Academic Motivation and Its Influence on Academic Procrastination among Nursing Students

Mai Mohamed Hussein[(1)], Nema Fathy Saad [(2)], Laila Ahmed Abdelhamid [(3)]
(1) B.Sc. Nursing Science, Faculty of Nursing, Ain Shams University
(2) Professor of Nursing Administration, Faculty of Nursing, Ain Shams University
(3) Assistant Professor of Nursing Administration, Faculty of Nursing, Ain Shams University

Abstract

Background: Academic motivation and procrastination are two sides of the same coin in nursing education. While motivation drives students to excel, procrastination hinders their progress. Understanding these concepts is crucial for both students and educators to foster a conducive learning environment. **Aim:** the current study aimed to assess academic motivation and its influence on academic procrastination among nursing students. **Design:** A descriptive correlational design was conduct to carry out the study. **Setting:** The study was conducted at El Salam Technical Nursing Institute which affiliated to EL-Salam Specialized Hospital. **Subjects:** The study include (123) out of (186) nursing students studying at El-Salam Technical Nursing Institute. **Tools of data collection:** Tool 1: Academic Motivation Scale. Tool 2: Procrastination Assessment Student Scale. **Results:**(84.6%) the majority of nursing students in this study demonstrated high total motivation. While, (87.8%). the majority of the nursing students had low total procrastination. **Conclusion:** there was statistically significant relation between procrastination and age. **Recommendation:** Use effective time management techniques to Encourage students to reduce procrastination . organized orientation trainings for students to facilitate their academic adaptation in learning process. Foster a positive and supportive learning environment that encourages open communication, collaboration, and a growth mindset.

Keywords: Academic Motivation, Academic Procrastination, Influence, Nursing Students

Introduction:

Motivation is one of the main concepts of education. It is an internal force propelling an individual, plays a pivotal role in understanding behavior, predicting outcomes and guiding actions toward goals to energizes students, directs activities and contributes to behavioral development. Learning, directed mastery. Curiosity, resilience, and engagements in challenging task (**Katebi, et al., 2024).**

Academic motivation refers to the "enjoyment of learning characterized by a mastery orientation, curiosity, persistence, task-endogeny, and the learning of challenging, difficult, and novel tasks. Nursing students' academic motivation is multifaceted and influenced by cultural, familial, social, educational, and professional factors. Various factors influence academic motivation, including academic achievement and satisfaction, creativity, stress reduction, and preparation for a career as a licensed nurse **(Lydia, 2021).** Academic motivation is imperative in the learning process of students. It can increase student involvement in acquired knowledge, skills to improve learning achievement. The process of academic motivation involves stimulating goal-oriented, academic activity and directing it toward achieving objectives **(Tus, 2022).** Academic motivation is the propelling force behind scholastic pursuits, and it is seen as an important component in determining whether or not students finish their school or college programs. The significance of academic motivation stems from the fact that motivated learners are more engaged in learning activities and achieving goals in academic contexts **(Al-Osaimi & fawaz, 2022).**

Academic motivation plays a crucial role in students to encourage them to absorb vast amounts of information, acquire necessary skills, and engage in continuous learning to provide high-quality nursing care. Academic motivation motivates students to participate in learning activities and directs, maintains, and determines the intensity of learning behaviors **(Rafiola et al., 2023).**

The importance of academic motivation

lies in the fact that motivated students tend to be more engaged with learning activities and achieve success in educational environments. Motivated students pay more attention to curriculum activities and tend to choose proper learning and studying styles or ask for help if needed. Academic motivation in nursing education is as important as or even more important than that in other fields of study **(Rahmelia et al., 2022).**

Academic motivation has been described in terms of students' intrinsic and extrinsic motivations. Intrinsic motivations are internal to the student, where one is motivated by a desire to learn or enjoyment of the process of learning, whereas extrinsic motivations are external to the student, where one may be motivated by the desire to please others, earn high grades, or other external rewards **(Morris et al., 2022).**

Academic procrastination is one of the biggest problems that students often face. Academic procrastination occurs at all levels of education (primary, secondary and higher education institutions) and is a very controversial issue among students **(Syamimi et al., 2023).**

Procrastination is a prominent maladaptive behavior that occurs in many areas of life, such as when one postpones academic tasks or medical appointments. Academic procrastination as a dysfunctional and irrational delay of academic tasks, usually associated with anxiety and negative consequences such as academic failure and ill-being (e.g., anxiety) **(Sirois, 2023).**

Also, known as defined as a behavioral habit of delaying and diverting activities by students who shift their focus to other activities that can distract their attention. **(Herut& Gorfu, 2023).**

Academic procrastination occurs when a student delays work related to academic tasks. For such delays to be regarded as procrastination, the student voluntarily chooses to delay despite expecting to be worse off. Thus, there is an important distinction between delays that are sensible and rational and those that are not. In effect, academic procrastination is a form of irrational delay, as the person acts against better judgment **(Herdian & Zamal, 2021).**

Students who procrastinate are more likely to experience depression and social anxiety than students who don't procrastinate. Procrastination is also associated with experiences of persistent stress and negative emotions, including anxiety, distress, depression, and hopelessness (**Bytamar et al., 2020).**

Factors influencing academic procrastination and categorizes them into two types: internal factors encompassing aspects within an individual, such as physical and psychological conditions, and external factors involving aspects outside the individual, including parenting styles and environmental conditions. Thus, academic procrastination can be influenced by a combination of internal factors within the individual and external factors within their environment **(Soumilena et al., 2023)**

The perception of procrastination as a motivation issue able to be supported by one of the studies that showed low levels of procrastination are the outcomes of interest in the subject and in learning which had shown a noteworthy outcome on procrastination. One study indicated that students who are self-determined in their motivation are less prone to procrastination as these students strive to achieve a higher personal standard in preparing for their projects or exams earlier. Hence, these students are more likely to score greater results compared with extrinsically motivated students **(Yee & Lai, 2021).**

Significance of the Study:

Nowadays academic procrastination is very common among students. The most significant factors for academic procrastination among students are stress, social problems, not being committed, lack of guidance and support, and absence of time management. (**Talebian et al., 2022).**

Most students were unaware of their procrastination behavior and unintentionally students make excuses for delaying the task. These affect their real performance in learning processes **(Syahrina et al., 2023).** The prevalence of academic procrastination in the student environment is associated with a lack of interest in completing academic assignments **(Miklyaeva et al., 2018).** Symptoms of academic procrastination

include: poor sleep, high levels of stress, delayed work due to lack of time, improper completion of homework, confusion, self-blame, feelings of guilt and inadequacy, low self-esteem, anxiety, and depression **(Custer, 2018).**

From a researcher's point of view Motivation is one of the important concerns for nursing students. On the contrary, procrastination is one of the major challenges facing them. It creates many difficulties for students such as stress, poor performance and may even lead to withdrawal from the study. Academic procrastination is a risk factor for students' success and needs to be studied; therefore, so the present study will be conduct to identify the relation between, academic motivation and it is influences on academic procrastinations among nursing students.

Aim of the Study:

This study aims to assess academic motivation and its influence on academic procrastination among nursing students through:

- Assessing academic motivation among nursing students.
- Assessing academic procrastination levels (frequency) among nursing students.
- Finding out what is the influence of academic motivation on academic procrastination among nursing students.

Research question:

Is there an influence between academic motivation and academic procrastination among nursing students?

Subjects and Methods:

1.Research design

A descriptive correlational design was used in this study.

2.The study setting:

The study was conducted at El Salam Technical Nursing Institute which affiliated to EL-Salam Specialized Hospital. The total number of students at technical institute 186 student the institute consists of one floor divided as the following: 2 classes for the first-year students, 1 class for the second-year students, 1 class for the third-year students, 1 class for the fourth -year students, 1 class for the fifth -year students, Laboratory room for student training, Computer room, Library room. Nursing director office, Teachers' room.

3.Subjects of the study:

The subjects of this study were included 123 out of 186 nursing students.

4.Sample size

The sample was selected by simple random technique the sample size is calculated to detect a correlation coefficient r=0.25 or more, i.e., a small effect size according to **Brydges (2019)** between the scores of academic motivations and procrastination. Using the G*Power software package, Version 3.1.9.4 at 95% level of confidence and 80% power, the required sample size is 123. This will be increased to 140 to compensate for an expected non-response rate of around 10%.

5.Tools of data collection:

A self -administration questionnaire with two tools namely: Academic Motivation Scale, procrastination Assessment Student Scale, was used in data collection.

First tool: Academic Motivation Scale: It consisted of two parts.

Part 1: This part was used to collect data about personal characteristics which includes: age, gender, academic semester, training course, hobbies.

Part 2: Academic Motivation Scale: This scale aimed to assess nursing students' academic motivation levels it was adopted form **(Vallerand et al., 1992).** It is divided into (7) dimensions which consists of (28) items as follows**:** (Intrinsic motivation to know (4 items).

Intrinsic motivation towards accomplishment (4 items). Intrinsic motivation to experience stimulus. (4 items). Extrinsic motivation identify regulation. (4items). Extrinsic motivation introjected regulation. (4items) Extrinsic motivation external regulation. (4 items). A motivation. (4 items)

Scoring system:

Each item response was measured on a five-points Likert scale, ranging from:(Does not Corresponds at all=1, Corresponds a little=2, Corresponds moderately=3, Corresponds a lot=4, Corresponds exactly=5). These were converted into percentage scores.

• High level of academic motivation > 60%

• Low level of academic motivation <60%

Tool II: Procrastination Assessment Student Scale:

This scale was used to assess procrastination level among nursing students. It was adopted from **(Solomon & Rothblum, 1984).** Consists of (44 items), which was divided into two subscales.

Part1: Frequency of procrastination:

This part aimed to assess the prevalence of procrastinate in (6) dimensions which consists of (18) items as follow: Writing a term paper (3 items). Studying for exams (3 items). Keep up with weekly reading assignments (3 items) Academic administrative task (3 items). Attendance (3 items). School activities. (3 items).

Part2: reasons of procrastination:

This part aimed to assess reasons of procrastinate which is consists of (26 items).

Scoring system:

Each item response was measured on a five-points Likert scale, ranging from (Never= 1, Almost never= 2, Sometimes=3, Nearly always=4, Always=5). The scores of the items of each These were converted into percentage scores.

• High level of academic procrastination > 60%

• Low level of academic procrastination <60%

Validity and reliability:

The validity of the tool was done through seeking the opinions of a experts group consisting of five assistant professors of Nursing Administration Three assistant professors from Faculty of Nursing at Ain Shams University and Two Assistant Professor from administration department of Helwan University. who judged it translate in to Arabic for clarity comprehensiveness, accuracy, relevance, and whether it elicited the type of information sought; thus, the tool was face and content-validly. The tool was modified and rephrased based on experts ' opinions.

The reliability:

Reliability of the tools was tested using Cronbach's alpha coefficient to determine the extent to which the questionnaire items were related to each other.

Table (1): Reliability score for data collection tools:

Scales	N of Items	Cronbach's Alpha
Motivation:		
Know	4	0.713
Accomplish	4	0.831
Experience stimulus	4	0.780
External regulation	4	0.880
Identify regulation	4	0.800
Introjected regulation	4	0.808
Amotivation	4	0.758
Procrastination frequency	18	0.921
Procrastination reasons	26	0.890

Operational Design:

The operational design of this study included three phases namely: the preparatory phase, pilot study, and field work.

Preparatory phase:

This phase involved reviewing past and current, national, and international related literature using books, internet, periodicals, and journals to be acquainted with the subjects of the study and assisting in development of tools of data collection.

Pilot study:

The pilot study was carried out on 13 nursing students that represents 10% of the total of the study subjects. The aim of the pilot Study was to examine the applicability of the tool, clarity of Language, test the feasibility and suitability of the designated tools. It also served to estimate the time needed to complete the Forms by each study subject and identifying potential obstacles and problems that may be encountered during data collection. The Study subjects who participated in the pilot were included from the main study samples.

Field work:

The fieldwork started after getting official permissions to conduct the study using authorized channels. The researcher visited the study setting, met with the medical and nursing directors of the hospital to explain the aim of the study, and get their approval and cooperation. Then, the researcher met with the nursing students, explained to them the aim of the study, and invited nursing students to participate. Those who gave their verbal consent to participate were given the data collection tool and instructed in how to fill it in. The appropriate time for data collection was set according to nursing students' schedule in each class; always it was in the break time. Questionnaire forms were distributed to the nursing students at their break depending on their academic to schedules for different academic group. The time for filling the questionnaires took around 20-25 minutes Then the filled sheets were collected by the researcher on the same or next day. The filled forms were revised by the researcher to ensure their completeness. The return rate was 100%. The data collection process took 3 months from the middle of February 2024 to the middle of May 2024.

Ethical Consideration

Prior to the study conduction, ethical approval was obtained from the Scientific Research Ethical Committee of the Faculty of Nursing at Ain Shams University. The subjects were informed about their right to withdraw at any time without giving any reason and the collected data kept confidential and used for scientific work only. Written consent was obtained from each participant in the study

Ethical code:25.01.477

Administrative design:

To carry out the study, the necessary approvals were obtained. An official letter was issued from Dean of Faculty of Nursing, Ain Shams University, to obtain permission from the hospital directors, institute director out conduction the study. The researcher met both hospital directors medical, institute director and nursing students to explain aim of the study and get their approval to collect data and seek their support.

Statistical Design:

Data entry and statistical analysis were done by using (SPSS) version 26 computer software package. Data were presented using descriptive statistics in the form of frequencies and percentages for qualitative variables; means and standard deviations for quantitative. Qualitative variables were compared using the chi-square test (X) 2, P-value to test the association between two variables, and Pearson correlation test (R- test) to the correlation between the study variables. Degrees of the Significance of results were considered P-value $\leq$ 0.05 Significant (S) and P-value $\leq$ 0.01 Highly Significant (HS).

Results:

Table (1): represent this study consisted of 123 nursing students whose age ranged ±18years more than one third (39.8%) were

above 18 years. The majority of nursing students were female (83.7%) while most of nursing students (91.1%) had not attended additional training courses. in additional, more than two thirds (68.3%) had hobbies.

Figure (1): demonstrate less than nearly one quarter (23.6%) of the nursing student were at fourth academic year. while, the minority of them were at first academic year (16.3%).

Table (2): shows that less than two thirds (61.0) had low intrinsic motivation. While, less than three quarters of nursing students (74.8%) had high Extrinsic motivation. the majority of nursing students in this study (84.6%) demonstrated high total motivation. Meanwhile, most of nursing students (94.3%) had low amotivation.

Table (3) presents there was a statistically significant relation between nursing students' frequency of procrastination for all tasks and fear of failure as a reason for procrastination ($p < 0.05$)

Table (4): presents that, total motivation was negatively correlation with procrastination frequency aversiveness and fear of failure while total of procrastination frequency high statistically positive correlation with averseness and fear of failure

Table (5): presents, age was negatively correlation with motivation and positively correlated with aversiveness. While, academic year was positively correlation with aversiveness and age.

Table (1): Personal characteristics of nursing students in the study sample (n=123)

	Frequency	**Percent**
Age:		
<18	48	39.0
18	26	21.1
>18	49	39.8
Gender:	20	16.3
Male		
Female	103	83.7
Academic year:		
1	20	16.3
2	27	22.0
3	23	18.7
4	29	23.6
5	24	19.5
Attended training courses:		
No	112	91.1
Yes	11	8.9
Have hobbies:		
No	39	31.7
Yes	84	68.3
Hobbies (n=84): @		
Sports	20	23.8
Reading/writing	48	57.1
Arts	17	20.2
Other (games, cooking, etc.)	10	11.9

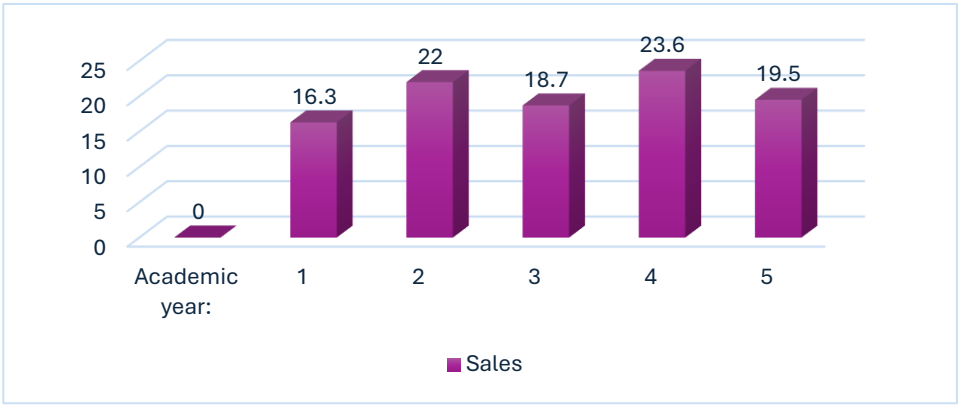

Figure (1): Distribution of the nursing student's academic year in the study n=123

Table (2): Total academic motivation among nursing students in the study sample (n=123)

Academic motivation	Frequency	Percent
Total intrinsic motivation:		
High	48	39.0
Low	75	61.0
Total extrinsic motivation:		
High	92	74.8
Low	31	25.2
Total amotivation:		
High	7	5.7
Low	116	94.3
Total motivation:		
High	104	84.6
Low	19	15.4

Table (3): Relations between nursing students' frequency of procrastination and the fear of failure reason.

	Fear of failure				X^2 test	p-value
	High		Low			
	No.	%	No.	%		
Writing a term paper:						
High	7	25.0	21	75.0		
Low	6	6.3	89	93.7	7.99	0.005*
Studying for exam:						
High	7	24.1	22	75.9		
Low	6	6.4	88	93.6	7.39	0.007*
Keep up with weekly assignments:						
High	7	20.6	27	79.4		
Low	5	6.7	83	93.3	4.99	0.03*
Academic administrative task:						
High	9	45.0	11	55.0		
Low	4	3.9	99	96.1	29.96	<0.001*
Attendance:						
High	7	25.9	20	74.1		
Low	6	6.3	90	93.8	8.63	0.003*
School activities:						
High	8	25.0	24	75.0		
Low	5	5.5	86	94.5	9.53	0.002*
Total procrastination:						
High	7	46.7	8	53.3		
Low	6	5.6	102	94.4	23.55	<0.001*

Table (4) Correlation matrix of the motivation and procrastination scores (n=123) .

	Spearman's rank correlation coefficient			
	Motivation	**Procrastination**		
		Frequency	**reasons**	
			Aversiveness	**Fear of failure**
Motivation	1.000			
Procrastination frequency	-.316**	1.000		
Aversiveness	-.395**	.488**	1.000	
Fear of fail	-.275**	.504**	.419**	1.000

Table (5) Correlation between nursing students' motivation and procrastination scores and their age and academic year (n=123)

	Spearman's rank correlation coefficient			
	Motivation	**Procrastination**		
		Frequency	**Reasons**	
			Aversiveness	**Fear of fail**
Age	-.208*	.037	.228*	.115
Academic year	-.152	-.060	.209*	.058

Discussion:

Nursing students play an essential role in the development of any healthcare system they not only need to acquire the necessary knowledge, abilities, and competences to accomplish this aim, but also experience reinforcement, fulfillment, and motivation (**Castonguay et al., 2023)**

Motivation is one of the most influential factors for inspiring people to accomplish their goals. It is the heart of learning, and learning is the goal of education. It is considered as a prerequisite of learning in the form of psychological preparedness and quite noticeably affects learning and education. Student's academic motivation has composed of many complex and dynamic beliefs and opinions, which is formed gradually during education and encourages students to achieve a stable and comprehensive of abilities. Academic motivation is a subjective process and the inner energy that is required to produce professional academic work .it is one of the indices of success in scientific activities. **Mahmoud et al. (2024)**

The finding of the current study sample includes personal characteristics of the studied nursing students illustrated that more than one-third were above 18 years old and the majority of them were female and less than one-quarter of them were in their fourth academic year. This may due to students at this age have the enthusiasm and gain more independence and take on responsibilities for their future career the majority of nursing students in the study were female, According a study which was conducted in Jordan by **Alnaeem et al. (2024**) who studied "relationships between perceived value, attitudes ,and academic motivation in distance learning among nursing student in rural area" revealed more than half of the subjects were female this may due to the most of nursing students in the Technical Nursing Institute were female.

According total academic motivation among nursing students of current study presented that most nursing students had low a motivation. This may be due to the practical natural of nursing education, professional goals, and the external and internal factor influencing their field. This result agreed with study conducted in Turkey by **Karabulut et al., (2021)** who studied "Effect of Stress on Academic Motivation and Achievement of Students in Nursing Education" which revealed more than one-fifth of the student nurses had a motivation.

Concerning relations between nursing students' frequency of procrastination and the fear of failure reason. The current study revealed that, there was a statistically significant relation between total procrastination and fear of failure. This may due to the anxiety associated with fear of failure can be paralyzing. This anxiety makes tasks seem more difficult, leading to

procrastination as a way to temporarily escape the stress.

This result agreement with a study conducted in Malaysia by **Tan et al. (2022)** who study "Fear of failure and academic procrastination among university students: The role of achievement expectancy and year of study". Revealed that, fear of failure is a robust significant predicting factor of academic procrastination.

Concerning correlation matrix of the motivation and procrastination scores. The current study illustrated that, total of procrastination frequency high statistically positive correlation with aversiveness and fear of failure. This may due to task that student perceived as unpleasant, complex or boring such as studying challenging medical concepts are more likely to be procrastinated. Aversive tasks often provoke negative emotions such as anxiety, boredom and frustrating. these emotions make students more likely to delay the task .so that, students try to avoid these negative emotions by procrastinating. Also, fear of failure is a significant predictor of procrastination. Students who fear failing or not meeting expectations are more likely to procrastinate as a way to avoid the potential negative outcomes associated with failure. This avoidance behaviour temporarily reduces anxiety but ultimately increases stress and procrastination.

Theses finding was supported with a study conducted by **Kumari et al. (2021)** who studied "Impulsiveness and Fear of Failure as predictors of Academic Procrastination", which revealed that there a significant positive correlation of aversiveness and fear of failure with academic procrastination. The majority of nurses had low workplace spirituality level.

Concerning correlation between nursing students' motivation and procrastination scores and their age and academic year. The current study showed that, age was negatively correlation with motivation. This may due to older students often have more responsibilities, and other commitments, which can detract from their focus and motivation for academic tasks.

These finding was inconsistent with a study conducted in Oman by **Al-Yaaribi, (2021)** who studied "University students' motivation for home-based exercise during the COVID-19 pandemic: Sex and age differences", which revealed that, older students were more motivated than younger students.

The current study showed that age was positively correlated with aversiveness. This may be due to older students often face more complex and demanding academic tasks, which can increase the perceived difficulty and aversiveness of these tasks. These finding was supported with a study conducted by **Danne et al. (2024)** who studied "Is the Association of Procrastination and Age Mediated by Fear of Failure?" which revealed that age was positively relation with procrastination.

Conclusion:

There was positive correlation between total procrastination and fear of failure. As well as age was negative correlation with motivation and positive correlation with procrastination reason (aversiveness).

Recommendation:

In the light of the result of the study the following recommendations are suggested:

- Use time management techniques to Encourage students to reduce procrastination, such as creating realistic schedules, breaking down tasks into smaller, manageable steps, and using time management tools like calendars and apps.

- Organized orientation trainings for students to facilitate their academic adaptation in learning process.

- Nursing educators proactive in identifying and addressing academic procrastination among students. They can use early warning signs, such as missed deadlines or poor performance, to intervene and provide support.

- Foster a positive and supportive

learning environment that encourages open communication, collaboration, and a growth mindset.

- Academic counseling provided to students in order to gain lifelong learning habits to increase motivation.

For further studies:

- Assess relation between academic procrastination and academic success among nursing students.

- Assess environment culture and its influence on academic procrastination and motivation.

- Assess relation between perfectionism and procrastination among nursing students

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