

Social Responsibility and Its Relation with Procrastination and Achievement Motivation among Students of Imam Abdulrahman Bin Faisal University

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Abstract: This study aimed at identifying the level of social responsibility, procrastination and achievement motivation among Imam Abdulrahman Bin Faisal University students in Dammam, Saudi Arabia. It also aimed to explore the correlational relations between social responsibility, procrastination and achievement motivation and to uncover the differences between male and female students on these three variables. The study was conducted on a sample of 1880 male and female students. Social responsibility, and procrastination scales, as well as the achievement motivation test were employed after verifying their psychometric properties. The results showed that while the university students practice both social responsibility and procrastination at a medium level, they practice achievement motivation at a high level. The study further showed a significant, negative correlation between social responsibility and procrastination, and significant positive correlation between responsibility and achievement motivation. Furthermore, the study showed statistically significant differences between males and females in social responsibility and procrastination in favour of male students; and statistically significant differences in the achievement motivation in favor of females.

Keywords: Social responsibility, procrastination, achievement motivation, Imam Abdulrahman Bin Faisal University.

المسؤولية الاجتماعية وعلاقتها بالتسويف ودافعية الإنجاز لدى طلبة جامعة الإمام عبد الرحمن بن فيصل

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مستخلص: هدفت الدراسة إلى التعرف على مستوى المسؤولية الاجتماعية والتسويف ودافعية الإنجاز لدى طلبة جامعة الإمام عبد الرحمن بن فيصل في المملكة العربية السعودية، والكشف عن العلاقة الارتباطية بين المسؤولية الاجتماعية وكل من التسويف ودافعية الإنجاز، وسعت أيضاً إلى الكشف عن الفروق في مستوى المسؤولية الاجتماعية والتسويف ودافعية الإنجاز تبعاً لعامل النوع الاجتماعي بين الطلاب والطالبات. أجريت الدراسة على عينة مكونة من $n = 1880$ طالباً وطالبة، وقد تم استخدام مقياسي المسؤولية الاجتماعية والتسويف واختبار دافعية الإنجاز، وذلك بعد التأكد من خصائصها السيكومترية. وقد أظهرت نتائج الدراسة أن طلبة الجامعة بالرغم من كونهم يمارسون المسؤولية الاجتماعية والتسويف بمستوى متوسط، إلا أنهم يمارسون دافعية الإنجاز بمستوى مرتفع، وتوصلت الدراسة أيضاً إلى وجود علاقة ارتباطية دالة وسالبة بين المسؤولية الاجتماعية والتسويف، وعلاقة ارتباطية دالة وموجبة بين المسؤولية الاجتماعية ودافعية الإنجاز. وأظهرت نتائج الدراسة أيضاً، وجود فروق دالة إحصائية في المسؤولية الاجتماعية والتسويف تبعاً لمتغير النوع الاجتماعي لصالح الطلاب، ووجود فروق دالة إحصائية في دافعية الإنجاز لصالح الطالبات..

الكلمات المفتاحية: المسؤولية الاجتماعية، التسويف، دافعية الإنجاز، جامعة الإمام عبد الرحمن بن فيصل.

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Social responsibility is considered as a vital requirement to prepare students for contributing in society's progress. Further, social responsibility is a good measure that indicates the level of individual social maturity towards him/herself and others (Athamna, & Smadi, 2010). Indeed, the role of the university is greater than education in closed class without response to community issues of development (Dey, 2008). Universities' concerns with their social responsibility became one of the important standards of assessment. The application of social responsibility in the field of higher education implies the identification of the university stakeholders and their perceptions of satisfaction and quality of service, the knowledge of their expectations and the establishment of means of dialogue with various groups in the community. In this context, universities have to face a new mission and vision, and consequently design new institutional strategies of social responsibility, which include social responsibility in all academic areas as a way of obtaining a competitive advantage (Vazquez, Aza, & Lanero, 2015). So, understanding of social responsibility is one of the concepts that foster the relation between university students and the community (McKinsey & Company, 2014).

Al-Salem (2016) asserted that social responsibility of college students means the tasks and duties that must be performed by the students for the benefit of society within and outside the university, through what students learn and practice within the university activities and programs related to areas of social responsibility. One of the factors that fosters social responsibility is the adaptation of a positive university environment that allows social interaction and congregational coordination amicably (Kvasnicková Stanislavská, Kvasnicka, Kuralová, & Margarisová, 2014)

Individuals' values are measured according to their affordability to responsibility toward themselves and others (Al-Mashie, 2012). The mature person intellectually and psychologically is the one who affords responsibility and who is ready to assume what fulfills the community interest (Ozen, 2012), and feels as he/she is in debt to the community. The one

who believes that money is spent on his/her education, health, and welfare so that he/she should be loyal through his/her participation in the community and its promotion (Musharraf, 2009).

Glasser (2000) sees social responsibility as an indicator for the mental health quality (Al-Daab, 2001) and that anyone who suffers from low level of social responsibility is suffering from psychological disorders. Solitary and tension in social relations may lead to depression and suicide (Athamna, & Smadi, 2010). Moreover, social responsibility is related to the ability of a person to gain and manage time in an optimum way; however, procrastination and postponement of tasks without an acceptable reason may negatively affect many aspects of life as education, health, social relations and professional advance (Abdel-Khalek & Aldugheim, 2011).

Procrastination in academic life is considered as a common phenomenon as modern studies show that 70% of reports about students confirm that procrastination is an obstacle to students academic performance (Karmen et al., 2015). On the other hand, the achievement motivation represents one of the important aspects in human life that is related negatively to procrastination, as students who tend to quick achievement have a high rate of procrastination in their personal life and study (Al-Silami, 2015). Socialization and family conditions have serious effects on achievement motivation.

The study of social responsibility, procrastination and achievement motivation is considered an essential scientific requirement in order to thrive in any subject. It is a response to a social requirement, specially in this current stage of the Saudi community for it is a stage of structure, self-dependency and self-sufficiency. Ignoring social responsibility, procrastination, and postponement of tasks with an absence of motivation represents threat to the community and hampers its renaissance. Therefore, it is important that responsibility, procrastination should be systematically studied.

Literature Review

Athamna and Smadi (2010) conducted a study aimed at identifying the level of social responsibility among Jordanian university students in Northern Jordan. The sample included 1547 students. The results showed no differences in

the level of social responsibility due to gender. Wray, Syvertsen, and Flanagan (2014) conducted a study to investigate the relation between social responsibility and emotional intelligence for 100 medium educational level students. The study found that there is a positive relationship between social responsibility and emotional intelligence. Tarawneh (2015) studied the types of social support and its relationship to social responsibility of 235 university students. The results indicated that the social responsibility level is average for those students.

A study of Ozer, Demir, and Ferrari et al. (2009) aimed at comparing male students with female students regarding the level of procrastination. The study was conducted on a sample of 784 male and female students. The results indicated that male students were more tolerant than females in completing homework and preparing for exams. Ebadi and Shakoorzadeh (2015) investigated the prevalence of academic procrastination and its relationship with the academic self-organization and achievement motivation among 624 high school students in Tehran. Results showed that the prevalence of academic procrastination is high, and there is a negative relationship between procrastination and motivation.

Likewise, Ocak and Boyraz (2016) carried out a study to investigate the level of procrastination and time management for a sample of 332 students. Findings revealed that the level of procrastination is average.

Sarangi (2015) conducted a study to identify the potential gender motivation differences for a sample of 200 high school male and female students. The results indicated that there were no significant differences between males and females concerning achievement motivation.

It is worth mentioning that previous studies discussed earlier in the literature investigated social issues separately. In contrast, this study includes three concepts that are interrelated: social responsibility, procrastination, and achievement motivation. Combining these three concepts together might lead us to more details and give strength and credibility to this study.

Study Problem

Through the author's work experience as a faculty member at a university, the author noticed that teaching students lack the sense of responsibility about their actions. Students don't feel awkward about giving constant excuses for not doing assignments, which shows that there is a problem in their motivation and commitment. There is a need to dig deep into procrastination, achievement motivation, and social responsibility, in order to find out why these behaviors are so prevalent among college students. Accordingly, this study aims at investigating the relations among social responsibility, procrastination and achievement motivation at the university level. The study attempts to test the following hypotheses:

1. Students will report high levels of social responsibility
2. Students will report low levels of procrastination.
3. Students will report high levels of achievement motivation.
4. There are statistically significant differences in social responsibility, procrastination, and achievement motivation between male and female students.
5. There will be a negative correlation between social responsibility and procrastination.
6. There will be a positive correlation between social responsibility and achievement motivation.

Definition of Terms of the Study

Social responsibility: It is defined as an awareness and alertness of the individual's conscience and behavior to the personal and social duties (Al-Harithy, 1995, p. 2). Also, it is defined as "the responsibility of a person about him/herself and toward his/her family, friends, home and religion by understanding the role in achieving own goals and concern with others through positive relations with participation in solution of community problems" (Al-Tarawneh, 2015, p. 454).

Procrastination: It is defined as "a trend in behavior toward delay of tasks and works to unidentified time though they are required in a spotted time. So, it is an avoidance behavior

by using non-reasonable excuses to justify delay of delivery to avoid blame" (Abdel-Khalek, & Aldugheim, 2011, p. 202).

Achievement Motivation: It is a desire to complete work because of internal motivation and interest.

Method

This study used the comparative descriptive method, because it is suitable for the aims of the study.

Sample

The study sample consisted of 1880 male (n=900) and female (n=980) students who were selected by simple random method from the students of Imam Abdulrahman bin Al Faisal University for the academic year 2017-2018.

Instruments

Social Responsibility Scale (SRS): we used the SRS scale of Al-Harithy (1995) which consists of 60 items rated on a three-point scale from 3 (often), 2 (sometimes), to 1 (never) for positive statements. The scoring is reversed for negative statements. The higher total score indicates higher levels of social responsibility and vice-versa. According to this, the maximum test score for the whole test is 180 degrees, and the lowest score is 60.

Validity and Reliability of the SRS-Scale. For the purpose of this study only the total full score was used. A Pearson correlation coefficient between each item and the total score was obtained using an pilot sample (n=50), where the results showed that the correlation coefficients ranged between 0.29 and 0.58 ($p < 0.05$). Eight of items were not correlated significantly, accordingly, they were eliminated. Cronbach's alpha coefficient was calculated and it was 0.90.

Procrastination Scale (PS). We used PS which was developed by Abdel-Khalek, and Aldugheim, (2011). The instrument consists of 20 items where respondents are rated on a 5-point Likert-type scale ranging from 1 (almost never) to 5 (very often) for positive items and from 5 (almost never) to 1 (very often) for negative ones. Higher score indicates higher levels of procrastination and vice-versa. THE Alpha coefficient was computed and it was 0.81.

Achievement Motivation Test (AMT). The Arabic version of achievement motivation test (AMT-Musa, 1991), developed originally by Hermans (1970), was used in this study. It is a 28 multiple-choice item questionnaire. Each item consists of an incomplete sentence followed by five phrases with the symbols 5=A; 4=B; 3=C; 2= D; and 1= E for the positive statements and (1, 2, 3, 4; 5) for the negative ones. The higher score indicates higher levels of achievement motivation and vice-versa. According to the system, the maximum test score for the whole test is 130, and the lowest score is 28. The Cronbach alpha coefficient was computed it was 0.88 which is acceptable.

Results

Hypothesis 1. In order to test this hypothesis, the means and the standard deviations of the responses were calculated on the level of social responsibility. The mean of the social responsibility level (86.46) was compared with the neutral score (88) (T), and Table (1) illustrates the results.

Table 1 presents the results of the (t) test that compares the arithmetic mean of the level of social responsibility among the students of Imam Abdul Rahman bin Faisal University with neutral point.

Table 1
 Neutral Mean and Actual Mean of Social Responsibility, and T Test of the Difference

Mean	St. Deviation	Hypothetical mean	t-value	df	p
95.46	10.7	88	8.6	1879	0.04

It is clear from Table 1 that the difference between the mean of the scores of the respondents on the social responsibility and the hypothetical mean is statistically significant. Since the mean of the scores of the sample on the questionnaire is more than the hypothetical level (88), this means that the level of commitment of the students of Imam Abdul Rahman bin Faisal University of social responsibility was high.

Hypothesis 2. In order to verify the validity of this hypothesis, the mean and the standard deviation of the responses of respondents were calculated to determine the level of procrastination among the university students. The average of the procrastination level was 55.38 and the hypothetical mean was 56. Table 2 shows the results of the analysis.

Table 2
Hypothetical Mean and Actual Mean of Procrastination, and T Test of the Difference

Mean	St. Deviation	Hypothetical mean	t-value	df	p
55.38	8.7	56	5.2	1879	0.02

Hypothesis 3. In order to verify the validity of this hypothesis, the arithmetic means and the standard deviation of the responses of the sample members were calculated to determine the achievement motivation of the university students. The mean of the achievement motivation was 67.14 and the hypothetical mean was 64. Table 3 illustrates the results of the comparison.

Table 3
Actual Mean and Hypothetical Mean of Achievement Motivation, and T Test of the difference

Mean	St. Deviation	Hypothetical mean	t-value	df	p
67.14	6.4	64	6.5	1879	0.000

It is clear from Table 3 that the difference between the mean of the scores of the sample on the achievement motivation scale and the hypothetical (neutral) mean is statistically significant ($p < 0.05$). Since the average of the sample on the is higher than the neutral score (64), this means that the level of achievement motivation among students of Imam Abdul Rahman bin Faisal University was high.

Hypothesis 4. In order to verify this hypothesis, means and standard deviations of social responsibility, procrastination, and achievement motivation for males and females were calculated. The differences between the mean scores of the two groups were tested using the t-test. Table 4 shows the results.

Table 4
Differences between Males and Females on the Social Responsibility, Procrastination, and Achievement Motivation

variables	Gender	N	Mean	SD	t-value	p
Social responsibility	Male	900	114.11	10.57	3.57	0.01
	Female	980	112.46	9.46		
Procrastination	Male	900	46.49	9.60	7.33	0.01
	Female	980	43.11	10.11		
Achievement motivation	Male	900	95.99	10.70	3.30	0.01
	Female	980	97.51	9.28		

Table 4 shows statistically significant differences in the social responsibility and procrastination in favor of males. The differences in the achievement motivation, however, was in favor of females.

Hypothesis 5. To test hypothesis 5, the Pearson correlation coefficient between the total score of social responsibility and the total

score of procrastination was computed. The results indicate a negative correlation ($r = -.22$, $p < .01$). This suggests that as social responsibility increases procrastination decreases.

Hypothesis 6. To test hypothesis 6, the Pearson correlation coefficient between social responsibility and achievement motivation was computed. The correlation coefficient was 0.43 ($p < .01$). This result indicate that as social responsibility increases so as achievement motivation.

Discussion

The first hypothesis confirmed that the students' level of social responsibility is at the average which indicates that the university enhances the sense of social responsibility, whether through courses of public cultures or through student activities such as social and volunteers programs. The families also have a remarkable role in educating their children the most appropriate social behaviors and encouraging them to support the needed people on the society. These behaviors are mostly derived from Islam which is the religion of peace and social responsibility and cooperation among the individuals. The findings of this study are consistent with Al-Tarawneh study (2015) which indicated that the social responsibility level is average among Jordanian students.

The second hypothesis confirmed that the students' level of procrastination is average which is also considered as a good indicator particularly in this age. The results of this study are consistent with Ocak and Boyraz, (2016) which revealed that the level of procrastination is average, and contradicts the results Ebadi and Shakoorzadeh (2015) study which showed that the prevalence of academic procrastination is high.

The results of the third hypothesis showed that the students have a high degree of achievement motivation. This is due to the students' ambition to achieve their goals, as well as the university's interest in honoring students at an annual ceremonies.

The fourth hypothesis results affirmed that male students enjoy greater social responsibility than female students. This may be due to the culture of Saudi Arabia which works to put responsibilities on males from an early

age, so they are brought up with the sense of feeling with others, care about their families and respect traditions. The findings of this, however, contradict the results of the Athamna and Smadi (2010) that showed no differences in the level of social responsibility between males and females in Jordan.

The fourth hypothesis results also showed that the level of procrastination among males is higher than the level of procrastination among females. This may be attributed to the fact that males have the means and places of entertainment and leisure and freedom of movement and exit from home more than females. These conditions of males are delusions and escape from the completion of the tasks required on time and called for the creation of excuses. The results of this study are consistent with the findings of Ozer et al. (2009) which indicated that male students were more tolerant than females in completing homework and preparing for exams.

The results of the fourth hypothesis also showed that the level of female achievement motivation is higher than that of males. Females are known for their keenness to achieve self-fulfillment and achievement, and to strive for self-affirmation and identification through their achievement, excellence, commitment, independence, and the satisfaction of their families. The results of this study are consistent with a study Abu-Hilal (2001) which showed the superiority of females over males in achievement motivation, but differ from the results of the Sarangi (2015) who found no significant difference between males and females in achievement motivation.

The result of the fifth hypothesis showed negative relation between social responsibility and procrastination. The results of this study are consistent with Ebadi and Shakoorzadeh (2015) which confirmed that there is a negative relationship between procrastination and social responsibility.

The sixth hypothesis affirmed a positive relation between social responsibility and achievement motivation. This is considered a logical result as individuals' sense of social responsibility and concern with community needs generate interest in achievement. This result agrees with the study of Al-Kurdi (2003) and Al-Daab (2001) that confirmed the exist-

ence of a positive correlation between social responsibility and achievement motivation.

Recommendations

Based on the results of this study, the researcher recommends:

1. The need to focus on the commitment to exercise social responsibility, and instilling this in students' practices and behaviors through the allocation of a courses in the study plan.
2. Hold courses and workshops to teach students how to organize their time and complete their duties without procrastination.
3. Universities should work to avail training programs designed to help students give up procrastination and take serious steps to free themselves from it.
4. Media should activate intensive programs that work to develop social responsibility and demolish laziness, carelessness and procrastination as encourage achievement motivation in the category of youth and teenagers.

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