

Academic Procrastination and Academic Achievement among College Students of Namchi District, Sikkim

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Abstract

Procrastination in any form has an adverse impact on individual's life in spite of knowing this possible impact it is unavoidable habit for many people. Academic procrastination is found to be one of the common habits amongst the learners at all levels of education around the world which means delaying or avoiding academic work such as doing homework, preparing for exam, completing assignments on time and other general academic responsibilities despite of knowing that this delay may lead to negative learning outcomes. It often leads to low grades, stress, and a lack of motivation. Therefore, it is crucial to understand the levels of academic procrastination and its relationship with academic achievement. Hence, the present study focuses on understanding the levels of academic procrastination and its relationship with academic achievement among college students of Namchi District, Sikkim. The present study is a descriptive survey research in which quantitative methods were employed. For collection of data related to Academic Procrastination the "Academic Procrastination Scale" was used. Further, data related to the academic achievement the participant most recent academic record had been refereed. The total of 200 college students (100 male and 100 female) comprised of the sample for the study. The study reveals that the majority of the participants i.e. 77% were found in low to moderate category however, there were still 23% participants falling in above average to extremely high level of academic procrastination. Further, the findings shows that there is a significant difference in academic procrastination among male and female with $t(198) = 5.06, p > 0.05$. Academic procrastination was found to be more among male participants. With regards to academic achievement the findings shows that the majority of the participants i.e. 42% had average level of academic achievement, 37% under Good, 13% Very Good, 7% fair level, 1% Excellent academic achievement level and no participants were found in outstanding and marginal and below level. Further, the finding also reflects that there is no significant difference between male and female with $t(198) = .982, p < 0.05$ in academic achievement. The study also found that there is a very weak positive correlation between Academic procrastination and Academic achievement among college students i.e. 0.186.

Key words: *Academic procrastination, academic achievement, college students.*

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1.1 INTRODUCTION

Procrastination refers to deliberately delaying the start or completion of a task, either until the deadline, after the deadline, or in some cases, not doing it at all even when it would have been optimal to do it immediately. Procrastination is a widespread tendency that causes bad time management, below-average performance, procrastinating on studying, shirking, emotional exhaustion, and difficulties with managing negative emotions (Abbasi & Alghamdi, 2015). Similarly, academic procrastination refers to delaying school work even when students are aware it will hurt them regardless of this it is common to many students. According to Janet et al., (2025), to students, procrastination is a great source of stress. They usually prefer temporary comfort or diversion to engaging in their work. Further, Delgado et al., (2025) also have revealed that academic procrastination can adversely impact the mental wellbeing and the performance of the students. While parents, teachers, and students typically view it as a minor problem, it can create big issues particularly low grades, which can have lasting consequences. Success is most likely to be the result of persistent effort, yet procrastination is ignored since other problems are held more responsible for poor academic performance (Gayary & Kalita, 2025).

In a study conducted by Bhati et al., 2024 indicate that students who complete and return their work on time or ahead of time tend to get higher grades. Indeed, almost half of the students who turn in late fail. This indicates that completion of work early or on time is associated with greater academic achievement. Likewise, Karatas (2015) mentions academic procrastination is a widespread problem that impacts the quality of learning and performance. If it is a habit, it can damage productivity and result in long-term issues. Gayary & Kalita, (2025) also highlights procrastination is a significant factor if students pass or fail in school. However, people pay more attention to other reasons, so it gets neglected. Majority of the studies indicate that if procrastination in academics doesn't get sorted early, it becomes a huge problem. It usually grows greater as people get older. Mallick & Singh, (2025) found that procrastination is highly prevalent among college students and tends to decrease academic performance.

Procrastination has long been recognized as a significant barrier to academic success. According to Steel (2007), procrastination is a complex behaviour that often stems from a combination of factors such as poor time management, lack of self-regulation, fear of failure, and task aversiveness. Steel (2007) meta-analysis highlights a consistent and robust negative correlation between procrastination and academic achievement. Procrastinators frequently delay academic tasks, which results in rushed work, increased stress, and the inability to produce high-quality assignments. This tendency to delay critical tasks until the last minute not only leads to poor academic performance but also undermines students' learning processes, as they have less time to reflect on and absorb the material.

Tuckman (2007) further emphasizes that procrastination is often linked to emotional and psychological factors, such as anxiety and perfectionism. Students who procrastinate may experience heightened anxiety about completing a task and, as a result, avoid it, even when they understand the long-term consequences.

Sirois (2014) adds another layer to this understanding by exploring the relationship between procrastination, stress, and self-compassion who highlights that procrastination exacerbates

stress, which in turn negatively impacts academic performance. This is particularly evident in students who exhibit low levels of self-compassion.

Moreover, research by Blunt and Pychyl (2000) underscores that procrastinators tend to complete their tasks in a rushed and incomplete manner, often leading to lower-quality work. Their study shows that procrastinators are more likely to submit assignments that are poorly executed, which directly impacts their grades. Hence, it makes it very necessary to understand the learner's level of academic procrastination and its relationship with academic achievement.

REVIEW OF RELATED LITERATURE

There is no dearth of study conducted on understanding the level of academic procrastination in general and with regards to gender and on understanding the correlation between academic procrastination and academic achievement. Amongst the studies conducted on understanding the relationship between academic procrastination and academic achievement majority of the study found that there exists negative relationship between academic procrastination and academic achievement such as Sirois & Pychyl (2013), Tiwari & Singh (2020), Nair & Iyer (2023), Sirois (2014), Eerde (2003) and Sullivan (2010). Similarly, Tiwari & Singh (2020) found that there was a significant negative correlation between procrastination and academic performance, with demographic factors like age and gender influencing procrastination levels. Likewise, Balkis & Duru (2017) also reflects that academic procrastination was negatively related with academic performance and academic life satisfaction. However, Chu & Choi (2005), Gupta, Verma, & Bhatia (2021) have reported positive correlations between academic procrastination and academic performance. Further, Nair & Iyer, (2023) revealed that chronic procrastination was found to create a vicious cycle of stress, poor performance, and reduced motivation, which only worsened over time.

Furthermore, Joshi & Agarwal (2019) found that female students reported higher procrastination levels than male students, affecting their academic achievements differently. However, Balkis & Duru (2017) reflects male students had higher level academic procrastination and lower level of academic performance and academic life satisfaction. Similarly, Kassim, *et al.* (2022) also determined that males procrastinate more frequently than females. Likewise, Arif, Noor & Muneer (2014) also found a significant difference is found among males and females on academic procrastination. Rasool, Dar & Ganai (2023) also found that male students across multiple disciplines exhibits higher levels of academic procrastination compare to their counterparts.

Moreover, Steel & Klingsieck, (2016) found that procrastination was significantly linked to academic underachievement and poor emotional well-being. Sirois & Pychyl, (2013) reveals that students with higher levels of self-compassion were less likely to procrastinate. Steel (2007) found that procrastination is highly correlated with self-regulation, failure, impulsivity, and anxiety. Verma & Joshi (2022) in their study on understanding impact of Social Media on procrastination among Indian college students found that Social media usage significantly contributes to procrastination among Indian college students, which in turn negatively impacts their academic performance.

Patel & Mehta (2020) revealed that effective time management skills played a significant role in reducing procrastination among college students. Students who utilized time management techniques, such as setting priorities, creating schedules, and breaking tasks into smaller steps, were less likely to procrastinate. Similarly, Singh & Roy (2018) found that the higher levels of self-regulation and effective time management skills were associated with lower levels of procrastination.

OBJECTIVES OF THE STUDY

The main objectives of the present study are as follows:

- i. To find out the level of academic procrastination among college students.
- ii. To find out the level of academic procrastination among male and female college students.
- iii. To find out the level of academic achievement among college students.
- iv. To find out the level of academic achievement among male and female college students.
- v. To find out the relationship between academic procrastination and academic achievement.

HYPOTHESIS OF THE STUDY

The Hypothesis of the study are as follows:

- i. **H₀₁**: There is no statistically significant difference between male and female in the level of academic procrastination.
- ii. **H₀₂**: There is no statistically significant difference between male and female in the level of academic achievement

RESEARCH METHOD

The present study used a descriptive research in which quantitative methods were employed. For the collection of relevant data present study used standardized tool “**Academic Procrastination Scale**” developed by Dr. Savita Gupta and Liyaqat Bashir published by National Psychological Corporation, Agra. Further, data related to the academic achievement the participants recent academic record had been taken. The sample for the present study comprises of 200 college going students (100 male and 100 female) of Namchi District. For selecting the sample of the study simple random technique had been utilized. Further, for the analysis and interpretation of data was done using Descriptive Statistics, t-test applied to find out the statistically significant difference between male and female in the level of academic procrastination and academic achievement and Pearson’s Correlation coefficient was to find out the relationship between academic procrastination and academic achievement.

FINDINGS

Table 1: Level of Academic Procrastination among College Students

N =200	
Level of Academic Procrastination	Number of Participants

Extremely High (119 & above)	1%
High (108 – 118)	3%
Above Average (97 - 107)	19%
Moderate (82 - 96)	37%
Below Average (71 - 81)	21%
Low (59 – 70)	18%
Extremely Low (58 & below)	1%

The Table 1 below shows that out of total 1% of participants are falling under the extremely high Academic procrastination level and 3% of participants are under High, 19% participants under Above average, 37% Moderate, 21% Below average and 18% low. Further, it also indicates that maximum participants i.e. 37% are falling under the category of Moderate level of Academic procrastination and minimum participant i.e. 1% were falling under Extremely high and low level of Academic procrastination.

Table 2: Summary of Variable, N, Mean, SD, t-value, P- value of Female and Male College students with regards to Academic procrastination

Variable	N	Mean	SD	t (198)	P
Female	100	78.62	11.71	5.06	.000
Male	100	91.58	13.81		

Note* Level of confidence at 95%

Table 2 shows that there is a mean difference between female and male students on academic procrastination. The findings shows that there is a significant difference between the two variable with $t(98) = 5.06$, $p > 0.05$. Therefore, the hypothesis that there is no significant difference between in the level of academic procrastination between male and female is failed to retain.

Table 3: Level of Academic Achievement among College Students

N = 200		
Grade	Level of Academic Achievement	Number of Participants
A	Outstanding (91 – 100)	-
B	Excellent (81 – 90)	1%
C	Very good (71 – 80)	13%
D	Good (61– 70)	37%
E	Average (51 – 60)	42%

F	Fair (41 – 50)	7%
G	Marginal (33– 40)	-
H	Needs improvement (16 – 32)	-
I	Needs more improvement (0 – 15)	-

*As per IGNOU grading system

The Table 3 below reflects that out of total of participants minimum 1% of participants are falling under the Excellent Academic achievement level and 13% of participants are under Very good, 37% participants under Good, 42% Average and 7% Fair. Further, it also indicates that maximum of participants i.e. 42% of participants are falling under the category of Average level of Academic achievement and minimum participants i.e. 1% were falling under Excellent category of Academic achievement.

Table 4: Summary of Variable, N, Mean, SD, t-value, P- value of Female and Male College students with regards to Academic achievement

Variable	N	Mean	SD	t (198)	P
Female	100	62.70	7.96	.982	.328
Male	100	61.05	8.84		

Note* Level of confidence at 95%

Table 4 shows that there is a mean difference between female and male students on academic achievement. The findings shows that there is no significant difference between the two variable with $t(198) = .982$, $p < 0.05$. Therefore, the hypothesis that there is no significant difference between male and female in the level of academic achievement is retain.

Table 5: Relationship between Academic Procrastination and Academic Achievement

		Academic Procrastination	Academic Achievement
Academic Procrastination	Pearson	1	.186
	Correlation sig. (2-tailed)		
	N	200	200
Academic Achievement	Pearson	.186	1
	Correlation sig. (2-tailed)		
	N	200	200

The Table 5 below found that the correlations between Academic procrastination and Academic achievement were 0.186. Further, it indicates that there is a very weak positive

correlation between Academic procrastination and Academic achievement among college students.

DISCUSSION AND CONCLUSION

Procrastination is delaying or putting off tasks despite of knowing the consequences which may leads to poor grades, stress and lack of motivation among college students. The present study found that maximum college students i.e. 37% falls under the category of moderate level of Academic procrastination but there were 23% of the students having above average to extremely high academic procrastination which is a matter of serious concern. Further there was a significant gender differences in academic procrastination level with male were having more academic procrastination which is aligning with most of the study conducted such as studies by Balkis & Duru (2017), Kassim, *et al.* (2022), Arif, Noor & Muneer (2014) and Rasool, Dar & Ganai (2023). However, Joshi & Agarwal (2019) found that female students reported higher procrastination levels than male students. Further, the study also revealed that most students i.e. 42% had average level of academic achievement, 37% under Good, 13% Very Good, 7% fair level, 1% Excellent academic achievement level and no participants were found in outstanding and marginal and below level with no significant gender difference.

Further, knowing the fact that procrastination of any kind and level will negatively impact on the overall development of the individual and a society at large. Further, the study also revealed that there is a very weak positive correlation ($r = 0.186$) between academic procrastination and academic achievement which is contradictory to the majority of the studies conducted on the same area such as studies conducted by Sirois & Pychyl (2013), Tiwari & Singh (2020), Nair & Iyer (2023), Sirois (2014), Van Eerde (2003), Sullivan (2010), Tiwari & Singh (2020) and Balkis & Duru (2017), However, Chu & Choi (2005), Gupta, Verma, & Bhatia (2021) have reported positive correlations between academic procrastination and academic performance.

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