

# RELATIONSHIP BETWEEN ACADEMIC PROCRASTINATION AND ACADEMIC PERFORMANCE OF UNDERGRADUATE STUDENTS

**Kalpana Chetri**

Assistant Professor

Department of Education

Digboi Mahila Mahavidyalaya, Assam

## Abstract

Procrastination can be understood as postponing, delaying or putting off any activities or tasks. Procrastination in the field of education is common phenomenon and believed to adversely affect students' academic performance. In an academic context, procrastinatory behaviour involves doing assignments at the last moment of submission, putting off writing papers, assignments, projects, and wasting time by doing other things while preparing for examinations. It is extremely prevalent among millions of people and it badly affects their performance, productivity and well-being. The present study is an attempt to understand the relationship between academic procrastination and academic performance among the undergraduate students. In the present study the researcher used academic procrastination scale developed and standardised by Savita Gupta and Liyaqat Bashir and found a significant negative relationship between the two variables.

**Keywords:** Procrastination; Academic Procrastination; Academic Performance; Undergraduate students

## Introduction

For the people of modern generation delaying or postponing the work has become a common phenomenon (Ferrari, Wolfe, Wesley, Schoff, & Beck, 1995). They put off things for never coming tomorrow. This delaying tendency is common in every field including household activities, job, business and education as well. Procrastination is extremely prevalent among everyone. Steel (2007) defined procrastination as a voluntary delay of any work, despite expecting worse off for the delay. "Procrastination is intentionally deferring or delaying work that must be completed" (Schraw, Wadkins, & Olafson, 2007, P.13). Procrastination is defined as the unnecessary delaying of any tasks that results in unhealthy emotions such as depression, blame, shame and anxiety (Bashir & Gupta, 2018). Procrastination is extremely prevalent among millions of people and it badly affects their performance, productivity and well-being (Sirois, Melia-Gordon & Pychyl, 2003; Steel, 2007). When students procrastinate their academic works, it is called as academic procrastination. Academic procrastination is irrational delay of academic activities by the students that negatively affects them (Binder, 2000). Academic procrastination is prevalent among the students of all ages, whether those students are attending school or pursuing some type of educational attainment or degree. (McClosky & Scielzo, 2015). Procrastination among college or university students is common and some studies have even found that over 70% of university students admit that they

procrastinate regularly (Schraw, et al., 2007). Such procrastination can place undue stress or anxiety upon individuals as they hasten to meet deadlines and complete assignments (McClosky & Scielzo 2015). When students postponed their academic activities and started working at the last moment, they felt stress which affects their psychological well-being as well as academic performance. Previous studies have reported that most of the time procrastination had unfavourable educational consequences including lower academic grades (Akpur, 2020). Procrastination is negatively related to academic performance (Kim, & Seo, 2015; & Balkis & Duru, 2017). Cerezo, Sánchez-Santillán, Paule-Ruiz and Núñez, (2016) measures procrastination and level of achievement in 140 undergraduate psychology students in a Northern Spain state university. After identifying and grouping patterns of learning, their research indicated students who submitted assignments later got lower scores. Some researchers; Arnot and Dacko (2014) in their study found that students who submit assignments at the last-minute face a 5% drop in marks when compared with those students who submit their assignments on time or more before it was due. Some other studies (Van Eerde, 2003; Lakshminarayan, Potdar & Reddy, 2013), reports that high procrastinators perform below average on academic tasks. This relationship between academic procrastination and academic performance is mutual. That is, students who procrastinate more have low academic performance, and students with low academic performance will more likely to procrastinate more (Hossein, et al, 2017).

The previous literature in the area of academic procrastination shows that procrastination is extremely prevalent among the students and this tendency seems to increase in higher education. Studies found that most of the students procrastinate academic activities to some degree and about a quarter of students report that their procrastination level causes them stress or lower academic performance (Ferrari, Johnson & McCown, 1995; Solomon & Rothblum, 1984).

Academic performance plays an important role in student's life. Basically, in higher education the importance of academic performance cannot be denied. There are various factors that influenced academic performance of students and previous researches shows that academic procrastination negatively impacts academic performance of students. Previous studies have reported that most of the time procrastination had unfavourable educational consequences including lower academic grades (Akpur, 2020). Therefore, to understand how the procrastinatory behaviour of students affect their academic performance, the researcher felt a need of conducting a study to investigate the relationship between academic procrastination and academic performance among the undergraduate students.

## Review of related literature

**Akinsola, Tella and Tella (2007)** investigated the correlation between academic procrastination and mathematics achievement of undergraduate students. The result of the study showed a significant correlation between academic procrastination and academic achievement of the subjects in mathematics. Further, the study also revealed a significant difference in the levels of procrastination and mathematics achievement of the subjects, it showed that the performance of low procrastinators was better in comparison to moderate and high procrastinators. The findings further revealed that gender has no impact on procrastination.

**Bezci and Vural (2013)** investigated elementary students' science achievement in relation to academic procrastination and gender. To collect the data, The Tuckman Procrastination Scale and a Science Achievement

test were used by the researcher. The result of the study indicated that both academic procrastination and gender were found to make a significant contribution to the variation in elementary students' science achievement. The result of the study showed a negative relationship between academic procrastination and achievement. Further the findings of the study revealed that female students had higher science achievement compared to the male students.

**Janseen (2015)** investigated the prevalence of academic procrastination among high school and undergraduate students and its relationship with academic achievement. The result of the study indicated that undergraduate students procrastinate more than high school students. Further, the study showed no significant relationship between academic procrastination and academic achievement.

**Joubert (2015)** conducted a study among the high school learners to find out the relationship between academic procrastination and academic achievement. Academic procrastination of participants was measured using Tuckman Academic Procrastination Scale (1991). The result of the study showed a negative relationship between academic procrastination and academic achievement of high school students. further the study also showed no significant difference on academic procrastination in terms of participant's gender, age, place of residence, number of siblings.

**Das (2016)** carried out a study to find out the relationship between academic procrastination and academic achievement of secondary school students of Kamrup district, Assam. In this study the researcher used Tuckman Procrastination Scale (1990) for data collection. The result of the study showed a negative relationship between academic procrastination and academic achievement of students.

**Bashir and Gupta (2018)** conducted a study to find out the relationship between academic procrastination and academic performance among university students. In this study the researcher used academic procrastination scale developed by Gupta and Bashir (2018) to measure the academic procrastination of university students. The researcher found a significant gender difference in academic procrastination as well as academic performance of university students. Further the result of the study also indicated a negative relationship between academic procrastination and academic performance of university students

**Singh (2018)** conducted a study to investigate the academic procrastination, academic anxiety and learning styles and its relationship with academic achievement of secondary school students. In this study the researcher used self-structured academic procrastination scale to measure procrastination behaviour of students. The result of the study showed no significant gender difference in academic procrastination. The findings of the study also indicated a significant negative relationship between academic procrastination and academic achievement.

**Devi (2020)** studied about the academic achievement of secondary school Students in relation to academic procrastination, Peer pressure, educational aspirations and Obedient disobedient tendency. For collection of data regarding academic procrastination, Academic Procrastination Scale developed by Dr. Ashok. K. Kalia and Manju Yadav (2015) is used by the researcher. In this study the researcher found a significant negative relationship

between academic procrastination and academic achievement, the students having higher procrastination had lower academic achievement.

### Objectives of the study

1. To find out the level of academic procrastination among the undergraduate students of Tinsukia district, Assam.
2. To compare the Academic Procrastination of the male and female undergraduate students of Tinsukia district, Assam.
3. To find out the correlation between Academic Procrastination and Academic performance of the undergraduate students of Tinsukia district, Assam.

### Hypotheses of the study

**H<sub>01</sub>:** There is no significant difference between the Academic procrastination of Male and Female undergraduate students of Tinsukia District.

**H<sub>02</sub>:** There is no significant correlation between Academic procrastination and Academic Performance of undergraduate students of Tinsukia District.

### Method

In the present study descriptive survey method was used by the researcher.

### Sample

The sample of the study comprises 100 undergraduate students (50 male and 50 female) studying in general Degree colleges of Tinsukia district, Assam.

### Tools

1. Academic Procrastination Scale developed and standardized by Dr. Savita Gupta and Liyaqat Bashir (2018).
2. For academic performance marks obtained by the students in their previous semester exam were considered.

### Result of the study

**Table-1**

**Level of academic procrastination among the undergraduate students of Tinsukia district**

N	Mean	SD	Skewness	Kurtosis
100	77.58	24.25	0.64	-0.42

Table-1 shows the computed value of the skewness of the distribution is 0.64 which indicates that the distribution of academic procrastination score is positively skewed, which means that scores of many students are lower than the average score of the group. The computed value of kurtosis is -0.42 which indicates that the distribution is platykurtic i.e. the curve is flatter than the normal curve.



**Table-2**

**Comparison of the academic procrastination of male and female undergraduate students of Tinsukia district**

Variables	N	Mean	SD	't' value	Df	Significance
Male	50	83.02	23.18	2.29	98	Significant at .05 level
Female	50	72.14	24.30			

The data from the table revealed that the computed value of 't' = (2.29) against the 'df' = 98, is greater than the tabulated value = (1.96) at .05 level of significance. Thus, the null hypothesis "*There is no significant difference between the Academic Procrastination of Male and Female undergraduate students of Tinsukia District*" is rejected and it can be concluded that there is a significant difference between the Academic Procrastination of male and female undergraduate students of Tinsukia District.

**Table- 3**

**Relationship between academic procrastination and academic performance of undergraduate students of Tinsukia district**

Variables	N	Means	SD	Df	'r'	Significance
Academic Procrastination	100	77.58	24.25	98	-0.59	Not Significant at .05 level
Academic Performance		60.98	13.60			

The computed Product Moment Coefficient of Correlation (r) between Academic Procrastination and Academic Performance of undergraduate students of Tinsukia District is found to be -0.59. The tabulated value of 'r' against the 'df' 98 at .05 level is 0.195. Thus, the calculated value of 'r' -0.59 is smaller than the tabulated value of 'r' 0.195 at .05 level of significance. Therefore, the null hypothesis "*There is no significant correlation between Academic Procrastination and Academic Performance of undergraduate students of Tinsukia District*" is rejected and it can be said that there is a significant negative correlation between Academic Procrastination and Academic Performance of undergraduate students of Tinsukia District.

### Discussion

In the descriptive analysis, the results have been analysed and interpreted in the light of mean, standard deviation, skewness and kurtosis. In the Inferential analysis or Correlational analysis, the results have been analysed and interpreted in the light of t-test and calculation of correlation coefficient 'r'. The findings of the study are as listed below-

- There is a significant difference between the Academic Procrastination of male and female undergraduate students of Tinsukia District.
- There is a significant negative correlation between Academic Procrastination and Academic Performance of undergraduate students of Tinsukia District.

The findings of the present study can be analysed in the light of the previous studies. The present study found a significant gender difference in academic procrastination among the undergraduate students. This finding is supported by the previous studies, Bashir and Gupta (2018); whereas it is contradictory to Akinsola,

Tella and Tella (2007); Singh (2018). Secondly, the present study showed a significant negative correlation between academic procrastination and academic performance among the undergraduate students. This finding is supported by most of the previous studies, Akinsola, Tella and Tella (2007); Bezci and Vural (2013); Das (2016); Bashir and Gupta (2018); Singh (2018) and Devi (2020).

## Conclusion

Procrastination is prevalent among students of all ages. Many students tend to postpone assignments, projects, or studying for exams until the last minute, often cramming when time is running out. This habit negatively impacts their academic performance. The present study found a significant negative relationship between academic procrastination and academic performance among undergraduate students. This means that higher levels of procrastination are associated with lower academic performance. Therefore, it is essential for students to minimize procrastination in their academic activities to achieve better results. To help reduce academic procrastination, educational institutions should organize sessions led by experts to provide students with effective strategies for managing their time and workload.

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