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Comparison of Academic Procrastination and Academic Enthusiasm of Rural and Urban Students in Bojnourd City

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Abstract

Purpose: The school is one of the most important social and academic institutions and the most important element of education, which is established and administered in accordance with the goals approved by the academic curriculum and the standards and guidelines of the Ministry of Education. Therefore, the purpose of this study was to compare the degree of academic procrastination and the students' academic Engagement.

Methodology: The research was descriptive in terms of purpose, and applied in terms of methodology. The statistical population consisted of all female students of the sixth grade of rural and urban elementary schools of Bojnourd City; 1164 sixth-grade girls in urban schools and 669 girls in rural elementary schools, according to a report prepared by the Ministry of Education of Bojnourd in the academic year 2017-2018. The stratified sampling method was used to determine the sample size. A sample of 320 urban students and 268 rural students were selected based on Cochran formula at the error level 5%. The instruments for data collection were Solomon & Roth Blum Academic Procrastination Questionnaire (1984), and Academic Engagement Questionnaire of Frederic et al. (2004), which had formal and content validity, and reliability was obtained 0.84 and 0.87, respectively, according to Cronbach's alpha coefficient. Data were analyzed by SPSS-21 software using t-test at the significance level of 0.05.

Findings: The results showed that there was a significant difference between the academic procrastination scores of rural and urban students ($p < 0.05$). The mean of urban students' procrastination was greater than that of rural students. There was also a difference between academic Engagement of rural and urban students ($p < 0.05$).

Conclusion: About 47 percent of rural students and about 53 percent of urban students had academic procrastination. Also, about 57% of rural students and about 63% of urban students had a high degree of academic Engagement.

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1. Introduction

The school is one of the most important social and educational institutions and the most important element of education that is aimed at educating students in the fields of religion, morality, science, education, society and talent discoveries and guiding their balanced spiritual and physical development according to the goals approved by the curriculum, and established and administered by the Ministry of Education's regulations (Rouhani Dehkordi and Bagheri Ghale Salimi, 2012: 95). Schools, as the most sustainable form of education, have always faced questions about their own quality. The realization of a qualitative school is a widespread and multifaceted structure that involves reorganizing school structures and improving school products and services, providing a comprehensive partnership and creating a reciprocal atmosphere for all the beneficiary groups of the school (Khalkhali and Ghahremani, 2012: 2).

According to various researches, one of the important factors affecting the quality of schools and learners' learning is the environment. Based on the cognitive-social approach, learners' perception of the classroom structure is a textual and environmental factor that influences the academic activities and performance (Rastegar et al., 2013: 152). Patrick et al. (2007) acknowledge that learner's perception of the classroom environment is associated with his textual and personal properties and affects his attitude toward the environment and participation in the classroom activities. The results of researches done by Cooperminck et al. (2001) and Rosser et al. (1998), indicate the significant role of environment on the academic, psychological and behavioral performance of the learners. Also, the studies have indicated that the classroom environment and social and textual properties have significant effects on learner learning behaviors, their progress goals, their beliefs, scientific documents, learning strategies, academic and social motivation, emotional functioning, engagement with academic contents, academic values and their academic achievement (Ames, 1992; Buccartes, 2002; Linen Brink and Pintrich, 2002; Mir and Turner; 2002; Murray & Malmgren; 2002; Davis; 2003; Hegazy & Role; 2008). In the studies on the classroom environments, the gender, teaching subject, type of school, spatial location (city or village), and ethnic/race differences, have been examined (Thomas, 2003).

Iran has diverse environments and biological contexts due to its climatic and racial diversity. Also, much of the country's population have long been inhabitants of the villages. According to the Iranian Statistics Center, and based on the results published in Population and Housing Census (2016), among the total population of 79 million and 926 thousand and 270 people in Iran, 20 million 730 thousand and 625 people (25.9 percent) live in villages; this population has been distributed in 62 thousand and 284 provinces (Statistics Center of Iran, 2016). This population rate makes it necessary to pay attention to the rural areas. The role and place of villages in economic, social and political development processes on the local, regional, national and international scale and the consequences of rural deprivation, such as widespread poverty, increasing inequality, unemployment, migration and urban marginalization, have led to pay attention to the rural development and even its priority on the urban development (Marsousi and Bahrami Paveh, 2011: 114). Rural development is an important part of the national development process, especially in the developing countries (Che Razi Kenaraki and Taghipour, 2013).

The education is one of the most important indices in development. The Human Development Index, introduced by the United Nations in 1991, recognizes access to education as one of the indices of development (Mokhtari, 2012); accordingly, countries attempt to advance all their talents, including the talents of villagers and small and faraway communities. Education can provide the basis for the growth of all strata of society. Understanding the bottlenecks of rural schools causes these deficiencies and problems to be resolved (Siyadati and Hejari, 2004: 48).

A look at the situation of rural schools in the country indicates that rural development education has not been consistent with the urban areas, suggesting that there have been strategic implications according to the rural community potential and capacities in rural development policies from a national perspective

(Mohammadi, 2015: 41). The continuation of the movement of cultural-educational poverty in rural areas hinders the economic and social development in villages and in the whole society. In addition to the historical causes, there is an obvious disparity in the provision of cultural and educational services to rural residents compared to urban residents, as the factor of continuing cultural and educational poverty in villages (Mohammadzadeh Larijani, 2010). In the Millennium Development Goals, education has been considered as one of the key factors in reducing the poverty (Krishnatran et al., 2013: 2). Since education plays an important role in the development and sustainability of a country and influences the different cultural, social and economic fields and is a factor in the growth and development of society, creating equal opportunity for all classes in the field of education can lead to the social mobility and development. Reducing the educational inequalities will lead to sustainable development in order to establish social justice and reduce urban poverty, as well as social and economic dynamism and vitality, and the quality of a sustainable and healthy environment (Rustaie et al., 1976: 63). In view of the above, the present study also examines the differences between the rural and urban schools.

In addition to the role of education in the development of societies, education can contribute to the creation and formation of the basic foundations of personality and identity, and enhance the abilities and skills (Ghahawandi, 2013: 33). Research findings suggest that the students' perception of class structure directly influences the motivational beliefs that can explain the changes in academic achievement (Chalmeh and Latifian, 2012: 54). Regarding the importance of studying and examining the educational components affecting learning for the fair weighting of educational facilities and the elimination of academic inequalities, this study examines two important components in the learning process, namely, "Procrastination and Academic Engagement".

2. literature Review

One of the important issues in the field of planning, education and academic achievement is attention to the psychological dimensions of learners. One of these dimensions is "procrastination", which is a common behavior in educational environments (Gozidri et al., 2015: 347). Shirin (2011), describes the academic procrastination as delaying in doing the assignments for different reasons. Hussein and Sultan (2010), in their research found that the academic procrastination is an inclusive event among the students. Oser et al. (2009), also argue that procrastination is found between 40 and 95 percent of the students. Bullock and Durow (2009), argue that procrastination on academic assignments is one of the most important causes of failure or lack of learners' learning in access to academic achievement programs. Also, in a cross-analysis related to procrastination on 33 researches, its negative relationship with academic performance was established (Kim & Sao, 2015). Kagan et al. (2010), acknowledge that the consequence of academic procrastination is that the students cannot use their actual performance in the learning process and thus the fail.

Educational procrastination represents a particular behavioral type that is potentially associated with maladaptive motivational processes and poor academic performance (Curkin et al., 2014). Based on the cognitive-social approach, inclusive motivation is an important factor in the occurrence of academic procrastination. Motivation is also affected by social-context factors. In this approach, the motivation position is not only within the student or in the context but also in the interaction between the individual and the social context of the class (Ordan and Sean Felder, 2006).

Khaje Dadmir et al. (2016), report the degree of students' academic procrastination slightly higher than the average. The academic procrastination was caused by mental retardation and disorganization. The results of the study done by Saifuddini and Feyz Javadian (2016), showed that there is a positive and significant relationship between quality of life in the school and the academic procrastination and the quality of life in the school and its components have the potential to predict the educational changes. The results of the study done by Bayanfar and Jahaniyan (2016), showed that there is a significant difference between the students

with and without learning disabilities in cognitive abilities, emotional deficits and academic procrastination. Mirzaie (2016), concluded that there is a direct and significant relationship between the educational justice with academic procrastination and happiness. There is a direct and significant relationship between the educational justice with all the components of academic procrastination. Educational justice can predict the degree of academic procrastination.

Pourabdel et al. (2015), showed that there is a significant difference between the students with and without academic disturbance in educational procrastination and educational vitality. The results of the study done by Rashid Kluir (2015), showed that there is a significant difference between the students in new and old schools in school engagement and academic burnout. These results show that paying attention to the type of school building and the physical characteristics of schools are important in the level of interest, happiness and knowledge of academic achievement.

The findings of Atatokh et al. (2015), in the study "Assessing The Academic Procrastination Based On the Demographic Variables and Their Relationship with Achievement Motivation and Academic Performance of High School Students" showed that there was a significant difference between the components of academic procrastination of male and female students in different grades. The results of the study done by Shokri and Zahed Bolbolan (2015), showed that there was a significant difference between gifted students in academic engagement. Rastegar et al. (2013), found that there was a difference between students of virtual and traditional courses in academic procrastination. Farazandeh et al. (2012), found that there was a significant difference between the students' academic engagement with counseling and lack of counseling, and counseling schools had a higher degree of engagement.

The results of the research done by Namian and Hossein Chari (2011), showed that the average score of procrastination in preparing the tasks and the total score of academic procrastination in boys was higher than that of girls; in other dimensions of procrastination, there was no significant difference between two groups. Hossein Chari and Dehghani (2008), found that girls had more self-regulating strategies and cognitive strategies and less academic procrastination than boys.

The results of the research done by Koodina et al. (2018), showed that the teaching behavior of supervisor had a positive relationship with the academic procrastination, and supporting teaching behavior had a negative relationship with academic procrastination. Corkin et al. (2014), showed that classroom environment is predictive of academic procrastination.

Cassouw-Holguedau et al. (2013), showed that academic achievement is related to the academic engagement of students in health sciences, and this is different between men and women. Ozer et al. (2009), showed that procrastination encompasses about 40 to 95 percent of the academic environments. Good (2008), concluded that 70 percent of the students and 20 percent of the general population had procrastination. Ferrari et al. (2005), showed that 70 percent of students are experiencing procrastination. O'Brien (2002), in a study found that between 80% and 95% of students were involved with some kind of procrastination, and 50% of them had procrastination in doing homework and learning lessons.

Recently, there is interest in studying the passion for the school and its relationship with students' feelings about the environment (Libya, 2004). Carter et al. (2012), state that the motivation and behavior of students can be studied the passion for school as a multi-dimensional structure, including cognition. Wang and DeGoul (2014), define academic engagement as a positive emotional state for students to study and school. Students with the academic engagement, have a greater focus on learning issues, more commitment to the law of the place of study, avoid from the maladaptive behaviors, and have better performance in quizzes. Researches have also indicated that there is a relationship between academic engagement and academic performance (Martin, 2004; Frederic et al., 2004; Dopy Ruth and Marian, 2005; Rashley & Kristenson; 2006; Martin, 2008; Baker et al. 2008; Arshambalt & Colleagues, 2009; Martin & Lim, 2010). Academic engagement leads to social and cognitive growth, and academic achievement. Engaged learners study more, have more academic satisfaction and graduate more, therefore the concept of academic engagement is not

only important because of its value as a learning goal, but also because of its logical connection with educational outcomes. It can be concluded that the academic engagement for education is considered as a top priority for the custodians of the educational system, and significant challenges, including the existence of academic failure, and academic burnout have been major contributor to the educational system of the country as a counterpoint to academic engagement (Islami et al., 2016: 135-136). Researches indicate that two categories of resources affect the engagement, including personal resources and social resources (Xenantopoulou et al., 2007; Baker and Democrats, 2008). Researchers consider social resources as a general source of the network of the individual's acquaintances and environment of life and education. Lee and Lerner (2011), acknowledge that learning environment make learners more involved in academic activities. Accordingly, in the present study, a comparison between urban and rural schools has been done in Bojnurd city, because awareness of the potential gap between these schools in effective components on learning processes and academic achievement of students can help planners and policymakers in the field of education. According to the above, the main question of the research is whether there is a difference between the academic procrastination and the academic engagement of the elementary students in the rural and urban areas.

3. Methodology

Since the results of the present research are applied to the educational organizations and especially the Education Department of Bojnurd and subsidiary schools, the research was an applied in terms of the goal. The method of the research was descriptive and it was a comparative one, since it attempted to compare the academic procrastination and academic engagement among the elementary students in rural and urban areas of Bojnurd city. The statistical population of the study consisted of all sixth grade elementary school students in the county over the academic year of 2017-2018, 1164 sixth-year-old girls in urban elementary schools and 669 sixth-year-old girls in rural elementary schools (361 ones in exclusive female schools and 338 ones in mixed schools), according to a report from the Education Department of the city. Considering the probability of dropping the participants, a study was conducted on a sample of 320 urban students and 268 rural students in Bojnurd city which was selected based on Cochran formula and 5% error rate. The stratified sampling method was used to determine the sample size.

Solomon and Rothblum Procrastination Questionnaire (1984) has 27 items that examines three components: readiness for exams including 8 questions, readiness for assignments consisting of 11 items, and readiness for the papers at the end of the semester, which includes 8 items. How to respond to questions in the questionnaire is that respondents mark their success rate with each item by choosing one of the "rarely", "sometimes", "most often", "always" options, scoring from 1 to 4. Also, on this scale, the items 4-6-11-15-16-21-23-25 are scored in reverse order. The questionnaire was translated into Persian by Jokar and Delavarepour (2007) and its validity and reliability were 0.61 and 0.88 respectively; the score between 27 and 54: The level of procrastination is low in person, the score between 54 and 81: the level of procrastination is average in person, the score above 81: the level of procrastination is high in person.

The Academic Engagement Questionnaire was developed by Frederic et al. (2004) and has 15 items that measures three subscales of behavioral engagement, emotional engagement and cognitive engagement. Questions 1 to 4 are related to the subscale of behavioral engagement, the questions 5-10 are related to the subscales of emotional engagement, and the questions from 11 to 15, are related to the cognitive engagement subscale. Each of the items has a score from 1 to 5, including "never " to " always ".

According to the experts, the questionnaires have formal and content validity. Solomon (1998) obtained 0.79 the reliability of the degree of academic procrastination through Cronbach's alpha for the total scale, 0.85 the readiness for the exam, 0.86 the readiness for assignments, and 0.89 the readiness for the papers at the end of the semester (quoted Gzydari et al., 2015: 351). Friedrich et al. (2004) reported the reliability

of the academic readiness questionnaire 0.86. In this research, the reliability of the questionnaires was calculated to be 0.84 and 0.87 by Cronbach's alpha method, respectively.

Data analysis using two methods of descriptive statistics (mean, standard deviation, etc.) and inferential statistics (including parametric test pre-hypotheses), 1) Kolmogorov-Smirnov test for normal distribution of data, 2) Levine test for determining the equality of variances of two groups (t-test) were analyzed at the significance level of 0.05 using spss21 software.

4. Findings

The descriptive information of the sample is presented in table 1.

Table 1. Descriptive information of the study sample

		urban		rural	
		mean	Standard deviation	mean	Standard deviation
academic procrastination	Total score	45.11	15.30	39.52	13.50
academic engagement	behavioral engagement	12.66	2.24	10.21	2.01
	emotional engagement	20.26	4.30	19.01	4.73
	cognitive engagement	19.99	4.23	18.62	4.01
	Total score	52.62	6.65	49.91	7.02

The issue of the normality of data distribution was one of the most important issues in choosing the type of statistics (parametric or nonparametric). In this study, Kolmogorov-Smirnov test method was used.

Table 2. The results of Kolmogorov-Smirnov test to examine the normality of distribution of variables

	Kolmogorov-Smirnov statistics	significance
academic procrastination	0/638	0/091
behavioral engagement	0/573	0/084
emotional engagement	0/748	0/112
cognitive engagement	0/723	0/126
Total score	0/670	0/102

According to the results in table 2, given that the significance level was higher than the critical level ($P < 0.05$), it can be concluded that all data were normal. T-test for independent groups was used to answer this question "is there a difference between the level of academic procrastination in rural and urban elementary school students in Bojnourd city?". Before performing t-test, Levine test was used to determine the equality of variances of two groups, the results of which are described in table 3.

Table 3. Results of Levine test for determining the equality of variances

	F	Sig
academic procrastination	0.739	0.390
behavioral engagement	2.66	0.103
emotional engagement	0.723	0.396
cognitive engagement	0.012	0.911
Total score of the academic engagement	0.942	0.332

As the results of table 3, indicating the significance level (Sig) is higher than the critical level ($P < 0.05$), it can be stated that the variance of the scores of two groups was equal and therefore, the use of t-test for comparing the mean scores of two groups was allowed.

Table 4. T-test results to determine the difference between the level of academic procrastination in rural and urban elementary school students

	T	Df	Sig	Standard error difference
procrastination	2.205	586	0.028	1.22857

Similarly, the results of table 4 indicate that there is a significant difference in academic procrastination score between rural and urban students ($p > 0.05$). Considering that the mean score of the urban students was greater than the mean score of the rural students, it can be stated that there is a higher rate of urban students' procrastination. According to the results, it can be claimed that there is a difference between the academic procrastination of rural and urban students.

Table 5. T-test results to determine the difference between rural and urban students' academic engagement scores

	T	Df	Sig	Standard error difference
behavioral engagement	2.177	578	030.	1.11
emotional engagement	412.	578	681.	0.657
cognitive engagement	143.	578	886.	0.710
Total score	1.047	578	295.	0.578

Similarly, the results of table 5 indicate that there is a significant difference in the score of behavioral indices of academic engagement among the rural and urban students ($p > 0.05$), however, there is not a significant difference between rural and urban students in the emotional and cognitive aspect of academic engagement and also the total score of academic engagement. Regarding the results, it can be said that since the mean score of behavioral engagement for urban students is higher than the rural students, their behavioral engagement was more than the behavioral engagement of rural students. Therefore, according to the results, it can be claimed that there is a difference in the urban and rural students' academic engagement. In order to determine the level of academic engagement of rural and urban students, the percentage of students with higher score of standard, are determined; the result is presented in table 6.

Table 6. the level of academic engagement and academic procrastination of rural and urban students

type	Procrastination score	percentage	Concentration percentage	numbers
rural	Score less than 27	53.35	53.35	143
	Low procrastination (between 27 and 54)	38.43	91.78	103
	average procrastination (between 54 and 81)	7.46	99.24	20
	high procrastination (above 81)	0.74	%100	2
	total	100%	%100	268
urban	Score less than 27	47.5	47.5	152
	Low procrastination (between 27 and 54)	43.43	90.93	139
	average procrastination (between 54 and 81)	7.5	98.43	24
	high procrastination (above 81)	1.56	%100	5
	total	%100	%100	320

The results of the statistical analysis of rural students' data show that 103 students scored between 27 and 54, accounting for 38% of them. Twenty students, about 7 percent of them, scored between 54 and 81, and two of them scored over 81. Since the scores ranging from 27 to 54 point to a low procrastination, the score between 54 and 81 points to average procrastination and a score above 81 points to a high level of procrastination, it can be stated that a total of about 47 percent of rural students have academic procrastination (from low to high rates). The results of statistical analysis of urban students' data showed that 139 urban students scored between 27 and 54, accounting for 43% of them. Twenty-eight students, accounting for about 8 percent of them, scored between 54 and 81, and five of them scored over 81. Altogether, 53 percent of urban students had academic procrastination (from low to high rates).

Table 7. rural students' academic engagement

The score of rural students' academic engagement	Percentage frequency	The cumulative frequency	number of people
Low academic engagement	42.91	42.91	115
High academic engagement	57.09	100	153
total	%100	%100	268
Score of urban academic engagement	Percentage frequency	The cumulative frequency	number of people
Low academic engagement	36.56	36.56	117
High academic engagement	63.43	100	203
total	%100	%100	320

It should also be noted that the mean score of student's academic engagement of rural students was 49.91, which was higher than the midpoint (the score 45). Considering that the minimum score of person in the engagement questionnaire was 15 and the maximum was 75, in the present study, the cutoff point was considered the average of these two scores (45), to determine the degree of academic engagement. According to this criterion, since 117 people scored less than 45 and 203 people scored above 45, it can be said that about 37% of urban students had low academic engagement and about 63% had high academic engagement. It should also be noted that the mean score of urban student's academic engagement was 52.62, which was higher than the midpoint (the score 45).

5. Discussion

The purpose of this study was to compare the degree of academic procrastination and academic engagement in urban and rural students. The results of this research are consistent with the results of the research done by Seyfoddini and Feyz Javadian (2016), which showed that there is a positive and significant relationship between the quality of life in school and the academic engagement, because the quality of life in rural and urban schools are definitely different for many reasons. Corkin et al. (2014) also found that the classroom situation and environment predict the academic procrastination; their result were consistent with the results of recent research. The results of the study showed that the rate of academic procrastination in urban students was slightly higher than the average, which is consistent with the results of the research done by Khajeh Dadmir et al. (2016). They reported student academic procrastination slightly above the average. The study of Ozer et al. (2009) also found that procrastination covers about 40-95% of the educational environments that were consistent with the findings of the recent research.

The results of Pourabdol et al. (2015) and Atadokht et al. (2015) showed that there is a significant difference between the students with special learning conditions in academic procrastination, which is consistent with the results of this research. The results of the research done by Bayanfar & Jahaniyan (2016), Rashid Kleve (2015), and Frazandeh et al. (2012), showed that there is a significant difference between the students with specific learning conditions in the academic engagement that is consistent with the results of the present study.

Findings of the research done by Good (2008) and O'Brien (2002) showed that 70 to 95 percent of students are faced with the procrastination behaviors, which is not consistent with the findings of this study.

Researchers consider the academic procrastination as a disabling factor, which has much to do with poor academic achievement, anxiety and self-esteem. Some studies have concluded that the prevalence of academic procrastination is very high. Since the students with procrastination, are often not welcomed by the other students and educational staff in the classroom and school environment, they also feel lonely. Academic procrastination is a multi-dimensional problem that includes cognitive, behavioral and motivational dimensions. Therefore, it is necessary to do some studies that cover all aspects related to the educational dimensions. According to the various researches, one of the important factors influencing learner learning, is the environment. Accordingly, in this study, two urban and rural environments were compared.

Also, the various studies have indicated that one of the reasons for the students' academic behaviors is their motivation and engagement. In the field of education, the motive is a three-dimensional phenomenon that includes beliefs about the ability to perform the desired activity, the reasons or goals of the individual to do that activity and the response associated with that activity. The concept of academic engagement is important not only because of its value as an educational goal, but also because of its logical connection with the educational outcomes. Academic engagement is associated with the important challenges such as academic failure and academic burnout. On this basis, it can be concluded that academic engagement has a major priority for educators of the educational system. According to the findings of the research, education officials should seriously consider the issue of academic procrastination and academic engagement and provide appropriate planning in the form of long-term programs. Since the academic procrastination is an acquired phenomenon, it can be improved through training and provide training courses for personal and social empowerment. As a result, educational spaces need not be limited to the transfer of educational materials and the vitality of curriculum should be considered. With creating the proper structure, clear procedures, the availability of the necessary facilities for education and considering the needs and intentions of the students, addressing their morale and well-being and establishing intimate relationships, one can create the appropriate educational environment and improve the performance of education. Supportive behaviors can play an important role in reducing the academic procrastination, a relationship in which teachers are sensitive to their learners' feelings.

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