
Academic Procrastination Among Undergraduate Students of Prayagraj

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Abstract:

We are living in the digital world and being techno savvy is becoming increasingly important in many aspects of life. Yet in this modern high-tech world we see plight of the students trying to cop up with studies. When students are not able to achieve what they need, they give into a sluggish feeling which results in procrastination. Studies have shown that at least half of all students routinely put off key responsibilities like studying for exams, preparing for term papers and keeping up with weekly homework. Students can achieve success only through hard work and perseverance. Though good education is unquestionably important, procrastination is a tendency that frequently occurs and is closely associated with academic achievement. Researcher has used the Academic Procrastination Scale by Savita Gupta and Liyaqat Bashir (2018) to measure the academic procrastination of students. 684 college going students (male and female) of Prayagraj, from urban and rural area are taken into consideration for this study. The result indicates that academic procrastination of urban Students is more than rural Students. The individual factors are more responsible for academic procrastination in urban area is may be due to the fact that the students pay less attention to studies as they are more exposed to social media. A few suggestions to improve the academic procrastination are also mentioned. Information is at the fingertips yet it is surprising that academic procrastination continues to remain as phobia and enigma.

Keywords: Academic Procrastination, motivation, students, change, learning.

The study of procrastination is inevitable and is becoming more popular due to the contemporary climate of rapid development in a digital culture and the abundance of demands on the individual. Face-to-face learning and teaching environments have evolved over the past few decades to include technology integrated face-to-face, blended, remote and open learning environments. Despite this change, all these settings continue to be used for the essential teaching phases, including analysis, planning, content delivery, carrying out activities and evaluation. Students are expected to complete duties including term project preparations with deadlines, exam preparations and daily or weekly reading assignments regardless of the degree of technology integration (Uzun zer, 2009). Assignments can be viewed as a tool to control the amount, mode and subject of learning for pupils. Poor academic achievement often follows from completing these duties incompletely or failing to finish them by the due date. Procrastination affects a wide range of people, from employees to independent contractors, homeowners to office workers, academic to non-academics and so on.

Procrastination essentially represents a fundamental aspect of human nature. On the academic front, a student is forced to put off writing papers and studying for examinations

because of the ongoing pressures of grades and other evaluations, only to cram for days when time is finally running out. Students also have a limited amount of time and a lot of tasks to complete, such as studying for examinations, creating presentations and assignments, dealing with administrative issues at school and being required to take part in extracurricular activities. These tasks are put off until closer to the deadlines. Students today are more likely than ever to procrastinate because technology has given them the opportunity to explore a virtual world where they have a lot to do in a short amount of time. The continual demographic shifts, force necessary revolution into all facets of society and have a big impact on both the market and the educational system. Education is regarded as one of the best investments in human capital because it is a tool for an individual's personal and professional progress. It assists people in locating their place in the complex social structure, adjusting to the new circumstances and demands and effectively resolving a diversity of issues. Adults who have completed their education can take on a variety of social responsibilities and obtain or maintain employment. Lifelong learning is undoubtedly important for any one, but procrastination can play havoc in everyone's life, irrespective of who they are.

Academic procrastination is a relatively common phenomenon among adults and students in the universities. Overall postponing the tasks and assignments has many negative consequences on both physical and mental health as well as the ability of people to achieve goals. Psychologists' findings indicate that the academic procrastination is associated with many variables in personality and behavior. Academic procrastination occurs at all levels of education. Research has shown that procrastination among college and university undergraduate students is more common, and some studies have shown that more than 70 percent of college students regularly procrastinate. As a parent, it can be frustrating to struggle with a child not completing his or her homework and assignments. It can leave many parents feeling as though their child is lazy or simply doesn't care about school.

In today's world it is important to study about academic procrastination and need for considering necessary actions for its prevention and coping for providing health of individuals, promoting their academic performance and helping the society's progress. To this end, training effective strategies to students for setting partial goals and effective planning for doing academic assignments is recommended for reducing academic procrastination by consulting and using self-improvement skills. So, the main purpose of this study is to find out the academic procrastination and the reasons associated with it.

The objective of this study is to investigate academic procrastination among male and female university and college students. Some reasons of academic procrastinations were also examined.

Instrument

Academic Procrastination Scale by Savita Gupta and Liyaqat Bashir (2018) was used which consist of thirty items and it had four dimensions, namely (i) Time Management, (ii) Task Aversiveness, (iii) Sincerity, (iv) Personal Initiative. The reliability of the scale is 7.63. To find out the reasons for academic procrastination a set of questions were asked from the students and responses given by the students were coded and were categorized into three factors. (1) Individual factors include sickness lack of interest / skill, confusion, laziness, mind set of "tomorrow", tiredness / lack of energy, lack of information, lack of confidence, fear of failure,

waiting for the dead line, no focus, not paying attention in the class, lack of understanding of the subjects, not much importance is given to study, don't like to do any written work and indecisiveness / not able to prioritize. (2) External Factors include waiting for friends to complete the work, things not available in the market, extra-curricular activities, family problems, don't like the teacher and the subject, not listening to teachers, de-motivation, going for tuition, hanging with friends/social gatherings, choosing leisure over work and being out of station (3) Social Media influence include use of mobile phone, playing online games, chatting with friends, watching media clips, watching movies on mobile, watching tv, use of social media like Facebook & Instagram and watching YouTube videos

Sample

Sample involved in the present study consisted of 684 (340 boys and 344 girls) undergraduate students studying in the urban and rural areas of Prayagraj were randomly selected.

Procedure

During the administration process data was taken by getting the questionnaires filled after taking the informed consent from the participants. After getting the data, scoring and analysis were done.

Objective 1. To find out the academic procrastination among undergraduate students of rural and urban area.

Hypothesis 1. There is no significant difference in academic procrastination of rural and urban undergraduate students of Prayagraj

Table- 1: Mean, SD, SE_M and t-value of 'Academic Procrastination' among UG Students Studying in Rural and Urban Area in Prayagraj

Indicators	Area	Number	Mean	SD	SE _M	t	df	P
Time Management	Rural	340	18.55	4.95	0.27	6.577*	682	0.000
	Urban	344	21.20	5.57	0.30			
Task Aversiveness	Rural	340	19.56	7.02	0.38	4.617*	682	0.000
	Urban	344	21.91	6.30	0.34			
Sincerity	Rural	340	18.76	3.88	0.21	2.556*	682	0.011
	Urban	344	19.54	4.09	0.22			
Personal Initiative	Rural	340	16.15	4.89	0.27	0.401	682	0.689
	Urban	344	16.30	4.86	0.26			
Overall	Rural	340	73.02	16.61	0.90	4.688*	682	0.000
	Urban	344	78.95	16.49	0.89			

*significant at 0.05 level

From the table 1 it is clear that the calculated value of t-value of Academic Procrastination is 4.68 which is more than the table value (1.96) significant at 0.05 level. Therefore, the hypothesis stating that "There is no significant difference in academic procrastination of rural and urban undergraduate students of Prayagraj" is rejected. The calculated t-value of the different dimensions of Academic Procrastination (Time Management is 6.57, Task Aversiveness is 4.61, Sincerity is 2.55) of Rural and Urban undergraduate students is also greater

than the table value (1.96) at 0.05 significance level but the t-value for Personal Initiative 0.40 is not significant at 0.05 level. Hence it is stated that there is significant difference in Academic Procrastination and its dimensions (Time Management, Task Aversiveness, Sincerity) and there is no significant difference in Personal Initiative dimensions of academic procrastination of rural and urban undergraduate students of Prayagraj. Graphical representation of the same is given in the figure 1

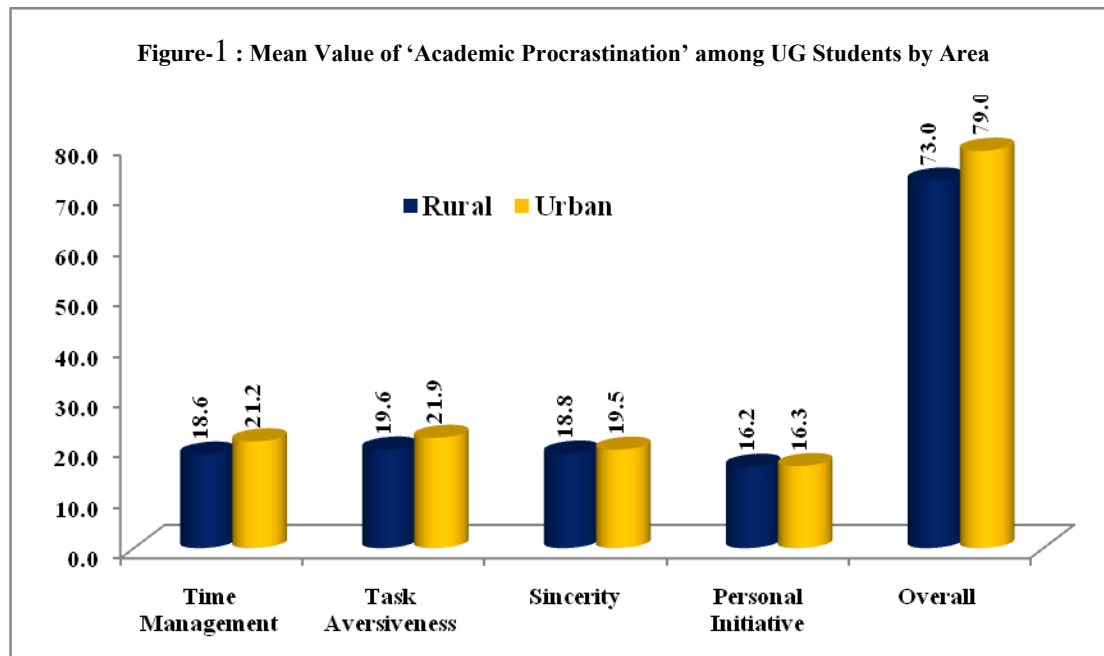


Figure 1 Mean Score of academic procrastination of rural and urban undergraduate students of Prayagraj

The overall mean value of Academic Procrastination as scored by undergraduate Rural Students is 73.02 which is less than the overall mean value scored by undergraduate Urban Students which is 78.95. This indicates that Academic Procrastination of Urban Students is more than Rural Students all the dimensions. The probable reason may be due to the environment and facilities given. Similar results are given by **Nasim R. and Behrang, E. S. (2018)**. The study showed that there was a significant difference between the academic procrastination scores of rural and urban students. The mean of urban students' procrastination was greater than that of rural students. Their result also showed difference between academic Engagement of rural and urban students. About 47 percent of rural students and about 53 percent of urban students had academic procrastination. Also, about 57% of rural students and about 63% of urban students had a high degree of academic Engagement.

Objective 2. To find out the reasons of academic procrastination among undergraduate students

Hypothesis 2. There are different reasons of academic procrastination given by undergraduate students

To analysis the second objective the responses given by the students regarding reasons for procrastination were categorized into three factors - Individual Factors, External factors and Social Media Influences.

Table 2 Percentage showing different reasons for academic procrastination among UG Students Studying in Rural and Urban Area.

S.No.	Reasons for Academic Procrastination	Urban	Rural
1	Individual Factors	52%	37%
2	External Factors	38%	45%
3	Social Media Influence	34%	24%

Table 2 indicates the percentage analysis of the reasons for Academic Procrastination. The dimension Individual Factors for rural area is 52% and 37 % for rural. With regard to External factors 38% showed for urban and 45% showed for rural, while Influence of Social Media Factor showed 35% urban and only 24% in rural area. The graphical representation is shown in Figure 2

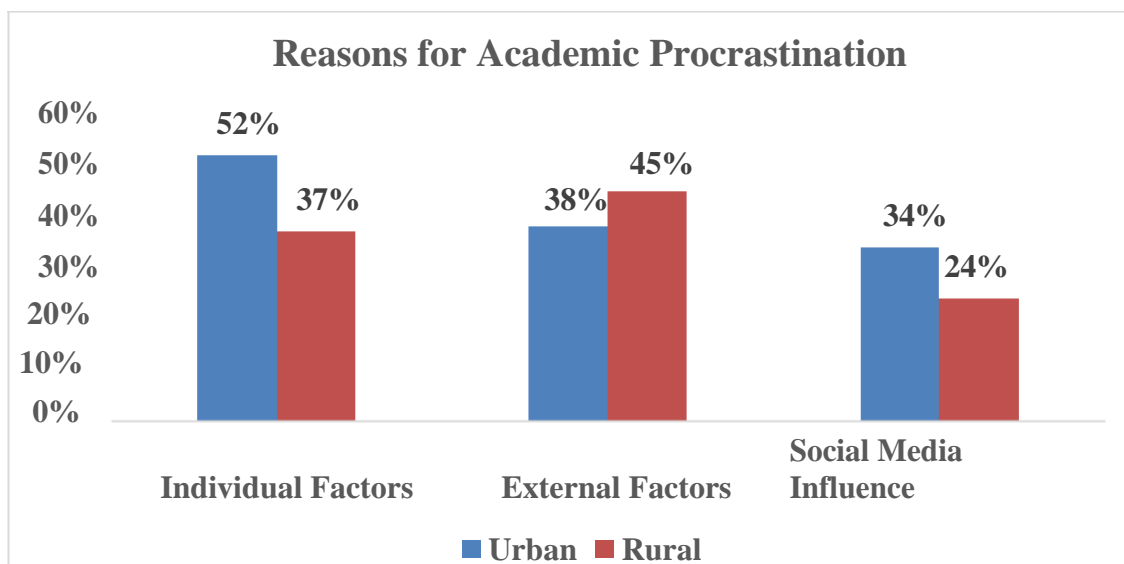


Figure 2 Showing percent analysis of different reasons for Academic Procrastination of urban and rural area students.

The reason why Individual Factor is 52% in urban area is may be due to the fact that the students pay less attention to studies as they are more exposed to social media. The glamour of social media affects the concentration of students and they have a tendency to procrastinate their studies and assignments. This finding is supported by the study of **Gohain and Gogoi (2017)**, wherein it was revealed that since college students are crammed with different academic assignments that must be finished within the allotted time frame, students frequently fall behind on their assignments for a variety of reasons, including the influence of technology, use of social media, peer pressure and work load.

Suggestions to help students improve academic procrastination:

- Technology has penetrated through the education system especially after Covid-19. So, schools and colleges should use technology to make teaching learning process more interesting.
- It's more the era of teaching and students learning. So, more participation from students is needed to make learning productive.
- Students should be allowed to take classes, so that they become more active and engaged.
- It is suggested that some programs should be devised and executed to teach task-oriented coping strategies to students.
- Support students to develop a clear and accurate understanding of their skills, abilities, and resources. Accurate assessment of the time and effort it takes to complete work is a highly individualized matter. So, help them understand how to leverage their strengths and overcome their limitations and build productive strategies for effectively and efficiently completing their academic tasks.

Conclusion

Procrastination is a common human behavior and prevalent phenomenon that has historically emerged as early as preschool. It has multifaceted issues which affects the lives of students throughout history. Though technically human kind has evolved, it has no remedy to change human nature. As procrastination is found to be a common and serious trend which is not only overlooked but poorly understood as well so further studies should consider various areas more deeply. In addition, research studies should focus on different reasons of procrastinating also. According to William James, American Psychologist and Philosopher, "*Nothing is so fatiguing as the eternal hanging on of an uncompleted task.*"

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