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## A Deeper Look into the Relationship between Academic Procrastination and Academic Performance among University Students

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### Abstract

The present investigation was conducted to examine 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: there exists significant difference between male and female university students in their academic procrastination; there exists significant difference between male and female university students in their academic performance. Further that there exists a significant negative relationship between academic procrastination and academic performance of university students. Moreover, 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 indicates that those who have higher level of academic procrastination they have lower academic performance.

Keywords: Academic Procrastination, Academic Performance

### Introduction

Procrastination, as a tendency of unnecessary postpone of beginning or finishing any tasks, consequences in facing unhealthy emotions like as shame, depression, blame and anxiety, and it is a mutual problem among students. As a form of procrastination, academic procrastination *is* described as “an irrational tendency to delay at the beginning or completion of an academic task” (Julian, Guay, & Senecal, 2003). Academic procrastination looks to be more common establishing a problem of widespread proportions among students (Solomon & Rothblum, 1984; Ferrari, Johnson, & McCown, 1995; Balkis & Duru, 2009; Ozer, Demir, & Ferrari, 2009).

Academic procrastination is a special form of procrastination that happens in the academic settings. It includes to carry out an academic task like as finishing a school related project, studying for examinations, undertaking the weekly reading assignments, or writing a term paper, but, for one reason or another, worsening to inspire oneself to do so within the predictable time frame (Gross, and Ackerman 2005). Academic procrastination has been stated by Guay, Julian, & Senecal, (2003) “as an irrational tendency to delay at the beginning or completion of an academic task”. In similar line Yong (2010), states that academic procrastination is an irrational behaviour to deferring at the completion or beginning of an academic activity. In

another way Dryden (2012) describes that academic procrastination is a problem observed in areas like as doing homework, conducting projects, preparing for examinations or meetings with academic mentors and so on. Further, Murakami & Solomon (1986) describe the academic procrastination as deferring academic tasks such as delaying homework sometimes or constantly and preparing for exams. In another way, McCown , Johnson & Ferrari (1995), states that academic procrastination tendency is the tendency of evading academic tasks which cause students have academic failure. In similar line Gupta and Bashir (2018) states that academic procrastination refers to an irrational tendency of students to delay at the beginning or completion of an academic task, homework, project work and co-curricular activities.

Academic Procrastination is a very common occurrences, different studies indicates that 70% of the students particularly university students report procrastination as being characteristic to their academic activities (Ferrari, Lay, Pychyl, Schouwenburg, 2004). Numerous researches investigated that the relationship among attitudes toward school, academic performance and procrastination (Solomon & Rothblum, 1984; Schouwenburg, 1995; Tice & Baumeister, 1997; Mensink, & O'Sullivan, 2000; Day, Wolters, 2003; Elvers, Polzella & Graetz, 2003; & Klingsieck, 2013). In another way number of studies shows that negative relationship were described between academic performance (grades) and procrastination (Orpen, 1998; Baumeister & Tice 1997, Milgrim, & Koons, 2000; Beck, Moon & Illingworth, 2005; Akinsola, Tella, & Tella, 2007; Englander, & Wang 2010), and attitudes towards courses in students attending online classes (Graetz, & Polzella, Elvers, 2003). Another studies are in line with these results, indicates that high procrastinators do below average on academic activities (Van Eerde, 2003; Potdar & Reddy, Lakshminarayan, 2013).

Academic performance of the students has been the area of importance for university education institutions. Examination of academic performance of students becomes a topic of enhancing attention in higher educational circle. Various researchers were conceded out to explore the elements that influence the student's academic performance. Hanson (2000) states that student's performance is influenced by various aspects like as race and gender, learning abilities etc. Simmons, et al. (2005) indicates that attending full time, family income level, getting grant aid and finishing advanced level classes in high school having statistically significant influence on college perseverance among first generation college students.

### **Review of Literature**

Procrastination is mutual phenomena in academic perspectives, particularly in atmospheres where students have to meet targets for project accomplishment, which needs student's concentration and time (Geri, & Gafn 2010). This condition needs learners to manage their time regularly through the course. Insufficient self-regulation, which exhibits itself as procrastination, is associated to a diversity of negative study performances (Stott, Stewart, & Nuttall, 2016). Nevertheless, since procrastinators have comparatively short periods of time for accomplishing academic tasks, they hurry to accomplish their task (You, 2015). In another procrastination

study, Steel (2007) states that resilient, reliable predictors of procrastination seemed in the forms of task delay and task aversion. In similar line, Buluş, Duru, & Balkıs, (2006) revealed that negative time management is among the important predictors of academic procrastination behavior. In another way, procrastination does not merely result from an ineffective study habits, insufficiency time management or involves a complex interaction among affective, cognitive, and behavioral, elements (Rothblum, 1994 as quoted in Rakes & Dunn, 2010). From a theoretical viewpoint, self-regulation and procrastination and are diligently related concepts (Tuckman, 2005). The tendency to procrastinate is very commonly recognized to an inadequacy in self-regulation processes (Yamada et al, 2016; Michinov et al., 2011). In another way Tuckman (2002) examined a negative correlation between procrastination and self-regulation. It concluded that the students who are self-regulated, they are very less procrastinated. Further another study by Rakes & Dunn (2010) concluded that when students have less self-regulation and intrinsic motivation, there is an increase in procrastination

Previous studies have paid major attention to the nature, etiology, consequences and antecedents, of academic procrastination. Only few investigators emphasis on coping strategies to help students decrease procrastination (Sommer, 1990; Vacha & McBride, 1993; Tullier, 2000; Onwuegbuzie, 2004; Alexander & Onwuegbuzie, 2007; Wang & Englander, 2010). These approaches contain cognitive-oriented approaches like as prioritizing and identifying goals, assigning suitable resources and time to each goal and cognitive reframing in which individuals fabricated clarifications for their activities that outlined those activities in an optimistic light” (Schraw et al., 2007). Affective approaches intended at boosting the cognitive approaches include sustaining a positive attitude, relating the personal meaning of the overall goal to the academic activities at hand as the result of higher-level hope, helping as a stress reduction mechanism, and even building confidence. Other approaches to help decrease the effects of academic procrastination involve the instructors using measured methods to class projects. Onwuegbuzie (2004) recommended that teachers might rely on more commonly graded projects, with each based on a minor increment in cognitive material so that less time is obtainable for students to procrastinate during assignments, thereby reducing the chances for academic procrastination.

### **Scope of the Study**

Academic procrastination leads students to experience numerous behavioral and psychological problems, like as depression, anxiety, plagiarism and cheating, task aversiveness and fear of failure. Previous research has paid major attention to the antecedents, consequences and nature academic procrastination at university level. Only few studies focus on the coping strategies and causes to help students in reducing academic procrastination. Therefore, the findings of the present research will be beneficial in knowing the causes and status of academic procrastination of the students that will contribute in improving student's academic performance as well. So the purpose of the proposed study is to fill the vacuum in knowledge by providing an

insight in exploring the relationship of academic procrastination with academic performance.

### **Objectives**

1. To find out the difference of university students in their academic procrastination and academic performance on the basis of gender.
2. To examine the relationship of academic procrastination and academic performance of university students.

### **Hypotheses**

1. There exists no significant difference between male and female university students in their academic procrastination.
2. There exists no significant difference between male and female university students in their academic performance.
3. There exists no significant relationship of academic procrastination and academic performance of university students.

### **METHOD**

The present study was conducted through descriptive method of research. The method requires a sample and certain research tools for the conduct of the study.

### **Respondents**

The respondents of the study consisted of 380 (204 males, and 176 females) university students of Jammu and Kashmir, who were selected via convenient sampling technique.

### **Instruments**

Following instruments were selected and used by the investigators in the present study:

#### **Academic Procrastination Scale**

Academic procrastination scale developed and validated by Gupta and Bashir (2018) to measure the level of academic procrastination among university students. The scale consists of 30 items related to four dimensions on 5-point Likert format, each statement is rated on five-points, (strongly agree=5, agree=4, neutral=3, disagree=2 and strongly disagree=1).

#### **Academic Performance**

Academic Performance of university students indicates in terms of overall academic performance, achieved by university students in examination in their current session.

#### **Data Analysis**

The data was analyzed by using SPSS-21 Version, t-test and Pearsons coefficient of correlation was used to analyze the data.

### **Results**

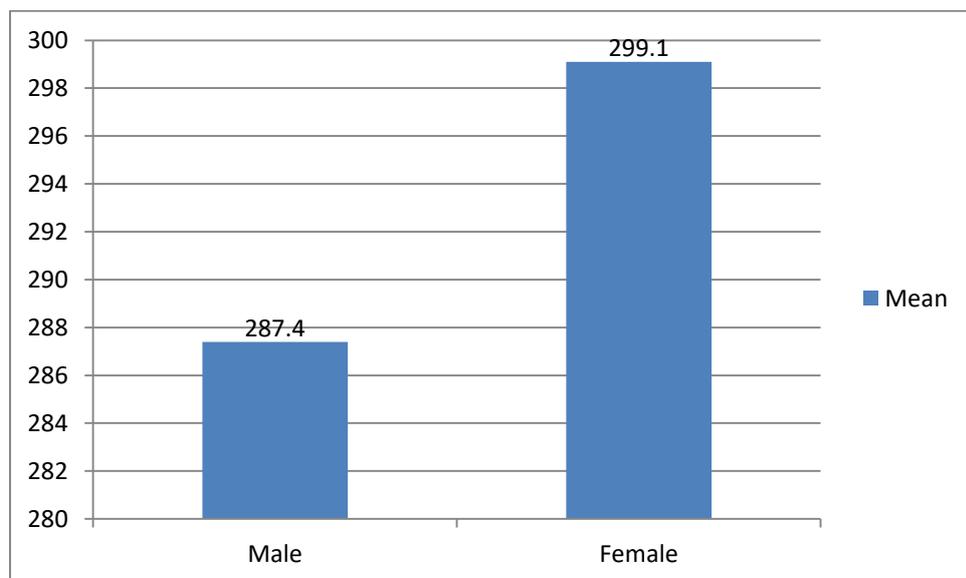
In the present study results were analyzed using t-test and Pearson's coefficient of correlation. The results are presented in following tables:

**Table 1: Summary of results of t-test for difference between male and female university students with respect to academic procrastination**

	N	Male		Female		t-value	Level of significance
Academic Procrastination	380	Mean	S.D	Mean	S.D	3.09	Significant
		98.5	15.1	104.0	16.3		

**\*\*Significant at 0.01 level of significance**

Table 1 shows Mean score, Standard Deviation, and t'-value of academic procrastination between male and female university students. The table reveals that the mean score of academic procrastination between male and female university students are 98.5 and 104.0 respectively. It may be concluded that the female university students exhibit more in academic procrastination as compared to male university students. The value of standard deviation in case of male students is 15.1 and in case of female students are 16.3. The t'- value of academic procrastination between male and female university students comes out to be 3.09 which are significant at 0.01 level of confidence. It shows that male and female university students differ significantly from each other on in academic procrastination. Hence the hypothesis stated, that there exists no significant difference between male and female university students in their academic procrastination, is rejected at 0.01 level of confidence. Thus there exists significant difference between male and female university students in their academic procrastination.



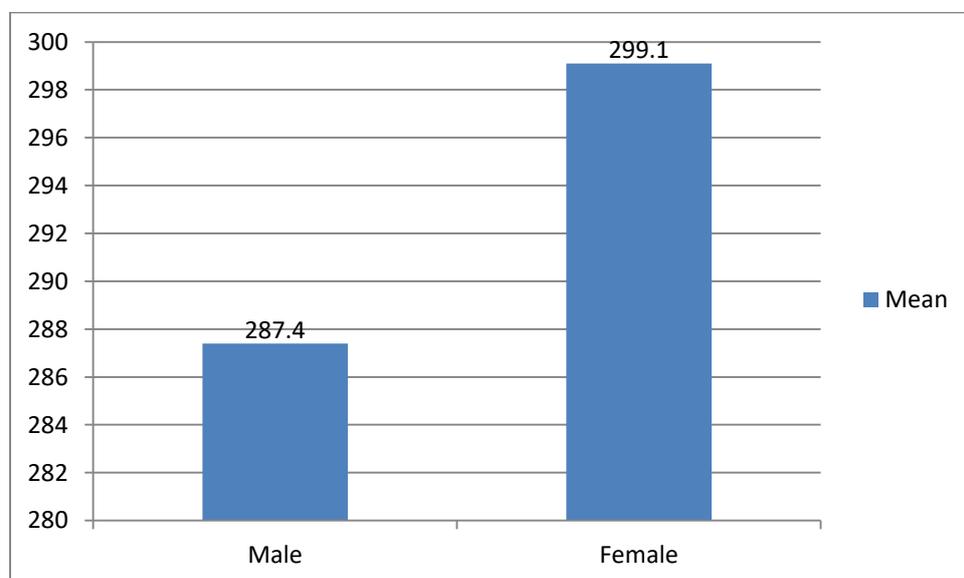
**Figure 1:** Difference in the Mean scores between male and female university students in their academic procrastination

**Table 2: Summary of results of t-test for difference between male and female university students with respect to academic performance**

	N	Male		Female		t-value	Level of significance
		Mean	S.D	Mean	S.D		
Academic Performance	380	287.4	25.0	299.1	24.7	3.52	Significant

**\*\*Significant at 0.01 level of significance**

Table 2 shows Mean score, Standard Deviation, and t'-value of academic performance between male and female university students. The table reveals that the mean score of academic performance between male and female university students are 287.4 and 299.1 respectively. It may be concluded that the female university students exhibit more in academic performance as compared to male university students. The value of standard deviation in case of male students is 25.1 and in case of female students are 24.7. The t'- value of academic performance between male and female university students comes out to be 3.52 which are significant at 0.01 level of confidence. It shows that male and female university students differ significantly from each other on in academic performance. Hence the hypothesis stated, that there exists no significant difference between male and female university students in their academic performance, is rejected at 0.01 level of confidence. Thus there exists significant difference between male and female university students in their academic performance.



**Figure 2: Difference in the Mean scores between male and female university students in their academic performance**

**Table 3: Summary of correlation between academic procrastination and academic performance of university students**

DEPENDENT VARIABLES	INDEPENDENT VARIABLES				
	Time management	Task Aversiveness	Sincerity	Personal Initiative	Academic Procrastination
Academic Performance	-.142**	-.113**	-.121**	-.092**	-.189**
**Significant at 0.01 level					

Table 3 shows the coefficient of correlation between various dimensions and total score of academic procrastination and total score of academic performance of university students. Correlation between total score of academic procrastination and total score of academic performance is found to be highly significant at the 0.01 level of confidence i.e. (-.189\*\*). Same is found true for the dimensions of academic procrastination with academic performance i.e. (-.142\*\*) for time management, (-.113\*\*) for task aversiveness, (-.121\*\*) for sincerity, (-.092\*\*) for personal initiative. Thus it indicates that there exists a significant negative relationship between academic procrastination and academic performance of university students.

### Discussion of the Results

Student's academic performance is one of the most essential components of education system and can be stated as the chief indicator of education excellence assessment. Academic performance is the effect of external and internal factors, as far as the internal factors include academic procrastination. So the purpose of the current study was to conclude the relationship between academic procrastination and academic performance of university students. While it is clear that academic procrastination is a serious personal and situational matter that must be addressed. Procrastinators have such features as preferring low-level homework, weak time management, refusing to explain their abilities, having difficulty with decision making and concentrating on the past. Therefore, they miss opportunities, leave their tasks incomplete and delay completing work.

As far as our result is concerned, in similar way the author Lee (2005) examined that there is a negative relationship between academic procrastination and academic achievement. According to this study the students who have low academic procrastination had better academic achievement than those students who have high academic procrastination. Our findings have also support from different researches; they claim that there is no relationship between student's procrastination scores and their course grades (Solomon & Rothblum, 1984; Lay et al., 1989; Csikszentmihalyi, 1990; Sommer, 1990; Ferrari, 1992; Tullier, 2000; Schraw et al., 2007). Moreover, other studies confirm that academic procrastination is adversely related with academic performance (Steel, 2007; Rotenstein, et al. 2009; Richardson et al., 2012; Kim & Seo, 2015).

### Conclusions

This study rightly emphasizes on the relationship of academic procrastination and academic achievement. To conclude, the results from this primary analysis show that there exists significant difference between male and female university students in their academic procrastination; there exists significant difference between male and female university students in their academic performance. Further that there exists a significant negative relationship between academic procrastination and academic performance of university students.

In terms of implications of the present study, teachers, psychologists, counselors working at universities can use the current study to understand student's complaining about academic procrastination and how to help them better. Moreover, this study recommends that parents of students to be most concerned, and teach their children the value of working today and not to wait for tomorrow. The findings of this study recommend that decreasing academic procrastination is not only important for academic performance and academic life satisfaction but also for the continuity of well-being, social and personal adjustment and of students.

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