

Procrastination in Relation to Academic Achievement among College Students

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ABSTRACT

The study examined procrastination in relation to academic achievement 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 effect of academic achievement with stream of study on procrastination among college students. The coefficient of correlation was calculated to find out the relationship between Procrastination and academic achievement among college students. The results revealed that there is no significant difference in mean scores of procrastination in relation to three levels of academic achievement i.e. good academic achievement, average academic achievement and poor academic achievement. There is significant difference in mean scores of procrastination belonging to three stream of study i.e. science, humanities and commerce. The interaction effect of academic achievement and stream of study on procrastination came out to be significant. The coefficient of correlation between procrastination and academic achievement came out to be negative and not significant. 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

Simpson & Pychyl (2009) defined procrastination as a way to avoid or escape from undesirable tasks. The procrastinator usually justifies his action by saying that "This is a boring assignment," or "I will do it later". In another definition, the procrastination has been described as an intentional, unreasonable postponement of the taken decisions, being unaware of the fact that this will bring about certain negative consequences. Klein (1971) discussed that the word procrastination originates from the Latin "procrastinatus," which is divided into two parts. The first part "pro" means "forward" and the second part "crastinatus" means "of tomorrow". Thus, procrastination translates to delaying something until tomorrow.

George (2005) considered procrastination as a dispositional trait which has cognitive, behavioral and emotional components, further more it affects activities of students who could not read but only postponing time of reading. Sirois (2007) expressed that procrastination is a widespread problem related to self-regulation, which is realized as deferral of the beginning and completing the important, necessary

assignments and it may produce important negative consequences such as anxiety and depression, regarding the personality. Garari & Sabiuri (2011) defined the Procrastination as a avoid or escape from undesirable tasks. The Procrastination usually justifies his action by saying that “This is a boring assignment; or will it later”. Laeus (2015) explained that the procrastination is avoidance of doing a task that needs to be accomplished. He further states that procrastinate is the process of doing more pleasurable things in place of less pleasurable ones, or carrying out less urgent tasks instead of more urgent ones, thus putting off impending tasks to a later time.

Achievement is broadly categorized into two categories: - (a) scholastic, also called cognitive or academic and (b) non-scholastic or non-cognitive. Achievement in subjects taught in school, e.g. languages - mathematics, science and technology, informatics etc. is part of academic achievement. On the other hand, achievement in social-interaction skills and in various performance areas e.g. sports, games, dance, music etc. comes under non-cognitive achievement. Badiger & Aiholli (2017) the world is becoming very competitive. Quality of performance has become the key factor for personal progress. Parents want their child to climb the ladder of performance to as high as possible. This desire for a level of achievement puts a lot of pressure on students, teachers, and school and in general the education system itself. In fact, it appears as if the whole system of education revolves around the Academic Achievement of students, though various other outcomes are also expected from the system.

REVIEWS OF RELATED LITERATURE

Gargari et al. (2011) found the relationship between attribution and academic procrastination in University Students. The subjects were 203 undergraduate students, 55 males and 148 females, selected from English and French language and literature students of Tabriz University. The data were gathered through Procrastination Assessment Scale-student (PASS) and Causal Dimension Scale (CDA) and were analyzed by multiple regression analysis (stepwise). The results revealed that there was a meaningful and negative relation between the locus of control and controllability in success context and academic procrastination. Besides, a meaningful and positive relation was observed between the locus of control and stability in failure context and procrastination. It was also found that 17% of the variance of procrastination was accounted by linear combination of attributions.

Atslya & Malyo (2015) determined the relationship between study habits and academic achievement of students. A survey design was employed in this descriptive correlation study. The target population included the 9th standard students at Spicer Higher Secondary School. The stratified random sampling was used to select the respondents. The findings were made accordingly as per computed Pearson’s product moment coefficient of correlation. The results of this study revealed a positive relationship between study habits and academic achievement. The results implied that the study habits need a significant attention if we are to improve performance.

You (2015) investigated the effect of academic procrastination on e-learning course achievement. The 569 college students who enrolled in an e-learning course in Korea, the absence and late submission of assignments were chosen to measure academic procrastination in e-learning. Multiple regression analysis was conducted to examine the relationship between academic procrastination and course achievement. The results showed that the absence and late submission of assignments were negatively significant in predicting course achievement.

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.

Mandap (2016) examined the differences in procrastination tendencies among university students. The sample included 200 college students of Bulacan State University, Philippines. The hypothesized difference in procrastination scores were analyzed using independent samples t-test. The results revealed gender differences in procrastination where male students procrastinate more than the female students. Students with low perceived academic self-efficacy showed significantly higher procrastination scores than those with high self-efficacy. No significant difference in procrastination score was found when students were grouped according to type of academic course and level of performance.

Kawtar (2017) examined the relationship between procrastination and academic performance of tertiary education students enrolled on an ICT program was investigated. The participants were 186 students enrolled full-time on degree or diploma level qualifications within the ICT program at a New Zealand tertiary institution. There was evidence that the submission times of assessments were positively associated with the marks achieved. Also, ICT students who submitted their assessments early appeared to achieve higher marks than those who submitted their assessments closer to or after the deadlines.

Babu et al. (2019) examined relationship between academic procrastination and self-esteem among dental students in Bengaluru City. The sample consisted of 255 dental students. The data were collected through questionnaire using the Tuckman Academic Procrastination Scale and Rosenberg Self-Esteem Scale. The data collected were analyzed using SPSS software version 14.0. Independent Student's t-test, ANOVA, and Pearson's correlation test were performed. $p < 0.05$ was considered statistically significant. The results indicated that a significant weak positive correlation ($r = 0.25$, $p < 0.001$) existed between academic procrastination scores and self-esteem scores. There was a significant difference in the mean score of academic procrastination between males (40.81 ± 6.87) and females (42.80 ± 7.25) ($p = 0.03$). It was found out that students with high self-esteem procrastinate less, whereas those who procrastinate more have comparatively lower self-esteem. Timely intervention can help students improve their skills such as time management and study habits.

Akpur (2020) examined the effect level of procrastination on academic achievement. The research was limited to articles examining the correlation between the variables and, accordingly, the correlation coefficient was specified as an index to identify the effect size. After reviewing 22 relevant studies with 8307 participants, the meta-analysis was conducted through Comprehensive Meta-Analysis (CMA) software. The findings revealed that the variables were negatively correlated with each other and the overall effect size of procrastination on academic achievement was found -0.61 , which can be interpreted as the medium effect size.

SIGNIFICANCE OF THE STUDY

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. A recent panel study from Germany among several thousand university student found that increasing academic procrastination increases the frequency of seven different forms of academic misconduct, i.e., using fraudulent excuses, plagiarism, copying from someone else in exams, using forbidden means in exams,

copying part of homework from others, fabrication or falsification of data and the variety of academic misconduct. 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. Keeping in view the above facts, the investigator attempted to Procrastination with academic achievement among college students. The results would be beneficial for educational administrators, management, principals, teachers to investigate about the academic procrastination prevalent among the student community contributes to our understanding of why do students procrastinate and how it can be tackled.

OBJECTIVES OF THE STUDY

1. To compare mean scores of procrastination among college students in relation to good, average and poor academic achievement.
2. To compare mean scores of procrastination among college students belonging to stream of study i.e. Science, Humanities & Commerce.
3. To study interaction effect of academic achievement with stream of study on procrastination among college students.
4. To study relationship between procrastination with academic achievement 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 academic achievement.
2. There is no significant difference in mean scores of procrastination among college students belonging to stream of study i.e. Science, Humanities & Commerce.
3. There is no significant interaction effect of academic achievement with stream of study on procrastination among college students.
4. There is significant relationship between procrastination with academic achievement 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 by the students was 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 (B.Sc./ B.A./ B.Com.) final semester college students only.
- 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 Stream of study on procrastination among college students.
- The coefficient of correlation was calculated to find out the relationship between Procrastination with academic achievement among college students.

DATA ANALYSIS AND INTERPRETATION

1. Procrastination in Relation to Academic Achievement and Stream of Study

In order to study the main effects of academic achievement and stream of study on procrastination among college students along with their interaction effect, statistical technique of two-way analysis of variance (3x3 factorial design involving three types of academic achievement i.e. good academic achievement, average academic achievement and poor academic achievement and three types of stream of study i.e. science, humanities and commerce) was applied on procrastination. The mean and S.D.'s of procrastination scores among science, humanities and commerce college students in relation to academic achievement x stream of study design is given in table 1

Table 1

Mean and S.D.'s of Procrastination Scores Among College Students in Academic Achievement x Stream of Study Design (N= 282)

Stream of Study		Academic Achievement			Total
		Good	Average	Poor	
Science	N	71	59	7	137
	Mean	89.18	89.08	88.71	89.12
	S.D.	14.49	15.34	18.83	14.97
Humanities	N	6	54	47	107
	Mean	90.17	90.63	93.68	91.94
	S.D.	6.14	12.01	11.06	11.38
Commerce	N	---	24	14	38
	Mean	---	106.79	88.43	100.03
	S.D.	---	14.60	5.43	14.95
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 commerce college students had high procrastination i.e. (100.03), secondly followed by average procrastination in college students from humanities stream of study (91.94) and thirdly low procrastination in college students from science stream of study i.e. (89.12). It is revealed from table 4.15 that high procrastination found in college students with average academic achievement (92.80), average procrastination found in college students with poor academic achievement (92.09) and low procrastination found in college students with good academic achievement (89.26).

The science college students with poor academic achievement had high procrastination (88.71), followed by good academic achievement had average procrastination (89.18), and lastly low procrastination was found among college students with average academic achievement (89.08). In case of humanities stream, the college students with poor academic achievement had high procrastination (93.68), followed by college students with average academic achievement had average procrastination (90.63), and lastly low procrastination was found among college students with good academic achievement (90.17). The commerce college students with average academic achievement had high procrastination (106.79), and low procrastination was found among college students with poor academic achievement (88.43).

In order to find out the significant difference in mean scores of procrastination with respect to academic achievement and stream of study also their interaction effect on procrastination, a two-way analysis of variance (3x3) was carried out and the summary is given in table 2

Table 2
Summary of Analysis of Variance (Academic Achievement x Stream of Study)

Source of Variation	Sum of Squares (SS)	df	Mean Square	F-ratio
Academic Achievement(A)	898.35	2	449.17	2.49
Stream of Study (B)	1245.59	2	622.79	3.46*
AxB	3061.51	3	1020.50	5.67**
Error Within	49257.65	274	179.77	
Total	2425266.00	282		

* $p < 0.05$, ** $p < 0.01$

Main Effects:

Academic Achievement (A)

The table 2 shows that F-value for main effect of academic achievement (A) came out to be 2.49, which is not significant. This indicates that there is no significant difference in mean scores of procrastination in relation to 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 procrastination was high in average academic achievement, average procrastination was found in poor academic achievement and low procrastination in good academic achievement. Therefore the hypothesis 1: “*There is significant difference in mean scores of procrastination among college students in relation to good, average and poor academic achievement*” was not accepted.

Stream of Study (B)

Further table 2 reveals that F-value for main effect of stream of study (B) came out to be 3.46, which is significant at 0.05 level. It is inferred from the results that there is significant difference in mean scores of procrastination with respect to three stream of study i.e. science, humanities and commerce. It depicts that commerce college students had high procrastination, secondly followed by average procrastination in college students from humanities stream of study and thirdly low procrastination in college students from science stream of study.

Therefore the hypothesis 2: “*There is significant difference in mean scores of procrastination among college students belonging to stream of study i.e., science, humanities and commerce*” was accepted.

The results were not in accordance with studies conducted by Mandap (2016) who examined no significant difference in procrastination score was found when students were grouped according to type of academic course and level of performance.

Interaction Effect:

Academic Achievement (A) and Stream of Study (B)

The table 2 reveals that the F-value for the interaction effect of academic achievement and stream of study i.e. (AxB) came out to be 5.67, which is significant 0.01 level. It clearly indicates that academic achievement and stream of study were dependent to each other on procrastination among

college students. The fig. 1 shows interaction effect of academic achievement and stream of study.

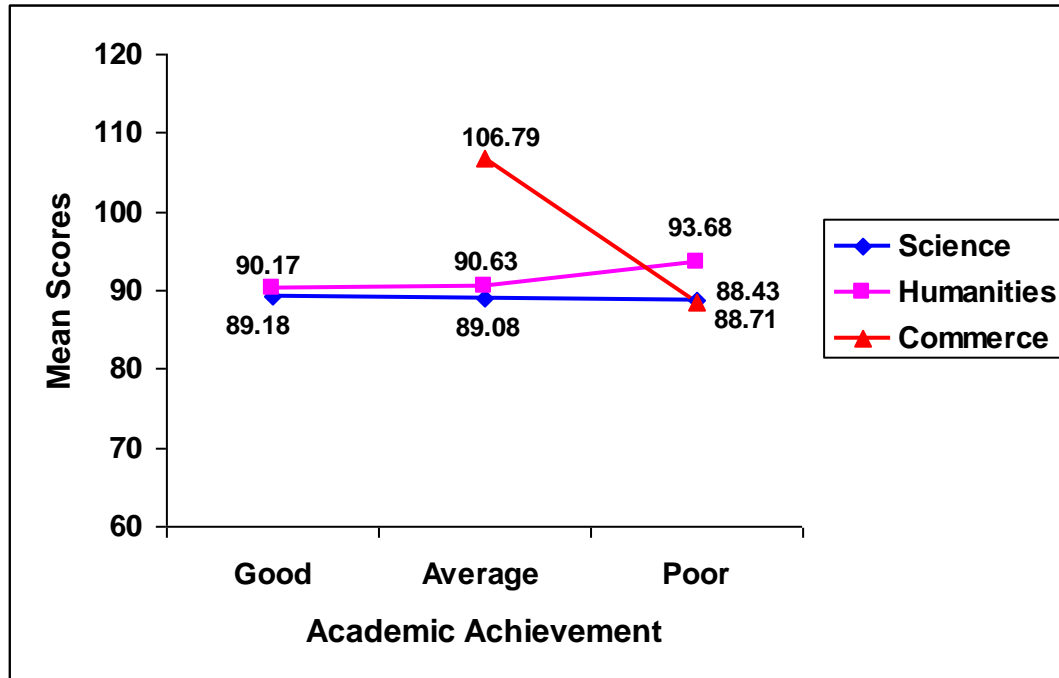


Fig. 1: Interaction Effect (Academic Achievement x Stream of Study)

The fig. 1 shows that commerce college students from average academic achievement had high procrastination and low procrastination was found in poor academic achievement. It was also found that commerce college students had high procrastination, secondly followed by average procrastination in college students from humanities stream of study and thirdly low procrastination in college students from science stream of study.

Therefore the hypothesis 3: “*There is no significant interaction effect of academic achievement with stream of study on procrastination among college students*” was not accepted.

2. COEFFICIENT OF CORRELATION OF PROCRASTINATION WITH ACADEMIC ACHIEVEMENT AMONG COLLEGE STUDENTS

The values of coefficient of correlation of procrastination with academic achievement among college students is shown in the table 3

Table 3

Coefficient of Correlation of Procrastination with Academic Achievement Among College Students

S. No.	Variable	Total Procrastination
1.	Academic Achievement	-0.086

It is evident from table 3 that the coefficient of correlation between procrastination and academic achievement in total group was -0.086 which came out to be negative and not significant.

Hence Hypothesis 4: “*There is significant relationship of procrastination with academic achievement among college students*” was not accepted. The results are in line with the study of Das (2016) investigated that there is non-significant negative correlation between academic procrastination

and academic achievement of the school 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.

MAJOR FINDINGS OF THE STUDY

1. There is no significant difference in mean scores of procrastination in relation to 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 procrastination was high in average academic achievement, average procrastination was found in poor academic achievement and low procrastination in good academic achievement.
2. There is significant difference in mean scores of procrastination belonging to three stream of study i.e. science, humanities and commerce. It depicts that commerce college students had high procrastination, secondly followed by average procrastination in college students from humanities stream of study and thirdly low procrastination in college students from science stream of study.
3. The interaction effect of academic achievement and stream of study on procrastination came out to be significant.
4. The coefficient of correlation between procrastination and academic achievement came out to be negative and not significant.

EDUCATIONAL IMPLICATIONS

- 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.

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