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Emotional Apathy and Its Relationship with Procrastinating Personality Among Students of Colleges of Education in Iraq

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Abstract

This study examines emotional apathy and its relationship with procrastinating personality among students of Colleges of Education in Iraq. It explores differences in emotional apathy and procrastination based on gender (male–female), specialization (scientific–humanities), and university affiliation (Basra, Mosul, and Diyala). The findings indicate that students exhibit high levels of emotional apathy due to stress and conflict, leading to indifference toward their surroundings. This apathy is more prevalent among males, scientific-specialization students, and those in Basra. Similarly, procrastination is common due to fear of failure, with higher levels among the same groups. Furthermore, a positive correlation exists between emotional apathy and procrastination, suggesting that as emotional detachment increases, so does procrastination. These results highlight the psychological challenges faced by students and emphasize the need for interventions to enhance motivation and reduce academic procrastination.

Keywords: *Emotional Apathy, Emotion, Personality, Procrastination.*

Introduction

The problem arises as a result of repeated exposure to psychological shocks. If a shock is likened to a small amount of water in a glass, emotional apathy occurs when the glass is full; in other words, the more individuals experience shocks, the more they lose their sense of purpose (Blanchfield & Ladd, 2013). This issue can lead to panic, anxiety, and stress, as well as a significant decline in personal productivity and social criticism for failing to fulfill tasks or commitments. Procrastination may interfere with normal performance and could stem from a deeper psychological issue, influenced by societal shame and the misconception that aversion to tasks results from laziness, lack of motivation, or insufficient drive. Consequently, procrastinators often struggle to seek help (Gopinath et al., 2021). Recognizing the increasing pressures of modern life and its many burdens, the researchers, having spent nine years in a university setting and being socially engaged, have observed that students in colleges of education often exhibit emotional apathy towards both trivial and significant matters. This apathy influences their personality and contributes to procrastination, as indifference, lack of concern, and passivity lead to task accumulation and delays in academic work. Thus, the researchers developed a deep conviction that this issue warranted investigation. Accordingly, this study seeks to answer the following questions: What is the level of emotional apathy among students in colleges of education in Iraq? What is the level of procrastinating personality among these students? And what is the nature of the relationship between emotional apathy and procrastinating personality?

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Youth occupy a significant position in society, and their culture, behaviors, and social and political participation require thorough scientific research (Nabulsi, 2010). A recent study by Siponin et al. (2016) assessed the impact of emotional apathy on quality of life, revealing a negative correlation—emotional apathy leads to reduced participation and compliance (Barek et al., 2020). Additionally, diminished social and emotional rewards contribute to emotional blunting and reduced empathy (Wong et al., 2022). Procrastination also affects mood regulation, as procrastinators experience less immediate stress but face increased pressure and anxiety later (Steel et al., 2001). Furthermore, Johnson and Bloom (2001) found that lack of self-discipline, difficulty organizing tasks, and fear of failure contribute to procrastination.

This study aims to identify the level of emotional apathy among students in colleges of education in Iraq, examine statistical differences in emotional apathy based on gender (male–female) and specialization (scientific–humanities), and investigate differences among students from the universities of Basra, Mosul, and Diyala. It also seeks to assess the prevalence of procrastinating personality among these students, explore statistical differences based on gender and specialization, and examine variations among students from different universities. Additionally, the study investigates the direction and strength of the correlation between emotional apathy and procrastinating personality among students in colleges of education in Iraq.

This study is limited to undergraduate students enrolled in morning programs in colleges of education in Iraq. It specifically includes students from the College of Education for Humanities and the College of Education for Pure Sciences at the University of Mosul (representing northern provinces), the University of Diyala (representing central provinces), and the University of Basra (representing southern provinces). The study covers both scientific and humanities specializations for the academic year 2024–2025.

Levy and Dubois (2006) define emotional apathy as a lack of integration, interest, and expression of emotional behaviors and cognition, leading to a persistent deficiency in emotional responsiveness (Radakovic & Abrahams, 2014). This study adopts Levy and Dubois's definition as it aligns with the theoretical framework utilized. Steel (2007) defines procrastinating personality as the irrational voluntary delay of intended actions, despite knowing that this delay will result in negative consequences (Baulke et al., 2021). The researchers adopt Steel's definition, as his theoretical perspective underpins this study.

Theoretical Framework

Emotional Apathy

The term 'Emotional apathy' is derived from the Latin term *apatheia*, which means "without feeling, pity, or suffering." Over time, the term evolved to denote a state devoid of emotions or affect (Heilman & Nadeau, 2020, p. 133). It is a behavioral concept characterized by a lack of participation in activities and diminished initiative (Tyerman & King, 2008, p. 263). Emotional apathy manifests as a detached, indifferent response toward others, devoid of positive or humane attributes. Increased social isolation leads to a growing sense of emotional apathy, resulting in neglect and a disregard for others' needs and feelings, often with an element of insensitivity (Mufaddal, 2022, p. 149).

Levy, Dubois, and Czernecki (2006) define emotional apathy as a quantitative reduction in self-initiated, goal-directed behaviors (Levy, 2012, p. 587). Marin (1990) describes it as a state marked by diminished emotional response, reduced self-interest, and a lack of concern for others (Heilman & Nadeau, 2020, p. 133). Similarly, Robert (2002) defines emotional apathy as a

decline in goal-directed activity within the emotional domain, compared to an individual's prior affective performance (Dorst et al., 2021, p. 2). Furthermore, individuals with emotional apathy exhibit lower levels of empathy, a lack of guilt regarding negative actions, decreased motivation for important tasks, and superficial emotions (Baroncelli et al., 2023, p. 1). Key features of emotional apathy include emotional blunting, diminished empathy, and altered social interactions (Wong et al., 2022, p. 2).

Richard Levy and Bruno Dubois's Theory of Apathy

Levy and Dubois (2006) propose a tripartite structure of apathy, comprising emotional, cognitive, and auto-activation deficits. Emotional apathy refers to an individual's inability to connect with their own emotions or those arising from their environment, impairing emotional congruence. It includes both individual emotional apathy—characterized by weakened internal emotional motivation and reduced positive and negative affect—and social emotional apathy, which entails diminished external interactions such as empathy and concern for others (Barek et al., 2020, pp. 1–3, 8). Cognitive apathy, or cognitive inertia, is the inability to manage goals due to weakened executive functions. Lastly, auto-activation apathy involves a deficiency in motor response and an inability to initiate movement (Barek et al., 2020, p. 1–3). The researchers have adopted this theory for scale development and result interpretation.

Procrastinating Personality

The term "procrastination" originates from the Latin prefix pro, meaning "to move forward," and crastinus, meaning "of tomorrow." Together, the term signifies postponement to the following day (Kurniawan, 2024, p. 639). Chesterfield (1749) famously advised against delay, urging individuals to avoid procrastination: "No delay, no laziness, no procrastination—never put off until tomorrow what you can do today." Historically, the term was used in military contexts to describe strategic postponement. By the early 17th century, procrastination became associated with restriction and, by the late 17th century, religious discourse condemned it as a moral failing. The Industrial Revolution (circa 1750) reinforced this negative connotation, as punctuality and adherence to schedules became societal imperatives (Marie & Jackson, 2012, pp. 21–22).

Piers Steel's Theory of Procrastination

Steel (2007) defines procrastination as the voluntary[3] delay of an intended course of action despite anticipating worse consequences (Steel, 2010, p. 3). Procrastination is neither externally imposed nor necessary; rather, it is an irrational behavior performed despite awareness of its adverse outcomes. It is often accompanied by personal discomfort or negative consequences. The occurrence of procrastination depends on both personal and situational factors. Additionally, procrastination correlates with personality traits such as conscientiousness and impulsivity (Svartdal et al., 2016, pp. 1–2).

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[3] In procrastination research, the term "voluntary" is used to clarify that procrastination results from a conscious decision by individuals. However, this does not necessarily mean that the procrastinator fully recognizes and understands their underlying motivations.

Based on Steel's studies (2007, 2010), procrastination is categorized into three domains:

1. Work Procrastination – Irrational delay of tasks to protect self-esteem, often leading to late initiation and distraction by trivial activities.

2. Deadline Procrastination – Noticeable delays in meeting deadlines due to anxiety and fear of failure, potentially resulting in financial costs.

3. Decision-Making Procrastination – Postponing decisions until it is too late, stemming from difficulties in goal achievement and decision-making (Svartdal et al., 2016).

The researchers have adopted this theory for scale development and result interpretation.

Methodology

The researchers adopted the descriptive-correlational method, which is a type of scientific research approach used to determine whether there is a relationship between two or more variables and to measure the strength of that relationship. Its primary goal is to identify whether a relationship exists or not, and if so, whether it is positive or negative (Al-Assaf, 2006: 261).

The study population consists of students from colleges of education in Iraq, distributed across six colleges within three universities (Diyala, Basra, and Mosul), covering both scientific and humanities disciplines and including both male and female students from undergraduate morning programs for the 2023-2024 academic year. The total statistical population comprises 21,577 students, distributed across the colleges of education in the three universities based on gender and specialization.

The research sample is a subset of the population selected for study, ensuring it accurately represents the larger population (Al-Azzawi, 2008: 161). The sample size was determined using Steven Thompson's formula (2012)[4], which is employed for large populations. The formula resulted in a sample size of 377 students from colleges of education in Iraq, making the sample sufficiently representative of the total population (Thompson, 2012: 57-59).

The sample was selected using the stratified random sampling method with proportional distribution, which ensures that the number of participants drawn from each subgroup is proportional to its size in the overall population. The method involves dividing the number of individuals in each subgroup by the total population size and then applying this ratio to the sample size (Daoud & Abdulrahman, 1990: 80).

To achieve the research objectives, two measurement scales were required: Apathy Scale and Procrastination Personality Scale. Both scales were administered to students from the colleges of education in Iraq. After reviewing the studies of Radakovic & Abrahams (2014) and Siang

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[4]

N = Population size
P = Probability value (0.5)
d = Margin of error (0)
Z = Standard score at a **95% confidence level**, corresponding to **1.96**

$$n = \frac{np(1-p)}{(n-1)\left(\frac{d^2}{z^2}\right) + p(1-p)}$$

Ang et al. (2017), the researchers developed an Apathy Scale based on the theory and definition of Richard Levy & Bruno Dubois (2006). For procrastination personality, after reviewing the study of Rozental et al. (2014), the researchers developed a Procrastination Personality Scale based on the theory and definition of Piers Steel (2007), as no existing scale was found to be suitable for the sample.

Apathy Scale

After analyzing the definition and extracting its meaning, the researchers developed a scale comprising 24 items: 10 items for the first dimension 14 items for the second dimension The total number of items was 24, ensuring comprehensive coverage of the theoretical framework.

Statistical Analysis Sample

Anastasi (1976: 209) stated that a statistical analysis sample should not be less than 400 individuals, as larger samples minimize errors. Based on this, the researchers selected a sample of 400 students from colleges of education in Iraq, distributed across three universities and six colleges:

- Diyala University (College of Education for Humanities, College of Education for Pure Sciences)
- Basra University (College of Education for Humanities, College of Education for Pure Sciences)
- Mosul University (College of Education for Humanities, College of Education for Pure Sciences)

The selection was made using the stratified random sampling method with proportional distribution, resulting in:

- 148 male and 252 female students
- 252 students from humanities disciplines
- 148 students from scientific disciplines

Item Discrimination Power

A. Extreme Groups Method: The researchers applied the scale to the statistical analysis sample (400 students) and, after scoring the responses, calculated the discrimination power of all items by arranging the scores in descending order, from highest to lowest. Then they Identified two extreme groups, comprising 27% of the highest-scoring individuals (108 students) and 27% of the lowest-scoring individuals (108 students), totaling 216 students. After that, they used the t-test for independent samples to assess the significance of the difference between the means of the two groups. Then they compared the calculated t-values with the critical table value (1.96) at a significance level of 0.05 and 214 degrees of freedom. The results indicated that all items were significant and had discriminatory power, as the calculated t-values exceeded the critical table value. Table (1) presents the results.

Item No.	Computed t-value	Lower Group (Mean)	Lower Group (Standard Deviation)	Upper Group (Mean)	Upper Group (Standard Deviation)
1	7.007	3.092	1.329	4.203	0.974
2	5.667	1.824	1.066	2.740	1.299
3	5.572	1.750	1.086	2.685	1.364
4	5.044	2.370	1.132	3.148	1.134
5	6.255	1.907	0.815	2.777	1.194
6	9.100	2.351	1.313	3.907	1.196
7	10.856	2.796	1.358	4.481	0.869
8	3.975	1.518	0.880	2.101	1.245
9	8.118	3.046	1.436	4.407	0.986
10	9.587	2.777	1.429	4.388	1.003
11	3.855	1.611	0.945	2.222	1.348
12	11.150	2.213	1.184	3.898	1.031
13	11.121	2.425	1.177	4.083	1.005
14	7.579	1.638	0.951	2.805	1.285
15	12.468	2.296	1.016	4.018	1.013
16	11.378	2.564	1.313	4.379	1.011
17	7.482	2.611	1.281	3.861	1.171
18	12.131	2.435	1.146	4.259	1.062
19	12.814	2.213	1.111	4.009	0.942
20	7.338	1.963	1.101	3.148	1.266
21	10.902	2.592	1.394	4.388	0.993
22	8.518	2.787	1.346	4.203	1.083
23	5.777	1.805	1.080	2.861	1.561
24	8.847	2.120	1.173	3.437	1.179

Table (1): Discrimination Indices of the Emotional Apathy Scale Items

B. Relationship Between Item Scores and the Total Score: The researchers applied Pearson's correlation coefficient to determine the relationship between each item in the scale and the total score of the Emotional Apathy Scale. The results indicated that all items were statistically significant, as their correlation values exceeded the critical value of 0.098 at a 0.05 significance level with 398 degrees of freedom. Table (2) presents these findings.

Item No.	Item-Total Correlation	Item No.	Item-Total Correlation
1	0.441	13	0.510
2	0.316	14	0.379
3	0.321	15	0.514
4	0.276	16	0.545
5	0.313	17	0.382
6	0.461	18	0.535
7	0.539	19	0.528
8	0.250	20	0.343
9	0.436	21	0.530

10	0.463	22	0.431
11	0.244	23	0.300
12	0.557	24	0.485

Table (2): Correlation Coefficients Between Item Scores and the Total Score of the Emotional Apathy Scale

The psychometric properties of the Emotional Apathy Scale

The psychometric properties of the Emotional Apathy Scale were examined through validity and reliability measures to ensure its effectiveness in assessing the intended construct.

Validity is one of the essential characteristics of a good psychological and educational scale. It refers to the extent to which the scale measures what it is intended to measure and the degree to which it achieves the research objectives. Validity is considered relative, meaning that no scale can be entirely valid under all conditions, circumstances, and for all respondents (Al-Turairi, 1997: 218). To verify the validity of the scale, the researchers employed multiple methods. First, face validity was assessed by presenting the items to a group of experts in psychology, measurement, and evaluation. A minimum agreement rate of 80% was set as the threshold for retaining or modifying an item. All items received an agreement rate exceeding 80%, except for four items, which were modified accordingly. Second, construct validity was verified through two main indicators: the discriminatory power of items using the extreme groups method, as shown in Table (1), and the correlation of each item score with the total score of the scale, as illustrated in Table (2).

Reliability is a fundamental concept in psychological measurement. It refers to the extent to which an individual obtains the same score when tested multiple times, whether using the same test or an alternative version, and whether under the same conditions or different ones (Faraj, 2007: 295). The reliability of the Emotional Apathy Scale was determined using two methods. First, the test-retest method was applied by administering the scale to a sample of 100 students from the College of Education for Humanities and the College of Education for Pure Sciences. After 14 days, the test was re-administered to the same sample. Pearson's correlation coefficient between the two administrations was 0.85, indicating high reliability and dependability. Second, internal consistency was assessed using Cronbach's Alpha coefficient. Based on the statistical analysis sample of 400 students, the reliability coefficient was found to be 0.80, which is considered acceptable for research purposes.

The Procrastination Personality Scale

After analyzing the definition and extracting its intended meaning, the researchers developed a scale consisting of 27 items, with each domain containing 9 items. The number of items was evenly distributed across all domains because the theorist did not assign relative importance to one domain over another, as explained in section (2). Additionally, the total number of 27 items ensured comprehensive coverage of all aspects of the theoretical framework.

The Discriminatory Power of the Items

The researchers applied the scale to the statistical analysis sample, which consisted of 400 students. After completing the scoring of responses, the discriminatory power of all the scale items was determined using the following steps. First, the scores were arranged in descending order, from the highest to the lowest. Then, the researchers identified the two extreme groups, selecting 27% of the total responses, which amounted to 108 individuals from the highest-

scoring group and 108 from the lowest-scoring group, making a total of 216 participants.

Next, an independent samples t-test was conducted to assess the significance of the difference between the means of the two groups. The calculated t-values were then compared with the critical table value of 1.96 at a significance level of 0.05 and a degree of freedom of 214. The results indicated that all items were statistically significant (discriminatory), as their t-values exceeded the critical value, except for item 19, which was not significant since its t-value was smaller than the table value. Table (3) presents these findings in detail.

Item No.	Upper Group		Lower Group		Calculated t-value
	Mean	SD	Mean	SD	
1	4.925	0.296	2.425	1.340	18.918
2	4.935	0.247	1.870	1.068	29.038
3	4.925	0.326	2.851	1.695	12.483
4	4.888	0.394	2.296	1.186	21.555
5	4.925	0.353	1.907	1.000	29.562
6	4.935	0.282	2.925	1.405	14.564
7	3.888	0.868	3.657	0.810	2.025
8	3.907	1.027	3.555	1.079	2.453
9	4.888	0.535	3.351	1.396	10.681
10	4.916	0.364	2.861	1.494	13.888
11	4.990	0.096	1.722	1.083	31.220
12	4.981	0.135	2.796	1.399	16.153
13	3.768	0.913	3.416	1.128	2.519
14	4.268	0.881	3.981	0.956	2.292
15	4.851	0.526	2.972	1.443	12.715
16	4.824	0.577	2.435	1.402	16.366
17	4.981	0.192	2.398	1.465	18.160
18	4.972	0.165	3.120	1.438	13.291
19	1.972	0.766	1.842	1.051	1.035
20	4.981	0.135	2.388	1.324	20.239
21	4.944	0.230	3.361	1.456	11.161
22	4.953	0.211	3.092	1.543	12.411
23	4.925	0.425	2.046	1.240	22.810
24	4.935	0.282	2.796	1.464	14.902
25	4.944	0.230	3.490	1.561	9.570
26	4.972	0.165	2.685	1.609	14.687
27	4.981	0.135	3.518	1.475	10.261

Table (3) Discrimination Indices of the Procrastination Personality Scale Items

The researchers applied Pearson's correlation coefficient to determine the relationship between each item score and the total score of the scale. The researchers concluded that all items were statistically significant, as their correlation values were greater than the critical value of (0.098) at a significance level of (0.05) with (398) degrees of freedom, except for item (19), which had a calculated value smaller than its critical value. Table (4) illustrates these results.

Item Number	Item-Total Correlation	Item Number	Item-Total Correlation
1	0.647	15	0.525
2	0.749	16	0.629
3	0.532	17	0.682
4	0.706	18	0.499
5	0.757	19	0.088
6	0.566	20	0.663
7	0.103	21	0.464
8	0.151	22	0.565
9	0.421	23	0.682
10	0.584	24	0.584
11	0.730	25	0.469
12	0.606	26	0.605
13	0.139	27	0.442
14	0.128	—	—

Table (4): Correlation Coefficients Between Item Scores and the Total Score for the Procrastination Personality Scale

The Psychometric Properties of the Procrastination Personality Scale

1. Validity: The researchers employed multiple methods to verify validity:

a. Face Validity: The researchers assessed this type of validity by presenting the scale items to a panel of experts in psychology, measurement, and evaluation. A minimum agreement rate of 80% was set for retaining or eliminating an item. All items exceeded the 80% agreement threshold, except for four items that were modified: (1, 7) from the first domain and (2, 3) from the third domain.

b. Construct Validity: This validity was verified through two indicators: Discriminatory Power of Items using the Extreme Groups Method, as shown in Table (3). And Correlation Between Each Item Score and the Total Score of the Scale, as illustrated in Table (4).

2. Reliability: The reliability of the Procrastination Personality Scale was determined using the following methods: Test-Retest Method: The scale was administered to a sample of 100 students from the College of Education for Humanities and the College of Education for Pure Sciences. After 14 days, the scale was re-administered to the same sample. Pearson's correlation coefficient between the two administrations was found to be 0.87, indicating good reliability. Internal Consistency Using Cronbach's Alpha: The researcher calculated the reliability coefficient using a statistical sample of 400 participants. The Cronbach's Alpha coefficient was 0.91, demonstrating high reliability, making the scale suitable for research purposes. In its final form, the Emotional Indifference Scale consists of 24 items, while the Procrastination Personality Scale consists of 26 items.

Results and Discussion

Emotional Apathy Among Students of Colleges of Education in Iraq

To achieve this objective, the Emotional Apathy Scale was administered to the current research sample, which consisted of 377 male and female students. The students obtained a mean score of 85.090 with a standard deviation of 11.921, while the hypothetical mean was 72. To determine

the significance of statistical differences, a one-sample t-test was used. The results indicated that the calculated t-value (21.319) was greater than the tabulated t-value (1.96) at a 0.05 significance level and 376 degrees of freedom. This result suggests a statistically significant difference between the sample's mean score and the hypothetical mean in favor of the sample's mean.

This indicates that students in Colleges of Education in Iraq exhibit a high level of emotional apathy compared to the hypothetical mean of the scale. The researchers attributes this high level of emotional apathy to students' frequent exposure to psychological and social pressures, traumatic events, and wars, which have led them to become indifferent to their surroundings. Table 5 illustrates these findings.

Variable	**Sample Size**	**Mean Score**	**Standard Deviation**	**Hypothetical Mean**	**Calculated t-Value**	**critical t-Value**	**Significance Level**	**Statistical Significance**
Emotional Apathy	377	85.090	11.921	72	21.319	1.96	0.05	Statistically Significant

Table 5: One-Sample t-Test Results for the Emotional Apathy Scale Among Students of Colleges of Education in Iraq

Differences in Emotional Apathy Based on the Gender Variable

The findings indicate that there are significant differences in emotional apathy based on the gender variable (male-female). This is evident from the calculated t-value of (10.622), which exceeds the critical t-value of (1.96) at a significance level of (0.05) and a degree of freedom of (375). The mean score for males was (92.582) with a standard deviation of (9.917), while the mean score for females was (80.714) with a standard deviation of (10.773).

To test the significance of the differences between the mean scores, the researcher employed the independent samples t-test. The results indicate a statistically significant difference between the mean scores of males and females, favoring the male sample. This suggests that male students in colleges of education in Iraq exhibit higher levels of emotional apathy compared to their female counterparts.

The researcher attribute this result to the challenging socio-economic conditions experienced by male students in Iraq. Many of them have faced difficult circumstances, including social and economic pressures, which have compelled them to assume financial responsibilities at an early stage in life. As a result, they may have developed a tendency to disregard emotional situations. Additionally, male students tend to be more reserved, refraining from expressing their problems and emotional struggles, which contributes to their emotional detachment.

sample	gender	sample size	Mean Score	SD	t-Value	
					Calculated	Critical

377	male	139	92.582	9.917	10.662	1.96
	Female	238	80.714	10.773		

Table (6) Presents the Results of the Independent Samples T-Test For the Emotional Apathy Scale, Highlighting the Statistical Significance of Differences Based on the Gender Variable (Male-Female).

Differences in Emotional Apathy Based on the Specialization Variable (Scientific-Humanities)

The findings indicate that there are significant differences in emotional apathy based on the specialization variable (scientific-humanities). This is evident from the calculated t-value of (10.535), which exceeds the critical t-value of (1.96) at a significance level of (0.05) and a degree of freedom of (375). The mean score for students in the scientific specialization was (92.492) with a standard deviation of (9.939), while the mean score for students in the humanities specialization was (80.717) with a standard deviation of (10.795).

To test the significance of the differences between the mean scores, the researchersr employed the independent samples t-test. The results indicate a statistically significant difference between the mean scores of students in the scientific and humanities specializations, favoring the scientific specialization. This suggests that students in the scientific specialization exhibit higher levels of emotional apathy compared to those in the humanities specialization.

The researcher attribute this result to the perception that students in the scientific specialization experience a greater degree of autonomy and a distinct societal outlook influenced by local cultural norms. This, in turn, contributes to their emotional detachment, making them less concerned with the emotional circumstances they encounter. Additionally, the nature of their coursework and the type of information they are required to learn may suppress emotional expression, further reinforcing their emotional apathy.

Table (7) presents the results of the independent samples t-test for the emotional apathy scale, highlighting the statistical significance of differences based on the specialization variable (scientific-humanities).

sample	specialization	sample size	Mean Score	SD	t-Value	
					Calculated	Critical
377	scientific	140	92.492	9.939	10.535	1.96
	humanities	237	80.717	10.795		

Table (7):

Results of the Independent Samples t-test for the Emotional Apathy Scale to Determine the Statistical Significance of Differences Based on the Specialization Variable (Scientific-

Humanities)

Differences in Emotional Apathy Among Students Universities (Basra - Mosul - Diyala)

The findings indicate that there are significant differences in emotional apathy among students of Colleges of Education in the universities of Basra, Mosul, and Diyala. This is evident from the calculated F-value of (53.456), which is statistically significant and exceeds the critical F-value of (3.84) at a significance level of (0.05) with a degree of freedom of (376).

The mean score for students in the College of Education at Basra University was (93.431) with a standard deviation of (9.621), while the mean score for students in the College of Education at Mosul University was (82.077) with a standard deviation of (11.125). The mean score for students in the College of Education at Diyala University was (80.148) with a standard deviation of (10.558).

To test the significance of the differences between the mean scores, the researchersr employed the ANOVA test (F-test). The results indicate a statistically significant difference between the mean scores of students in the three universities, favoring the students at Basra University. This suggests that students in the College of Education at Basra University exhibit higher levels of emotional apathy compared to their counterparts at Mosul and Diyala Universities.

The researcher attributes this result to the particularly challenging living conditions in Basra, including frequent power outages during extreme summer temperatures exceeding (55°C) and a lack of potable drinking water due to salinization and inadequate infrastructure. Additionally, the region faces overpopulation issues, straining public services. These harsh environmental and socio-economic conditions may have contributed to heightened emotional apathy among students in Basra, leading them to suppress their emotions and become indifferent to both their own feelings and those of others.

sample	Location	sample size	Mean Score	SD	F-Value	
					Calculated	Critical
377	Basra	116	93.431	9.621	53.456	3.84
	Mosul	167	8.077	11.125		
	Diyala	94	80.148	10.558		

Table (8):

Results of the ANOVA Test for the Emotional Apathy Scale to Determine the Statistical Significance of Differences Among Students of Colleges of Education in Universities (Basra - Mosul - Diyala)

Identifying the Procrastinating Personality

To achieve this objective, the procrastinating personality scale was administered to the research

sample, which consisted of (377) students. The results showed a mean score of (97.721) with a standard deviation of (20.280), compared to a hypothetical mean of (78).

To determine the statistical significance of the differences, a one-sample t-test was conducted. The results revealed a calculated t-value of (18.881), which exceeds the critical t-value of (1.96) at a significance level of (0.05) and a degree of freedom of (376). This indicates a statistically significant difference between the sample's mean score and the hypothetical mean, in favor of the sample's mean score. In other words, students of Colleges of Education in Iraq exhibit a high level of procrastination compared to the hypothetical mean.

The researchers attribute this finding to students' fear of failure, which leads them to delay tasks due to concerns about not achieving success. Additionally, procrastination may result from poor time management, overcommitment to multiple responsibilities, or engagement in enjoyable but non-essential activities at the expense of important tasks.

Variable	Sample Size	Mean Score	SD	Hypothetical Mean	t-value (Calculated)	t-value (Critical)	Significance Level
Procrastinating Personality	377	97.721	20.280	78	18.881	1.96	0.05 (Statistically Significant)

Table (9):

Results of the One-Sample t-Test for the Procrastinating Personality Scale Among Students of Colleges of Education in Iraq

Differences in Procrastinating Personality Based on Gender (Male - Female)

The results indicate significant differences in procrastinating personality based on gender (male - female), as the calculated t-value (5.144) is greater than the critical t-value (1.96) at a significance level of (0.05) with a degree of freedom of (375).

The mean procrastination score for male students was (104.525) with a standard deviation of (18.892), while the mean score for female students was (93.747) with a standard deviation of (20.042). To test the significance of the differences between the means, the researchers employed an independent-samples t-test. The findings indicate a statistically significant difference in favor of male students, meaning that male students in Colleges of Education in Iraq exhibit higher levels of procrastination compared to their female counterparts.

The researchers attribute this finding to the lack of discipline among male students, lower motivation for studying, and poor time management skills, which contribute to their tendency to procrastinate.

Gender	**Sample Size**	**Mean Score**	**Standard Deviation**	**t-value (Calculated)**	**t-value (Critical)**
Male	139	104.525	18.892	5.144	1.96
Female	238	93.747	20.042		

Table (10): Results of the Independent-Samples t-Test for the Procrastinating Personality Scale Based on Gender (Male - Female)

Differences in Procrastinating Personality Based on Specialization (Scientific - Humanitarian)

The results indicate significant differences in procrastinating personality based on specialization (scientific - humanitarian), as the calculated t-value (5.021) is greater than the critical t-value (1.96) at a significance level of (0.05) with a degree of freedom of (375).

The mean procrastination score for students in scientific specializations was (104.335) with a standard deviation of (18.957), while the mean score for students in humanitarian specializations was (93.814) with a standard deviation of (20.059). To test the significance of the differences between the means, the researchers employed an independent-samples t-test. The findings indicate a statistically significant difference in favor of students in scientific specializations, meaning that students in scientific disciplines exhibit higher levels of procrastination compared to their peers in humanitarian disciplines.

The researcher attribute this finding to the fear of failure among students in scientific disciplines, as society tends to view them more positively. This fear of failure may lead them to procrastinate. Additionally, students in scientific fields often take on multiple tasks and risks, which increases their workload and contributes to procrastination. Furthermore, the difficulty of scientific subjects and the pressure associated with them—particularly given that scientific disciplines require more hours of study and emphasize analysis, comprehension, and concentration—may also play a role in their tendency to procrastinate.

Specialization	**Sample Size**	**Mean Score**	**Standard Deviation**	**t-value (Calculated)**	**t-value (Critical)**
Scientific	140	104.335	18.957	5.021	1.96
Humanitarian	237	93.814	20.059		

Table (11): Results of the Independent-Samples t-Test for the Procrastinating Personality Scale Based on Specialization (Scientific - Humanitarian)

Differences in Procrastinating Personality Among Students of Universities (Basra - Mosul - Diyala)

The results indicate significant differences in procrastinating personality among students of Colleges of Education in the universities of Basra, Mosul, and Diyala. The calculated F-value (20.207) is statistically significant and greater than the critical F-value (3.84) at a significance level of (0.05) with a degree of freedom of (376). The mean procrastination score for students in Basra was (107.206) with a standard deviation of (18.898). The mean score for students in Mosul was (93.389) with a standard deviation of (19.999). The mean score for students in Diyala was (93.712) with a standard deviation of (18.578).

To test the significance of the differences between the means, the researchers employed an ANOVA (F-test), which confirms a statistically significant difference between the mean scores of students in these universities. The findings indicate that students at the College of Education in Basra exhibit the highest levels of procrastination compared to their peers in Mosul and Diyala.

The researchers attribute this to demographic variables, which serve as important indicators of susceptibility to procrastination behaviors. Social and economic conditions in Basra may contribute to higher levels of procrastination among students.

University Location	Sample Size	Mean Score	Standard Deviation	F-value (Calculated)	F-value (Critical)
Basra	116	107.206	18.898	20.207	3.84
Mosul	167	93.389	19.999		
Diyala	94	93.712	18.578		

Table (12): Results of the F-Test for the Procrastinating Personality Scale Based on University Location (Basra - Mosul - Diyala)

The Direction and Strength of the Correlation Between Emotional Apathy and Procrastinating Personality

To achieve this objective, Pearson's correlation coefficient was used to calculate the relationship between students' scores on the Emotional Apathy Scale and the Procrastinating Personality Scale. The results showed that the correlation coefficient was (0.160), which is greater than the critical table value of (0.098) at a 0.05 significance level with a 375 degree of freedom.

Additionally, the T-test was used to determine the significance of the correlation coefficient. The calculated T-value (3.139) was greater than the critical T-value (1.96), confirming a statistically significant positive correlation between emotional apathy and procrastinating personality.

This result indicates that as students exhibit higher levels of emotional apathy, their tendency toward procrastination also increases. The researchers interpret this finding based on theoretical frameworks related to both variables, suggesting that individuals who demonstrate reduced goal-directed behavior, low emotional expressiveness, decreased motivation, and lack of concern for others are more likely to procrastinate. This manifests as deliberate delays in completing tasks, meeting deadlines, or making decisions.

Table (13) and Figure (1) illustrate the positive correlation between emotional apathy and procrastinating personality, confirming that as emotional apathy increases, so does the tendency toward procrastination.

Variable 1	Variable 2	Correlation Coefficient	T-Value (Calculated)	T-Value (Critical)	Significance Level
Emotional Apathy	Procrastinating Personality	0.160	3.139	1.96	Statistically Significant

Table (13):

Pearson Correlation Coefficient Between Emotional Apathy and Procrastinating Personality Among Students

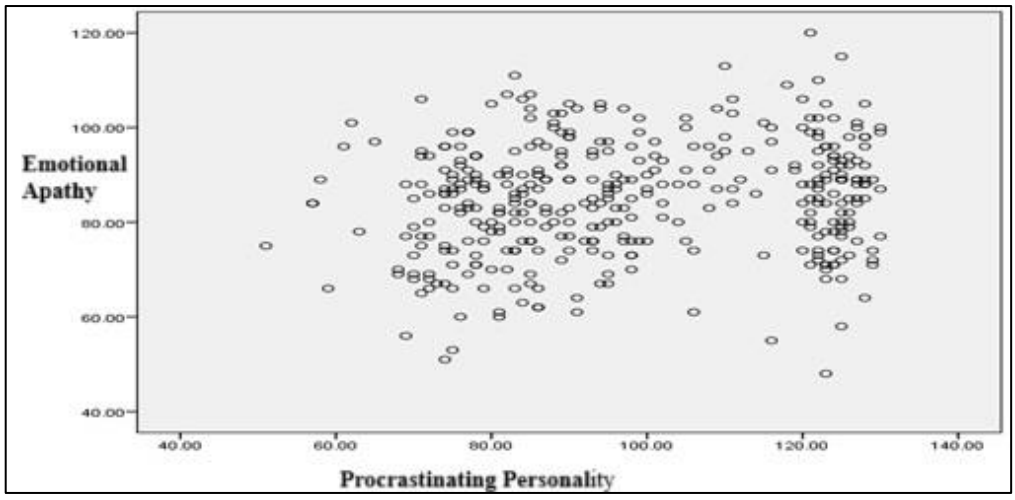

Figure (1): The Correlational Relationship Between the Scores of the Research Sample on the Emotional Apathy Scale.

Conclusions, Recommendations & Suggestions

Conclusions

In light of the research findings, the researchers conclude the following:

1. Students of Colleges of Education in Iraq exhibit emotional apathy due to frequent exposure to stress and wars, which have made them indifferent to their surroundings. This phenomenon is more prevalent among males, scientific specialization students, and students of the College of Education in Basra.

2. Students of Colleges of Education in Iraq tend to have a procrastinating personality due to their fear of failure. This means that students, due to their fear of failure or doubts about achieving success, tend to procrastinate. This tendency is more prominent among males, scientific specialization students, and students of the College of Education in Basra.

3. There is a positive correlation between emotional apathy and procrastinating personality. In other words, as emotional apathy increases, procrastination behavior among students of Colleges of Education in Iraq also increases. When individuals exhibit a lower goal-directed behavior and reduced motivation or concern for others, it affects them by making them procrastinate or deliberately delay their tasks.

Recommendations

Based on the findings of the current research, the researchers recommend the following:

1. Guidance units in the three universities (Diyala, Basra, and Mosul) should conduct scientific awareness workshops for students of Colleges of Education to emphasize the importance of intrinsic and extrinsic motivation and encourage engagement with their curriculum.

2. The Ministry of Higher Education and Scientific Research should provide greater encouragement to academically outstanding students by offering additional privileges, such as competitions, awards for top students, and other incentives.

Suggestions

To further explore aspects related to this research, the researchers suggest the following:

1. Conducting a study on emotional apathy among a sample of university employees.

2. Conducting a study on the procrastinating personality and its relationship with time pressure among administrative units in the university.

3. Conducting a comparative study on emotional apathy and its relationship with procrastination among employees of public and private universities.

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