reflects the tendency to be organized and achievement-oriented, many researchers recognized the personality trait of conscientiousness as an important aspect of academic procrastination (Boysan & Kiral, 2016; McCloskey, 2011). Other researchers such as Kandemir (2014b) and Lai, Abdul Rahman, Khartikka, Lee, & Rubini (2015) also consistently found conscientiousness to be the most significant predictor of academic procrastination among the Big Five personality traits. Besides that, many past studies also found a significant negative relationship between conscientiousness and academic procrastination. Undergraduate students with low conscientiousness would have a high level of academic procrastination while undergraduate students with high conscientiousness would have a low level of academic procrastination (Boysan & Kiral, 2016; Kandemir, 2014b; Karatas, 2015; Lai et al., 2015; McCloskey, 2011; Steel & Klingsieck, 2016; Swaraswati et al., 2017).

Furthermore, for the second research objective, there is a weak significant positive relationship between neuroticism and academic procrastination ($r = .244$, $p < .01$). This result is supported by past studies. According to Graff (2016) and Karatas (2015), neuroticism is often assumed to be strongly related to academic procrastination. Neuroticism is consistently found to have a significant relationship with academic procrastination (Boysan & Kiral, 2016; Karatas, 2015;

Swaraswati et al., 2017; Vijay and Kadiravan, 2016). Besides that, past research consistently reported a positive significant relationship between neuroticism and academic procrastination (Graff, 2016; Karatas, 2015; Karatas & Bademcioglu, 2015; Kim et al., 2017; Swaraswati et al., 2017; Vijay & Kadiravan, 2016). This means that undergraduate students with low neuroticism will procrastinate less academically while those with high neuroticism will have higher level of academic procrastination.

Moreover, for the third research objective, there is a weak significant negative relationship between agreeableness and academic procrastination ($r = -.161, p < .05$). This result is supported by past studies (Boysan & Kiral, 2016; Karatas & Bademcioglu, 2015; Kim et al., 2017). However, for the fifth research objective, there is a nonsignificant relationship between openness to experience and academic procrastination ($r = -.030, p < n.s.$). Although the relationship between openness to experience and academic procrastination is inconsistent, the current finding is also supported by several past studies (Kader & Eissa, 2015; Lai et al., 2015; Swaraswati et al., 2017; Varma, 2017). The reason for this could be that there may exist other factors that influence one's academic procrastination level among undergraduate students with high openness to experience (Lai et al., 2015).

Lastly, for the final research objective, there is a nonsignificant correlation between extraversion and academic procrastination ($r = -.098, p < n.s.$). Although the relationship between extraversion and academic procrastination have been inconsistent throughout different studies, there are still studies that suggest that there is a nonsignificant correlation between extraversion and academic procrastination (Kader & Eissa, 2015; Swaraswati et al., 2017; Varma, 2017).

5. CONCLUSIONS

Personality and academic procrastination are studied and researched in-depth by several past researchers. The results of the current study are all consistent with past studies. The five personality domains - The Big Five Factors - are conscientiousness, neuroticism, agreeableness, openness to experience, and extraversion. Out of these five personality factors, there are three that are found to have a significant correlation with academic procrastination. These three personality factors are conscientiousness, neuroticism, and agreeableness. Out of these three personality factors, both conscientiousness and agreeableness have a significant negative correlation with academic procrastination while neuroticism has a significant positive correlation with academic procrastination. Openness to experience and extraversion are the only two personality factors that have no significant correlation with academic procrastination. From the result, we can see that personality does have a significant relationship with academic procrastination.

6. LIMITATIONS OF THE STUDY

Since the current study was conducted in an Eastern country such as Malaysia, the result of this study may not be able to represent the general population of undergraduate students in the Western country. The validity and reliability of the research findings may be affected by the cultural differences between Eastern and Western countries. Besides that, the education systems in Eastern countries and Western countries

are not the same. This could be another factor that may influence the result of this current research and thus cannot be generalized to undergraduate students from Western countries.

Furthermore, this current research only investigates the correlation between personality and academic procrastination. Therefore, this study does not examine the cause-and-effect relationship between personality and academic procrastination. In other words, the current study does not give an accurate direction on the causal relationship between personality and academic procrastination. Personality can be the cause for an increase or decrease in one's academic procrastination level or academic procrastination level can determine one's personality types. More research is therefore needed to further fill in this research gap.

7. RECOMMENDATIONS

There are several recommendations for more research that will be conducted in the future. Firstly, future researchers can conduct the research in different countries with respondents coming from different backgrounds as this will increase the generalizability and relevance of the study. This is because respondents who come from different countries, especially a mixture of undergraduate students from Eastern and Western countries, can reduce the inaccuracies of the results that come from cultural and social differences. Besides that, most respondents in this study are Chinese. Therefore, future research conducted in Malaysia or in any other countries can be more racially diverse and include Indians, Malays, and people of other races as well.

Moreover, the statistical tests used to analyse the results of this research can be expanded as well in future studies. In other words, future researchers can use more different varieties of statistical analysis tools to explain and discuss the results obtained. Besides that, qualitative research design can also be used in the future to discover more detailed explanations for the relationship between personality and academic procrastination. Qualitative research design enables the researchers to investigate the topic more thoroughly and in greater depth.

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