

Procrastination among College Students

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Abstract

The study examined procrastination among college students. The 282 college students were selected on the basis of convenient and volunteer sampling from 12 selected colleges of Punjab. The Two-way Analysis of variance was used to study main and interaction effect. The interaction effects of academic achievement with gender on procrastination among college students. The results reveals that there is no significant difference in mean scores of three levels of academic achievement i.e. good academic achievement, average academic achievement and poor academic achievement .There is no significant difference in mean scores of procrastination among male and female college students. It is also inferred from the results that the female college students had high procrastination than male college students. The interaction effect of academic achievement and gender came out to be not significant. It clearly indicates that academic achievement and gender are independent to each other. On the basis of findings, it is suggested that the principal should organize brain-storming drilling activities/inter-house competitions/quiz/projects at college level in order to boost the intelligence and knowledge of students. The special recognition need to be given to the students, who submit assignments/projects within time. The teacher should give projects/home assignments as creative as one can, in order to reduce procrastination.

KEYWORDS: Procrastination, academic achievement and college students

INTRODUCTION

Tuckman & Sexton (1986) viewed that “Procrastination is the tendency to delay or completely avoid responsibilities, decisions, or tasks that need to be done”. Eerde (2003) explained that nevertheless, Procrastination cannot be simply defined as person's intentional delaying or completing a task as people have different perceptions regarding delay. In addition to a person intending to delay a task, it is counterproductive and needless. Jowkar & Delavarpur (2006) explained that depending on its cognitive, affective or behavioral components, procrastination will have different manifestations including academic, decisional, neurotic or compulsive procrastination. The most common form, however, is academic procrastination. Dilmac (2009) stated that the procrastination appears to be a troubling phenomenon, people most strongly characterized it as being bad, harmful, and foolish. Justifying this viewpoint, several studies have linked it to individual performance, with the procrastinator performing more poorly overall, and to individual well-being, with the procrastinator being more miserable in the long term. At larger levels of analysis, Procrastination has been linked to several organizational and societal issues.

Langton (2016) defined procrastination as avoidance of the implementation of an intention, frustrates an individual's stated purposes by simply putting it off until it's too late or nearly too late. The high threshold for certainty needed before acting on a choice leads to taking longer to complete the task and to seeking more information about alternatives. Allien & Milgram (2017) proposes that procrastination is primarily: (i) a behavior sequence of postponement; (ii) resulting in a substandard

behavioral product; (iii) involving a task that is perceived by the procrastinator as being important to perform; and (iv) resulting in a state of emotional upset. Trow (1956) defined academic achievement as “knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in a grade or units based on pupils’ performance”. Good (1959) referred to academic achievement as, “The knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher”. Carter (1969) expressed “academic achievement as the knowledge attained or skill developed in school subjects usually determined by test scores or marks assigned by the teacher”. Academic achievement may be defined as excellence in all academic disciplines, in class as well as co- curricular activities. It includes excellence in sporting behaviour, confidence, communication skills, punctuality, arts, culture and the like which can be achieved only when an individual is well adjusted.

Mwaura et al. (2020) explained that around the world, education is an essential stepping stone towards any societal development. Academic achievement, which comes as a result of formal education offered in any society, is of utmost importance for the wealth of a nation and its prosperity is because academic achievement is used as a pointer to one’s ability, a prerequisite to college entrants, and a determinant of one’s career and job placements in society. For this reason, therefore, learners are under constant pressure for good academic grades.

REVIEWS OF RELATED LITERATURE

Ahmad (2011) studied the independent factors like home environment, study habits, hardworking, learning skills, and academic interaction. The results revealed that the academic performance depends on learning skills and learning skills depends on home environment. Also academic performance depends on academic interaction and academic interaction depends on study habits and home environment. It means academic performance can be estimated for any student by its home environment and learning skills and also by its academic interaction, study habits, and home environment. By examining the three possible paths of estimating academic performance, the strongest path is the home environment which affects the learning skills and ultimately learning skills lead to affect the academic performance.

Azar (2013) determined the relationship between academic self-efficacy, achievement motivation, and academic procrastination with academic performance, and investigated predictive validity of them with academic performance and interaction of them with gender to academic performance. To achieve this aim, samples of 200 students (100 males and 100 females) were selected by multi-stage cluster sampling from high schools of Orumieh. All participants were asked to complete Lay’s academic procrastination scale, Herman’s achievement motivation scale, and self-efficacy scale. The data were analyzed using mean standard deviation, t-test, and regression analyses. The result of multiple regression analysis reveals that academic self-efficacy is the best predictor and academic procrastination inversely is a significant predictor of academic performance. Also, extra result of t-test reveals that there is no significant difference between the mean score of girls and boys in academic procrastination ($t=0.47$, $p=0.640$) and academic self-efficacy ($t=0.29$, $p=0.730$). Furthermore, There is a significant difference between boys and girls, in terms of the level of achievement motivation ($t=2.06$, $p=0.040$) and academic performance ($t=2.66$, $p=0.009$).

Joubert (2015) explored whether a significant relationship exists between academic procrastination and academic achievement in high school learners within South Africa. The research sample consisted of 349 high school learners aged between 12 and 19 years old (N=167 male, N=180 female). The data was collected by means of the Personal Information Questionnaire (PIQ), the Tuckman Procrastination Scale (TPS) and the Ten-Item Personality Inventory (TIPI). A significant negative correlation was found between procrastination and academic achievement. The correlations between procrastination and gender, age, area of residence and number of siblings respectively were not significant.

Das (2016) investigated the academic procrastination of the 12 standard school students using an adapted scale based on Tuckman Procrastination Scale (TPS1990). The result indicated that there is no significant difference in the level of academic procrastination between boys and girls students from science and arts background. The results further indicated that there is non-significant negative correlation between academic procrastination and academic achievement of the school students.

Bashir & Gupta (2018) examined the relationship between academic procrastination and academic performance among university students. The respondents of the study were 380 university students were selected via convenient sampling technique. The results show that (i) There exists significant difference between male and female university students in their academic procrastination, (ii) There exists significant difference between male and female university students in their academic performance, (iii) There exists a significant negative relationship between academic procrastination and academic performance of university students. Also, the dimensions of academic procrastination such as time management, task aversiveness, sincerity and personal initiative were negatively related to academic performance of students. The result indicated that those who have higher level of academic procrastination they have lower academic performance.

SIGNIFICANCE OF THE STUDY

As early as 1400 B.C., Egyptian hieroglyphics demonstrate people struggling with basic time management that transformed into serious problem among the present day school students than ever before. Procrastination is defined as unnecessarily deferment of an action that should be done or have priority or leaving it to the last minute. It is the practice of doing more pleasurable ones or carrying out less urgent task instead of more urgent ones thus putting off impending tasks to a later time. Research repeatedly shows that academic procrastination is a highly complex human behaviour that involves a combination of affective, cognitive, and behavioral components and cannot be summarized easily. Psychologically, the pleasure principle may be responsible for procrastination; one may prefer to avoid negative emotions, and to delay stressful tasks. Currently, even though academic procrastination is an extensive and potentially harmful phenomenon, there is still much information that needs to be examined and understood. Therefore, in this study an effort has been made to investigate procrastination and its relationship with academic achievement. This study will pave the way to think on how to control or minimize procrastination, organizing lectures on time management, encouragement from the teachers, peers, and/or family, lecture on procrastination, visit to a psychologist, discussions in social gatherings, turning off the internet or other gadgets which distract a person from their work.

OBJECTIVES OF THE STUDY

1. To study interaction effect of academic achievement with gender on procrastination among college students.

HYPOTHESES OF THE STUDY

1. There is significant difference in mean scores of procrastination among college students in relation to good, average and poor level of academic achievement.
2. There is significant difference in mean scores of procrastination among college students in relation to gender.
3. There is no significant interaction effect of academic achievement with gender on procrastination among college students.

RESEARCH TOOLS

1. Procrastination Scale prepared by Abraham (2013) was employed on the total sample. The scale consists of 30 items. The statements of the procrastination scale are assigned a weight of 5 for strongly agree, a weight of 4 for agree, a weight of 3 for undecided, a weight of 2 for disagree, a weight of 1 for strongly disagree. The total scores of the respondent were obtained by adding the weights assigned.
2. To find out the Academic Achievement among college students, the total marks was collected from students previous semester i.e. (Sem.-V).

OPERATIONAL DEFINITIONS

1. **Procrastination:** It is defined as the purposive delay in beginning or completing a task. It is act of replacing high-priority actions with tasks of low priority or doing something from which one derives enjoyment, and thus putting off important tasks to a later time Abraham (2013).
2. **Academic Achievement:** The marks obtained in the previous semester (Sem.-V) by the students were considered as academic achievement.
3. **College Students:** The students who are studying in (B.Sc./ B.A./ B.Com.) final semester (Sem.-VI) in degree colleges of G.N.D.U. are considered as college students for the present study.

DELIMITATIONS OF THE STUDY

- The present study was delimited to constituent degree colleges affiliated to G.N.D.U. Amritsar only.
- The present study was delimited to male & female students of degree colleges.
- The present study was delimited to 300 college students only.

SAMPLE OF THE STUDY

In the present study, sampling frame comprised of 282 college students of degree colleges affiliated to Guru Nanak Dev University, Amritsar. The sampling area was selected from twenty two (22) districts of Punjab on basis of their literacy rate (Statistical Abstract of Punjab, 2020). The three groups were formed from twenty two (22) districts as districts of high literacy rate (80% and above), average literacy rate (70-80%) and low literacy rate (69% & below) according to the Statistical Abstract Punjab (2020). One district each was randomly selected from the low, average and high literacy status districts. The district selected from high literacy rate was Pathankot and Jalandhar, from average literacy rate was Gurdaspur and Kapurthala

and from low literacy rate was Tarn Taran (out of seven districts having low literacy rate, only one district has colleges affiliated to Guru Nanak Dev University, Amritsar). The 282 college students were selected on the basis of convenient and volunteer sampling from 12 selected colleges of Punjab.

STATISTICAL TREATMENT OF DATA

- Two-way Analysis of variance was used to study main and interaction effect. The interaction effect of academic achievement with gender on procrastination among college students,

DATA ANALYSIS AND INTERPRETATION

1. Procrastination in Relation to Academic Achievement with Gender

To find out the main effects of academic achievement and gender on procrastination among college students along with their interaction effect, statistical technique of analysis of variance (3x2 factorial design involving three types of academic achievement i.e. good academic achievement, average academic achievement and poor academic achievement; and two types of gender i.e. male and female) was applied on procrastination. The mean and S.D.'s of procrastination scores among male and female college students in relation to academic achievement x gender design is given in table 1

Table 1
Mean and S.D.'s of Procrastination Scores among College Students in Academic Achievement x Gender Design (N= 282)

Gender		Academic Achievement			Total
		Good	Average	Poor	
Male	N	31	62	37	130
	Mean	87.65	92.08	91.57	90.88
	S.D.	13.71	15.38	9.21	13.53
Female	N	46	75	31	152
	Mean	90.35	93.39	92.71	92.33
	S.D.	14.19	15.37	13.48	14.62
Total	N	77	137	68	282
	Mean	89.26	92.80	92.09	91.66
	S.D.	14.00	15.33	11.28	14.12

It is clear from table 1 that female college students had high procrastination (92.33) than male college students (90.88). It is also further found that male college students with average academic achievement had high procrastination i.e. 92.08, followed by poor academic achievement i.e. 91.57 had average procrastination and thirdly low procrastination in good academic achievement i.e. 87.65. Also, the female college students with average academic achievement had high procrastination i.e. 93.39, followed by poor academic achievement i.e. 92.71 had average procrastination and thirdly low procrastination in good academic achievement i.e. 90.35. The high procrastination was found in average academic achievement (92.80), followed by average procrastination in poor academic achievement (92.09) and thirdly

low procrastination in good academic achievement i.e. 89.26 among college students.

In order to find out the significance of mean difference in procrastination with respect to academic achievement and gender and their interaction effect on procrastination, a two-way analysis of variance was carried out and the summary is given in table 2

Table 2
Summary of Analysis of Variance (Academic Achievement x Gender)

Source of Variation	Sum of Squares (SS)	df	Mean Square	F-ratio
Academic achievement (A)	696.15	2	348.07	1.74
Gender (B)	185.86	1	185.86	0.92
A x B	28.88	2	14.44	0.07
Error Within	55201.38	276	200.00	
Total	2425266.00	282		

Main Effects:

Academic Achievement (A)

The table 2 shows that F-value for main effect of academic achievement (A) came out to be 1.74, which is not significant. This indicates that there is no significant difference in mean scores of three levels of academic achievement i.e. good academic achievement, average academic achievement and poor academic achievement. It is also inferred from the results that the high procrastination was found in average academic achievement, followed by average procrastination in poor academic achievement and thirdly low procrastination in good academic achievement among college students.

Hence the hypothesis 1: *“There is significant difference in mean scores of procrastination among college students in relation to good, average and poor level of academic achievement”* was not accepted. The results are in the line of studies like Das (2016) investigated that there is non-significant negative correlation between academic procrastination and academic achievement of the school students. Also, Bashir (2018) examined that there exists a significant negative relationship between academic procrastination and academic performance of university students. Akpur (2020) examined the effect level of procrastination on academic achievement. It was revealed that the variables were negatively correlated with each other and the overall medium effect size of procrastination on academic achievement.

Gender (B)

The table 2 reveals that F-value for main effect of gender (B) came out to be 0.92, which is not significant. This indicates that there is no significant difference in mean scores of male and female college students. It is inferred from the results that female college students had high procrastination than male college students.

Hence hypothesis 2: *“There is significant difference in mean scores of procrastination among college students in relation to gender”* was not accepted. The results were in cue with the studies conducted Azar (2013) who

revealed that there is no significant difference between the mean score of girls and boys in academic procrastination. Jourert (2015) explored the correlations between procrastination and gender, were not significant. But results were not in line with studies like Bashir (2018) who examined that there exists significant difference between male and female university students in their academic procrastination.

Interaction Effect:

Academic Achievement (A) and Gender (B)

The table 2 highlights that F-value for the interaction effect of academic achievement and gender i.e. (AxB) came out to be 0.07, which is not significant. It clearly indicates that academic achievement and gender are independent to each other.

Hence hypothesis 3: “*There is no significant interaction effect of academic achievement with gender on procrastination among college students*” was accepted. The fig. 1 shows non-significant interaction effect of academic achievement and gender.

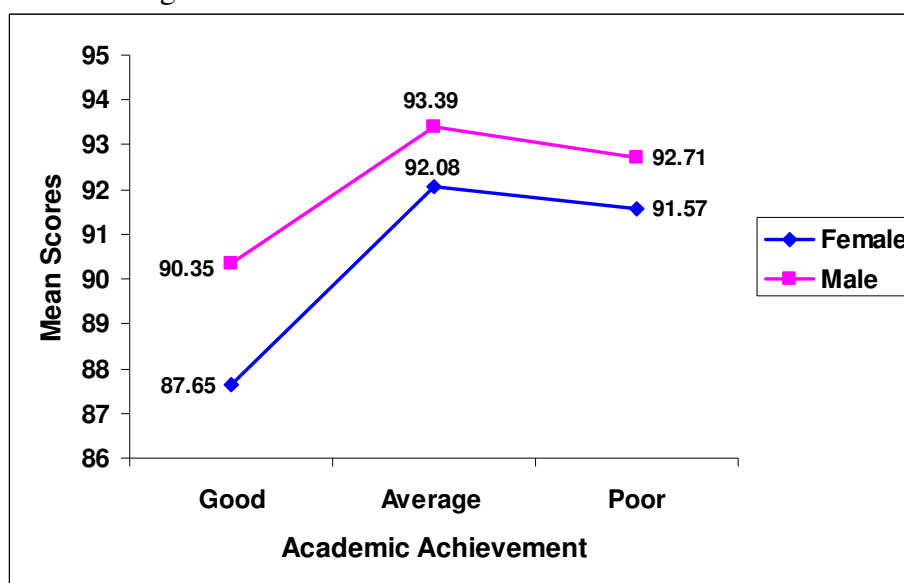


Fig. 1: Interaction Effect (Academic Achievement x Gender)

It is crystal clear from the fig. 1 that the female college students with average academic achievement had high procrastination, secondly followed by poor academic achievement had average procrastination and thirdly low procrastination with good academic achievement. Similarly in case of male college students, high procrastination was found in average academic achievement, average procrastination in poor academic achievement and lastly low procrastination in good academic achievement.

MAJOR FINDINGS OF THE STUDY

1. There is no significant difference in mean scores of three levels of academic achievement i.e. good academic achievement, average academic achievement and poor academic achievement. It is also inferred from the results that the high procrastination was found in average academic achievement, followed by average procrastination in poor academic achievement and thirdly low procrastination in good academic achievement among college students.

2. There is no significant difference in mean scores of procrastination among male and female college students. The female college students had high procrastination than male college students.
3. The interaction effect of academic achievement and gender came out to be not significant. It clearly indicates that academic achievement and gender are independent to each other. The female college students with average academic achievement had high procrastination, secondly followed by poor academic achievement had average procrastination and thirdly low procrastination with good academic achievement. Similarly in case of male college students, high procrastination was found in average academic achievement, average procrastination in poor academic achievement and lastly low procrastination in good academic achievement.

EDUCATIONAL IMPLICATIONS

- The management should encourage staff to create innovative strategies to enhance academic achievement.
- The principal should organize brain-storming drilling activities/inter-house competitions/quiz/projects at college level in order to boost the intelligence and knowledge of students.
- The special recognition need to be given to the students, who submit assignments/projects within time.

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