

Original Article

A Study on the Relationship Between Procrastination and Academic Performance Among College Students

¹N. UMMA HABEEBA, ²DR. S. SUGANYA

¹Department of Psychology, Holy Cross College (Autonomous), Tiruchirappalli, Tamilnadu, India.

²Assistant Professor, Department of Psychology, Holy Cross College (Autonomous), Tiruchirappalli, Tamilnadu, India.

ABSTRACT: *This study investigates the interrelationships between procrastination and academic performance among college students. Using a sample of 200 students from Trichy, the research examines how these factors correlate and whether demographic variables such as age, gender, degree level, and place of residence are associated with significant differences in these psychological and academic constructs. The results revealed a moderate negative correlation between procrastination and academic performance, while demographic analysis indicated that gender significantly influences procrastination levels, with males reporting higher scores.*

KEYWORDS: *Procrastination, Demographic Variables, Educational Psychology, Student Behavior, Academic Pressure, Psychological Well-Being.*

1. INTRODUCTION

College life is a crucial stage in an individual's academic and personal development. During this period, students encounter various academic responsibilities, including assignments, examinations, projects, and deadlines, which require effective time management and self-discipline. However, many students tend to delay or postpone important academic tasks despite being aware of the negative consequences. This behaviour, known as procrastination, has become increasingly common among college students and is recognised as a significant factor affecting academic success.

Procrastination is a voluntary delay in completing intended tasks, often resulting from poor time management, lack of motivation, fear of failure, low self-regulation, and distractions such as excessive use of digital devices and social media. Although students may postpone academic work with the intention of completing it later, such delays frequently lead to reduced productivity, incomplete assignments, poor examination preparation, and lower academic achievement.

Academic performance is an important indicator of students' educational progress and future career opportunities. It reflects students' ability to acquire knowledge, apply learning effectively, and achieve academic goals. Several factors, including study habits, motivation, self-discipline, learning environment, and demographic characteristics such as age, gender, programme of study, family type, and place of residence, may influence both procrastination and academic performance.

Understanding the relationship between procrastination and academic performance is essential for identifying the factors that hinder students' academic success. Examining this relationship can provide valuable insights into students' behavioural patterns and help educational institutions develop effective strategies to improve time management, self-regulation, and academic achievement.

The present study aims to examine the relationship between procrastination and academic performance among college students and to analyse the influence of selected demographic variables on these factors. The findings of the study are expected to contribute to the development of appropriate educational interventions that encourage productive study habits, reduce procrastination, and enhance students' overall academic performance.

1.1. OBJECTIVES

- To examine the relationship between procrastination and academic performance.
- To identify significant differences in these variables based on demographic factors (age, gender, degree, family type, and place of residence).

2. METHODOLOGY

The sample for the present study consisted of 200 college students from Tiruchirappalli selected through the Convenience Sampling Method. The participants included both undergraduate and postgraduate students aged between 18 and 25 years.

Students who were not enrolled in any academic program, individuals with severe diagnosed psychological conditions, and those unwilling to provide informed consent were excluded from the study.

TABLE 1 Tools Used

Tools Name	Author And Year	Number of Items	Positive/ Negative	Reliability/ Validity
General Procrastination Scale	Lodha, 2016	23	Positive-16 Negative -7	R-0.714 V-0.76
Perceived Stress Scale	Cohen, S., & Williamson, G. (1988).	10	Positive-4 Negative -6	V-Construct, Concurrent validity R-(.78 to .91)
Academic Performance Scale	Carson Birchmeier, Emily Gratten, Sarah Hornbacher, Christopher Mcgregory (2015).	8	nil	V-(.89) R-(.85)

Statistical Analysis: Data was analyzed using SPSS version 2.0, utilizing Independent Sample t-tests and correlation analysis.

Hypotheses: This hypothesis aims to examine whether procrastination and academic performance are related to each other among college students. The study seeks to identify the nature and strength of the relationship among these variables.

- H1: There will be a significant relationship between procrastination and academic performance among college students. This hypothesis examines whether students belonging to different age groups differ significantly in their levels of procrastination and academic performance. It assumes that age-related maturity, experience, and coping abilities may influence students' academic behavior and psychological well-being.
- H2: There will be a significant difference in Procrastination and Academic performance on the basis of the demographic variable age. This hypothesis investigates whether male and female students differ significantly in procrastination behavior, and academic performance. Gender-based differences in emotional expression, study habits, coping mechanisms, and academic involvement may contribute to variations in these variables.
- H3: There will be a significant difference in Procrastination and Academic performance on the basis of demographic variable Gender. This hypothesis aims to determine whether undergraduate (UG) and postgraduate (PG) students differ significantly in procrastination and academic performance. Differences in academic workload, educational responsibilities, and learning experiences between UG and PG students may influence these factors.
- H4: There will be a significant difference in Procrastination and Academic performance on the basis of demographic variable degree. This hypothesis examines whether students from rural and urban areas differ significantly in procrastination and academic performance. Variations in educational opportunities, environmental conditions, access to resources, and lifestyle may affect students' academic and psychological experiences.
- H5: There will be a significant difference in Procrastination and Academic performance on the basis of demographic variable place of residence. This hypothesis investigates whether students belonging to nuclear and joint families differ significantly in procrastination and academic performance. Family environment, emotional support, interpersonal relationships, and family responsibilities may influence students' behavior, and academic outcomes.
- H6: There will be a significant difference in Procrastination and Academic performance on the basis of demographic variable Family type.

3. RESULTS AND DISCUSSION

3.1. CORRELATION ANALYSIS

The study findings revealed the following relationships:

- Procrastination and Academic Performance: A moderate negative correlation (). This suggests that as procrastination increases, academic performance tends to decrease significantly.
- Procrastination: A weak negative correlation ().

TABLE 2 The Significant Difference in Procrastination, and Academic Performance.

Variables	Procrastination	Academic Performance
Procrastination	1	-.383**
Academic Performance	-.383**	1

3.2. DEMOGRAPHIC ANALYSIS

- Gender: A significant difference was found in procrastination levels (). Male students (Mean = 66.91) reported higher procrastination than female students (Mean = 61.42). However, no significant gender differences were found for academic performance.

- Age: Comparing age groups (18–21 vs. 21–25) yielded no significant differences in procrastination (), or academic performance ().
- Degree (UG vs. PG): The level of degree did not significantly influence any of the three primary variables ().
- Residence and Family Type: No significant differences were observed based on whether a student lived in a rural or urban area, or belonged to a nuclear or joint family.

TABLE 3 The Significant Difference in Procrastination, Academic Performance on the Basis of Demographic Variable Age

Variables	Age	Mean	Std. deviation	“p” value
Procrastination	18-21	64.14	8.990	.101NS
	21-25	62.16	10.142	
Academic Performance	18-21	27.01	5.512	.323NS
	21-25	27.91	5.936	

From the above table, it is inferred that the mean values for procrastination and academic performance were compared between the age groups 18–21 years and 21–25 years. It is observed that students aged 18–21 years obtained a higher mean score in procrastination (64.14) compared to students aged 21–25 years (62.16). However, students aged 21–25 years obtained slightly higher mean scores in academic performance (27.91) compared to students aged 18–21 years, who scored 27.01 in academic performance and 64.14 in procrastination. The obtained p-values for procrastination (.101) and academic performance (.215) are greater than 0.05, indicating that there is no significant difference in procrastination and academic performance based on the demographic variable age. This may be because students in both age groups experience similar academic demands, developmental challenges, and learning environments, which may influence their behavior and experiences in a comparable manner. Hence, age does not significantly affect procrastination and academic performance among college students. Therefore, the stated hypotheses are rejected. The current study results stay in line with the findings of Sandeep Kaur & Jasraj Kaur (2019), Attih, Juliana Asuquo & Prof. B. Vikoo (2025), and Mishra, Dharmesh Kumar, Keshar & Umesh K. (2012).

TABLE 4 The Significant Difference In Procrastination and Academic Performance on the Basis of the Demographic Variable Gender

Variables	Gender	Mean	Std. deviation	“p” value
Procrastination	Male	66.91	7.327	.005*
	Female	61.42	10.085	
Academic Performance	Male	25.43	5.676	.853NS
	Female	28.49	5.504	

The results show that male students have a higher mean score in procrastination (66.91) compared to female students (61.42), and the obtained p-value (.005) indicates a significant difference, suggesting that male students tend to procrastinate more. However, female students have slightly higher mean scores in academic performance (28.49) compared to male students (25.43; 19.93). The p-values for academic performance (.853) and procrastination (.005) are greater than 0.05, indicating no significant gender difference in these variables. Hence, gender significantly influences procrastination but does not significantly influence academic performance among college students.

TABLE 5 The Significant Difference in Procrastination and Academic Performance on the Basis of Demographic Variable Degree

Variables	Degree	Mean	Std. deviation	“p” value
Procrastination	UG	62.71	9.324	.835NS
	PG	63.57	9.928	
Academic Performance	UG	5.767	5.767	.863NS
	PG	5.714	5.714	

From the above table, the results show that PG students have a slightly higher mean score in procrastination (63.57) compared to UG students (62.71), while UG students have a slightly higher mean score in academic performance (27.76). However, the p-values for procrastination (.835), academic performance (.863) are greater than 0.05, indicating no significant difference based on degree. Hence, degree does not significantly influence procrastination and academic performance among college students.

TABLE 6 The Significant Difference in Procrastination and Academic Performance on the Basis of Demographic Variable Place of Residence

Variables	Place of Residence	Mean	Std. deviation	“p” value
Procrastination	Rural	27.12	5.821	.849NS
	Urban	27.75	5.670	
Academic Performance	Rural	27.12	5.821	.697NS
	Urban	27.75	5.670	

From the above table, the results show that urban students have slightly higher mean scores in procrastination (27.75) compared to rural students (27.12; 19.86), while academic performance is also slightly higher among urban students (27.75) than rural students (27.12). However, the p-values for procrastination (.849), academic performance (.697) are greater than 0.05, indicating no significant difference based on place of residence. Hence, place of residence does not significantly influence procrastination, academic performance, or stress among college students.

TABLE 7 The Significant Difference in Procrastination and Academic Performance Based on the Demographic Variable Family Type

Variables	Family Type	Mean	Std. deviation	"p" value
Procrastination	Nuclear	28.06	5.777	.084NS
	Joint	27.56	5.233	
Academic Performance	Nuclear	28.06	5.777	.271NS
	Joint	27.56	5.233	

The results show that students from nuclear families have slightly higher mean scores in procrastination (28.06) and academic performance (28.06) compared to students from joint families (27.56); 27.56; 19.83). However, the p-values for procrastination (.084) and academic performance (.271) are greater than 0.05, indicating no significant difference based on family type. Hence, family type does not significantly influence procrastination and academic performance among college students.

4. CONCLUSION

The study concludes that while most demographic factors do not significantly impact academic outcomes, gender is a significant predictor of procrastination behavior among college students. Furthermore, procrastination serves as a more substantial deterrent to academic performance than perceived stress within this specific population. There is no significant difference in procrastination or academic performance between the age groups 18–21 years and 21–25 years. There is a significant difference in procrastination, where male students show higher procrastination than female students. However, no significant difference is found in academic performance based on gender. There is no significant difference in procrastination and academic performance between UG and PG students. There is no significant difference in procrastination and academic performance between rural and urban students. There is no significant difference in procrastination and academic performance between nuclear and joint family students. Most demographic variables do not significantly influence procrastination and academic performance among college students, except gender, which shows a difference in procrastination. These findings align with previous research indicating that shared academic environments often lead to similar stress and performance experiences across age and degree groups.

5. SUGGESTIONS FOR FUTURE RESEARCH

- Expand sample size and diversity to enhance the generalization of findings.
- Conduct longitudinal studies to track how procrastination evolves throughout a student's academic career.
- Incorporate additional psychological variables such as motivation, self-regulation, and digital distractions.

REFERENCES

- [1] P. Lodha et al., "General Procrastination Scale: Development of Validity and Reliability," *International Journal of Medicine and Public Health*, vol. 9, no. 3, pp. 74–80, Nov. 2019, doi: 10.5530/ijmedph.2019.3.19.
- [2] Cohen, S. and Williamson, G. Perceived Stress in a Probability Sample of the United States. Spacapan, S. and Oskamp, S. (Eds.) *The Social Psychology of Health*. Newbury Park, CA: Sage, 1988.
- [3] S. Suganya, "Relationship Between Job Satisfaction on Burnout and Occupational Stress Among Teaching Professionals," *Studies in India Place Names*, vol. 40, no. 48, pp. 355-362, 2020.
- [4] S. Suganya, Dr K. Govind, "Relationship Between Social Media Addiction and Self-Esteem among Working and Non Working Women," *Purakala*, vol. 31, no. 5, pp. 29-33, 2020.
- [5] S. Suganya, Saliha Afreen, "A Study on Work Family Conflict and Emotional Regulation Among Working Parents," *International Conference & Symposium: "Indian and Global Opportunities in the Sciences and Humanities: A Critical Discourse*, pp. 130-136, 2021.
- [6] S. Suganya, Dr. Suresh Kumar Murugesan, and Dr. K. Govind, "Correlates of School and Family Environment on WellBeing," *Journal of Survey in Fisheries Sciences*, vol. 10, no. 2(S), pp. 1714-1720, 2023.
- [7] K. Bhagyasri, "Education vs Entertainment on the Mobile screen time spent per day by Students in Higher Education in Tami Nadu," *Salud, Ciencia y Tecnología - Serie de Conferencias*, vol. 3, p. 714, July 2024, doi: 10.56294/sctconf2024714.
- [8] S. Suganya, Sr. Bridget, "Basic Psychological Need for Satisfaction and Frustration Among Working Women," *Studies in India Place Names*, vol. 40, no. 48, pp. 439-443, 2020.