

Academic Procrastination and Academic Performance among Undergraduate Students of Odisha

*Mr. Khageswar Bhati**, *Prof. Laxmidhar Behera*** & *Mr. Sanjib Gahir****

Abstract

The present study investigated the relationship between academic procrastination and academic performance of undergraduate students of Odisha. Further, the study aimed to determine differences in academic procrastination with respect to gender. The research is based on a random sample of 280 undergraduate students enrolled in different departments. Academic Procrastination Questionnaire (APQ) developed by Abu-Ghazal (2012) administered for data collection. The study used descriptive correlational research design. For the analysis of quantitative data, Pearson Correlation Coefficient and Independent sample t-test was computed in SPSS 20 software. Result shows that about 35.7% undergraduate students were having low procrastination; whereas the level of procrastination was moderate and high in 31.1% and 33.2% of undergraduates respectively. Finding indicates no significant correlation between academic procrastination and academic performance. Result of Independent sample t-test shows that mean scores of academic procrastination do not differ significantly according to gender variable. Findings of the study are discussed in line with existing literature.

Keywords: *Academic Procrastination, Academic Performance, Undergraduate Students.*

Introduction

The phrase “the early bird gets the worm” and “never put off till tomorrow what you can do today” are frequently used in conversation in contemporary India (As cited in Jose & Qasim, 2022). It indicates the procrastination behaviour of the individual. In literature, procrastination is defined as “the voluntary and unnecessary delay of a given intended action, despite the expectation of unpleasant and/or negative consequences” (Steel, 2007). Procrastination is one of the considerable factor that adversely affects students’ academic success. It may lead to students’ poor mental health, academic stress and feeling of guilt. In literature, four components of procrastination was underlined such as (1) A behaviour sequence of postponement, (2) Resulting in a substandard behavioural product, (3) Involving a task that is perceived by the procrastinator as being important to perform, and (4) Resulting in a state of emotional upset (Milgram, 1991). Freud’s theories on procrastination emphasized

*Research Scholar (UGC NET-JRF), Department of Education, Regional Institute of Education (NCERT), Bhubaneswar.

**Professor, Head, Department of Education, Regional Institute of Education (NCERT), Bhubaneswar.

***Research Scholar, Department of Education, Indira Gandhi National Tribal University, Amarkantak, Madhya Pradesh

that tasks threatening to the ego are avoided by the individual. According to psychodynamic theory childhood traumas and experiences are related to procrastination. According to behaviourists, procrastination represents a form of escape conditioning. The cognitive theories on academic procrastination believed that irrational fears and self-criticism are related to procrastination (Kanus & Ellis, 1977). The Temporal Motivation Theory (TMT) explained that an individual procrastinates the task depending on different choices and expectations such as expectation of achieving a desired result, sensitivity to delay gratification, value of the outcome and timing of that outcome. Collectively, it is defined as the procrastination equation (Steel & Koning, 2006, as cited in Girdhar et al., 2020).

The academic delay behaviour may be intentional, incidental or habitual. Academic procrastination is related to dysfunctional learning outcomes like poor quality academic work, poor academic achievement, time constraints, dropout etc. Academic procrastination can be defined as intentional delay on academic works that must be completed (Schraw et al., 2007). It can be seen in different academic tasks such as writing of term papers, assignment works, class lectures, studying for examinations etc (Solomon & Rothblum, 1984). The problem of academic procrastination is widely pervasive in undergraduate and college students. Study on academic procrastination found that about 75.4% of medical science students were in moderate to high level of procrastination in writing term papers; 60.4% students showed procrastination in performing administrative task; and about 67.2% of students practiced procrastination in attending meetings (Hayat et al., 2019). Students reported a moderate level of academic procrastination due to poor time management (Basith, 2021; Subekti, 2023). In another study, researchers found a moderate level of academic procrastination among Bachelor of Elementary Education students (Calonia et al., 2023) and about 28.5% dental undergraduate students had high procrastination (Uma et al., 2020). Similarly, in Jordanian context about 7% undergraduate found to be engaged in high academic procrastination (Mahasneh et al., 2016); about 39% of students always practised procrastination to academic tasks (Fentaw et al., 2022).

Related Literature

Literature on academic procrastination underlined that procrastination is positively and significantly related with students' attitude towards cheating and absenteeism. According to the findings, students with a high sense of academic procrastination are more likely to have cheating behaviour and to be absent in class (Subekti, 2023). Lack of time management skill, task aversiveness, fear of failure and perfectionism are considered to be the significant factor of academic procrastination. A specific personality trait, known as perfectionism, is generally considered as multidimensional, encompassing both maladaptive and adaptive perfectionism (Gärtner et al., 2020; Smith et al., 2009). Cross-sectional studies conducted on academic procrastination and perfectionism among undergraduate nursing students. It was found that academic procrastination was predicted positively by maladaptive perfectionism and negatively by adaptive perfectionism (Huang et al., 2023).

Studies have examined procrastination with basic psychological needs, satisfaction and frustration; and motivation among undergraduate students. According to the result, academic

motivation moderates the relationship between procrastination and basic psychological needs satisfaction, but motivation does not mediate the relationship between procrastination and basic psychological needs frustration. The findings suggest the importance of basic needs satisfaction to increase students' academic motivation and to reduce their procrastination behaviour (Oram & Rogers, 2022). Studies conducted in the context of India, found that procrastination in academics is significantly influenced by the college environment. Academic procrastination can be reduced in a supportive college environment with positive atmosphere and helpful peers. College environments which foster discipline, have inspiring and supportive faculty helps the students to reduce academic procrastination (Rasool et al., 2023).

Academic Procrastination and Academic Achievement

Previous research indicates that students who accomplished the assignments early or on the designated deadline, performed better than those who completed their assignments late or after the deadline. It is reported that when assignments are submitted after the due date, half of the undergraduate students would receive a failing grade. The findings support the assumption that students who submit the assignment earlier tend to have high academic grades (Jones & Blankenship, 2020). There is a considerable amount of research conducted on academic procrastination of undergraduate students. In university students, a significant negative relationship was observed (Bashir & Gupta, 2018). The literature provides insight into the negative relationship between academic procrastination and academic performance.

In medical science students, academic procrastination is found to be negatively correlated with academic achievement (Hayat et al., 2019; Basith, 2021). It is empirically investigated that mobile phone addiction and academic procrastination have negative effects on achievement of Chinese medical students. According to the findings, as students' academic procrastination increases, their academic performance tends to decrease (Tian et al., 2021). In online learning setting, the study observed no significant relationship ($r=0.204$) between academic procrastination and academic achievement. It was suggested that academic performance of students is not influenced by their academic procrastination behaviour (Calonia et al., 2023). Similar to the above findings, previous literature underlined that academic procrastination was not significantly related with both previous class GPA ($r=.02$) and current GPA ($r=-.03$) scores of university students (Mazhar et al., 2021).

Academic Procrastination and Gender

Study on academic procrastination in relation to gender variable found that male and female university students' procrastination in academics differs significantly (Khan et al., 2014; Bashir & Gupta, 2018). The literature underlined no significant difference in academic procrastination of dental undergraduate students according to the variable of gender (Uma et al., 2020). In contrast, literature shows significant differences in academic procrastination of students according to gender variable. Difference in academic procrastination between male and females students was found to be significant (Basith, 2021). It is reported that male students enrolled in medical science programmes showed higher academic procrastination

than the female students (Hayat et al., 2019; Tian et al., 2021). Among university student participants, it was observed that male students presented high academic procrastination as compared to female counterpart (Mazhar et al., 2021).

Objectives of the Study

1. To study the level of academic procrastination of undergraduate students of Odisha
2. To study the relationship between academic procrastination and academic performance of undergraduate students of Odisha
3. To study the difference in academic procrastination of undergraduate students of Odisha in relation to gender

Hypotheses

1. There exists negative relationship between academic procrastination and academic performance among undergraduate students of Odisha
2. There is no significant difference in academic procrastination of undergraduate students of Odisha in relation to gender

Materials and Methods

The study employed descriptive correlational research design. The correlational design helps to determine the degree of relationship between two or more variables. “Correlational research can be used for the purpose of prediction, validity, reliability, and theory verification” (McLeod, 2008). The sample of the study consists of 280 (Male=83, Female=197) undergraduate students enrolled in different departments, in 25 degree colleges of Odisha. Random sampling was used to select the participants. To measure academic procrastination of undergraduate students, Academic Procrastination Questionnaire (Abu-Ghazal, 2012) was used for data collection. The validity of the questionnaire was established using exploratory and confirmatory factor analysis. The result of factor analysis confirmed the one dimensional of the questionnaire. The Cronbach alpha reliability coefficient of the measure was .90. It consists of 21 items having likert-rating ranging from Totally Agree (5) to Totally Disagree (1). The possible range score on APQ was from 21 to 105. High score (above the mean score) on the scale indicates individuals’ high procrastination tendency. Data on academic performance was collected from GPA (Grade Point Average) scores obtained by undergraduate students in academic examinations. Prior to the data collection, students were informed that their response would be kept confidential and would only be used for research purposes. For the analysis of quantitative data, statistical

methods such as Mean, Standard Deviation, Independent sample t-test, Pearson Correlation of Coefficient etc were calculated in SPSS 20.

Result

The objective of the study was to determine the level of academic procrastination among undergraduate students. Table 1 indicates the number and percentage of students having low, moderate and high level of procrastination.

Table-1 Level of academic procrastination of undergraduate students

Level	Frequenc y	Percen t	Cumulative Percent
Low Academic Procrastination	100	35.7%	35.7
Moderate Academic Procrastination	87	31.1%	66.8
High Academic Procrastination	93	33.2%	100.0
Total (N)	280	100%	

From table 1, it can be observed that a high portion of undergraduate participants i.e. 35.7% (100) reported low level of procrastination. In 31.1 % (87) students, procrastination was found to be moderate, whereas 33.2% (93).1% students demonstrated a high level of academic procrastination.

Table 2: Pearson Correlation of Coefficient between academic procrastination and academic performance

		Academic Procrastination	Academic Performance
Academic Procrastination	Pearson Correlation	1	.183**
	Sig. (2-tailed)		.002
	N	280	280
Academic Performance	Pearson Correlation	.183**	1
	Sig. (2-tailed)	.002	
	N	280	280

Table 2, depicts the Pearson Product Correlation between Academic Procrastination and Academic Performance found to be low, positive and statistically significant ($r=.183$, $p<.001$). Hence, the null hypothesis i.e. “There exists negative relationship between academic procrastination and academic performance among undergraduate students of Odisha” was accepted.

Table 3: Descriptive statistics on academic procrastination in relation to gender

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Academic	Male	83	71.59	10.80	1.186
Procrastination Score	Female	197	76.25	10.34	.73711

Table-3 shows the number of male and female undergraduate students, their mean and standard deviation scores on academic procrastination. The mean score of male and female undergraduate students on academic procrastination was 71.59 and 76.25 respectively.

Table 4: Result of independent samples t-test on academic procrastination

Independent Samples Test									
	Levene's Test for Equality of Variance			t-test for Equality of Means					
	F	Sig.	t	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval	
Academic Procrastination								Lower	Upper
Equal variances assumed	.269	.605	3.399	278	.001	-4.6634	1.3720	-7.364	-1.962
Equal variances not assumed			3.399	148.279	.001	-4.6634	1.3967	-7.423	-1.903

An independent samples t-test was calculated to determine differences in academic procrastination between undergraduate male and female students. As seen in Table 4, there is no significant differences ($t(278) = 3.399, p = .001$) in the scores with mean score for males ($M = 71.59, SD = 10.80$) was lower than females ($M = 76.25, SD = 10.34$). The magnitude of difference in the means (mean difference = -4.6634, 95% of Confidence Interval: -7.364 to -1.962) was found to be not significant. Hence, the formulated null hypothesis i.e. “there is no significant difference in academic procrastination of undergraduate students of Odisha in relation to gender” was accepted.

Discussion

The study aimed firstly to investigate the level of academic procrastination of undergraduate students of Odisha. The study found that 35.7% of students had a low level of procrastination. The result found to be inconsistent with previous studies who reported that high portion of

undergraduate medical science students were in moderate to high level of procrastination in writing term papers, performing administrative task and attending meetings (Hayat et al., 2019); and undergraduate students (about 39%) who always procrastinated to academic tasks (Fentaw et al., 2022). The second objective of the study was to examine the relationship between undergraduate students' academic procrastination and academic performance. The study found no significant relationship between undergraduate students' academic procrastination and academic performance. This finding is in consonance with previous literature (Bashir & Gupta, 2018; Mazhar et al., 2021; Calonia et al., 2023). According to the findings, high academic procrastination among undergraduate students is associated with low academic performance. The study aimed to determine differences in academic procrastination by gender. Results indicate that academic procrastination did not differ significantly by gender among undergraduate students of Odisha. It indicates gender does not influence academic procrastination behaviour of undergraduate students. This finding is consistent in line with existing literature (Uma et al., 2020). However, most of the studies conducted on academic procrastination concerning gender variable observed differences between male and female students (Khan et al., 2014; Bashir & Gupta, 2018).

Conclusion and Recommendations

Academic procrastination is a considerable factor affecting academic success. Students at undergraduate stage need to be equipped with effective time management skills to avoid procrastination in academic tasks. Students can clearly define their academic goals for themselves to reduce procrastination behaviour. In this direction, necessary scaffolding should be provided to the undergraduate students by the teacher and parents for accomplishing assigned projects and assignments. Considering empirical results, students need to develop their academic motivation and self- efficacy to carry out academic tasks successfully. Based on the findings, the study recommended that further research can be investigated to reduce students' procrastination tendency as it adversely affects their academic performance.

References

- Abu-Ghazal M. Academic procrastination: prevalence and causes from the point of view of undergraduate students. *Jordan Journal of Educational Sciences*. 8(2): 131-49.
- Bashir, L. & Gupta, S. (2018). A Deeper Look into the Relationship between Academic Procrastination and Academic Performance among University Student. *Research Guru: Online Journal of Multidisciplinary Subjects*, 12(3). 531-540.
- Basith, A., Rahman, M. S. & Moseki, U. R. (2021). College Students' Academic Procrastination during the Covid-19 Pandemic: Focusing on Academic Achievement. *Jurnal Kajian Bimbingan dan Konseling*, 6(3), 112–120. <https://doi.org/10.17977/um001v6i32021p112-120>
- Calonia, J.T., Doller, G.D.H., Mesias, M.P., Palutao, L.V., Linas, L.J. & Mojado, G.S. (2023). Investigating Academic Procrastination and its Implication for Academic

Achievement in an Online Learning Setting. *International Journal of Innovative Science and Research Technology*. 8(7). 608-614.

Fentaw, Y., Mogesh, B.T. & Ismail, S.M. (2022). Academic Procrastination Behavior among Public University Students. *Education Research International*, 1-8. <https://doi.org/10.1155/2022/1277866>

Gärtner, J., Bußenius, L., Prediger, S., Vogel, D., & Harendza, S. (2020). Need for cognitive closure, tolerance for ambiguity, and perfectionism in medical school applicants. *BMC Medical Education*, 20(1), 132.

Girdhar, K., Ola, M. & Sharma, V. (2020). Impact of Academic Procrastination on Academic Performance. *International Journal of Social Science and Humanities Research*, 8(1). 42-47.

Hayat, A.A., Jahanian, M., Bazrafcan, F. & Shokrpour, N. (2019). Revalence of Academic Procrastination Among Medical Students and Its Relationship with Their Academic Achievement. *Shiraz E-Medical Journal In Press*. 10.5812.

Huang, H., Ding, Y., Liang, Y., Wan, X., Peng, Q., Zhang, Y., Kong, D., & Chen, C. (2023). The association between perfectionism and academic procrastination among undergraduate nursing students: The role of self-efficacy and resilience. *Nursing Open*, 00, 1–11. <https://doi.org/10.1002/nop2.1922>

Jones, I.S., & Blankenship, D. (2020). Year two: Effect of procrastination on academic performance of undergraduate online students. *Research in Higher Education Journal*, 39.

Jose, J.P. & Qasim, S.H. (2022). Relationship Between Academic Procrastination and Self-Efficacy Among Undergraduate Students of Prayagraj. *Shodh Disha*, 410-414.

Khan, M.J., Arif, H., Noor, S.S. & Muneer, S. (2014). Academic Procrastination among Male and Female University and College Students. *FWU Journal of Social Sciences*, Winter, 8(2). 65-70.

Mahasneh, A.M., Bataineh, O.T. & Al-Zoubi, Z.H. (2016). the relationship between academic procrastination and parenting styles among Jordanian undergraduate university students. *The Open Psychology Journal*. 9. 25-34. 10.2174

Mazhar, A.F., Rafique, M. & Ikram, S. (2021). The Moderating Role of Emotional Intelligence between Academic Procrastination And Academic Achievement Among Male And Female University Students. *Multicultural Education*. 7(11). 405-414. 10.5281

Oram, R. & Rogers, M. (2022). Academic Procrastination in Undergraduate Students: Understanding the Role of Basic Psychological Need Satisfaction and Frustration and Academic Motivation. *Canadian Journal of Education*, 619-645. 10.53967.

Psychological Bulletin, 133, 65-94. <http://dx.doi.org/10.1037/0033-2909.133.1.65>

- Rasool, I., Ganai, M.Y. & Dar, M.A. (2023). Understanding happiness and academic procrastination among undergraduate students in Kashmir: A quantitative as well as qualitative study. *Education Mind*, 2(1). 16-34.
- Schraw, G., Wadkins, T., & Olafson, L. (2007). Doing the things we do: A grounded theory of academic procrastination. *Journal of Educational Psychology*, 99(12), 12–25. <https://doi.org/10.1037/0022-0663.99.1.12>
- Smith, M. M., Sherry, S. B., Vidovic, V., Saklofske, D. H., Stoeber, J., & Benoit, A. (2019). Perfectionism and the five-factor model of personality: A meta-analytic review. *Personality and Social Psychology Review*, 23(4), 367–390.
- Solomon, L. J., & Rothblum, E. D. (1984). Academic procrastination: Frequency and cognitive-behavioral correlates. *Journal of Counseling Psychology*, 31(4), 503–509. <https://doi.org/10.1037/0022-0167.31.4.503>
- Steel, P. (2007). The Nature of Procrastination: A Meta-Analytic and Theoretical Review of Quintessential Self-Regulatory Failure.
- Subekti A. S. (2023). Indonesian University Learners' Academic Procrastination: Interactions with Attitudes toward Cheating, Absenteeism, and L2 Achievement. *Journal of Language and Education*, 9(1), 129-138. <https://doi.org/10.17323/jle.2023.14717>
- Tian J, Zhao J-y, Xu J-m, Li Q-l, Sun T, Zhao C-x, Gao R, Zhu L-y, Guo H-c, Yang L-b, Cao D-p & Zhang S-e (2021). Mobile phone addiction and academic procrastination negatively impact academic achievement among Chinese medical students. *Frontiers in Psychology*. 12. 1-8. 10.3389.
- Uma, E., Lee, CH., Shapiyai, S.N.H.BM., Binti, A.N.B.M.N, Soe H.H.K. & Varghese, E. (2020). Academic procrastination and self-efficacy among a group of dental undergraduate students in Malaysia. *Journal of Education and Health Promotion*, 9(1). 1-6. 10.4103