



A STUDY OF ACADEMIC PROCRASTINATION AMONG SECONDARY SCHOOL STUDENTS OF ASSAM

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Abstract : Academic procrastination is a repeated behaviour in students' academic lives that involves delaying or putting off required academic tasks despite having clear deadlines. This behavior is often linked to negative outcomes such as reduced academic performance, increased risk of school dropout, and a decline in students' overall well-being. The present study aimed to examine the level of academic procrastination and gender differences in academic procrastination among secondary school students. A descriptive survey method was adopted, and data were collected using a standardized academic procrastination scale. Students were classified into different levels of academic procrastination for analysis. The findings revealed that the majority of students, irrespective of gender, exhibited a moderate level of academic procrastination, while only a small proportion showed high or extremely high levels. Statistical analysis indicated that gender-based differences in academic procrastination and academic performance were not statistically significant, leading to the acceptance of the null hypothesis. The study concludes that academic procrastination is a common issue among secondary school students and should be addressed through appropriate educational strategies without focusing on gender distinctions.

Key-words: Procrastination, Academic Procrastination, Secondary School Students

1.0 Introduction

Academic procrastination is a persistent behavior in students' academic development consisting of postponing or delaying the completion of necessary tasks and having a deadline for completion, which is associated with detriment in performance, school dropout, and loss of student well-being (**González-Brignardello, 2023**). 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. (**Bhati, 2024**).

Every student procrastinates at different times in their academic life. Education plays a pivotal role in shaping the intellectual, emotional, and social development of learners. At the secondary stage of education, students experience a critical transition marked by increased academic demands, examination pressure, and expectations for independent learning. During this stage, students are required to manage multiple academic tasks such as homework, assignments, project work, and preparation for examinations. The ability to plan, organize, and execute academic tasks effectively is therefore essential for academic success.

However, many students tend to delay academic tasks intentionally despite being aware of the negative consequences of such delay. This behavior is referred to as academic procrastination. Academic procrastination is not merely poor time management; it is a complex behavioral and psychological phenomenon involving avoidance, lack of motivation, fear of failure, and low self-regulation. Persistent procrastination can lead to academic underachievement, stress, anxiety, and reduced self-confidence among students.

1.1 Concept of Academic Procrastination

Academic procrastination refers to the voluntary and unnecessary delay of academic tasks such as studying for examinations, completing assignments, or preparing projects, even when individuals expect that the delay will result in negative outcomes. Academic procrastination has been defined as students pervasive and permanent desire to postpone academic activities, which is typically tends to be anxiety (**Ahmed et al., 2023**). It is a prevalent issue among students across different levels of education, particularly during adolescence when students are still developing self-control, responsibility, and goal-directed behavior.

Researchers have identified various forms of academic procrastination, including decisional procrastination, task avoidance, and arousal procrastination. Factors such as poor time management skills, lack of academic motivation, low self-efficacy, test anxiety, and excessive use of digital devices have been found to contribute significantly to procrastinatory behavior. In the school context, academic procrastination often manifests as last-minute study habits, incomplete homework, and avoidance of challenging tasks.

1.2 Academic Procrastination among Secondary School Students

Secondary stage is the most important part of education and secondary students are particularly vulnerable to academic procrastination due to developmental, psychological, and environmental factors. Adolescence is characterized by emotional fluctuations, peer influence, and the gradual formation of identity, which may affect students' academic priorities and discipline. Additionally, the pressure to perform well in board examinations and to make future career choices can increase academic stress, leading students to postpone tasks as a coping mechanism.

2.0 Review of related literature

Bhati et al. (2024) conducted a study on Academic Procrastination and Academic Performance among Undergraduate Students of Odisha. The result of the study shows that 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. This study also shows that mean scores of academic procrastination do not differ significantly according to gender variable.

Ahmed et al. (2023) conducted a study on Prevalence of Academic Procrastination and Its Negative Impact on Students on medical students of RAK College of Medical Sciences and the result of the study showed that students nearly always procrastinated on tasks such as studying for examinations and keeping up with assignments, but there was a drop in the degree of procrastination when it comes to administrative tasks.

Subekti (2023) carried a study on Academic Procrastination among Indonesian University Learners: Interaction with Cheating, Absenteeism, and L2 Achievement. This study found that the participants reported a moderate level of procrastination in English class. This study also found that learners' procrastination significantly and positively correlated with their AtC (Attitude towards Cheating) and absenteeism.

Eerde et al. (2018) conducted a meta-analysis of 24 studies on procrastination interventions in order to find out whether people can reduce their procrastination level and which type of intervention leads to the strongest reduction. The findings suggest that cognitive behavioral therapy reduced procrastination more strongly than the other types of interventions.

3.0 Significance of the study

Academic procrastination is a common phenomenon among school students which affect their academic performance and their mental health. The growing concern regarding declining academic discipline and study habits among secondary school students highlights the need to examine academic procrastination in greater depth. Procrastination positively and significantly correlated with test anxiety (**Rshaid et al. 2025**). Despite its widespread occurrence, academic procrastination often remains unnoticed or misunderstood by teachers and parents, who may interpret it as laziness or lack of interest rather than a behavioral issue requiring systematic intervention.

Research conducted at the undergraduate level and findings revealed that majority of the students had an average level of Academic procrastination and revealed that there was no gender difference in academic procrastination among college students (**Gohain et al. 2021**). Academic procrastination is also a common behavioral issue among secondary school students that adversely affects their academic performance, time management, and psychological well-being. Several studies report that male students exhibit higher levels of academic procrastination than female students, attributing this difference to lower academic discipline and self-regulation among males. In the context of increasing academic pressure and competitive learning environments, understanding the nature and extent of academic procrastination among secondary school students in Nagaon District is essential. The present study seeks to investigate the level of academic procrastination and selected demographic variable.

4.0 Statement of the Problem

The research problem stated as “*A study of Academic Procrastination among Secondary School Students of Assam*”

5.0 Objectives of the Study

1. To study the level of academic procrastination among secondary school students.
2. To compare academic procrastination of secondary school students with respect to gender.

6.0 Research Questions

1. What is the level of academic procrastination among secondary school students?

7.0 Hypothesis of the study

H₀₁ There is no significance difference in Academic Procrastination between male and female secondary school students.

8.0 Methodology

Based on the problem of the study the researcher adopted the Descriptive Survey method. For this study the researcher select total 102 final year higher secondary students from Nagaon district by using simple random sampling method. The study is based on primary data collected through a standardized tool developed by Dr. Savita Gupta and Liyaqat Bashir (2018). The tool consisted of statements with responses recorded on a Likert-type scale. Higher scores on the scale indicated a higher level of academic procrastination, while lower scores indicated a lower level of procrastination. The tool also consisted with positive and negative items. Percentile and t-test was employed for data analysis.

9.0 Delimitations of the Study

1. The study is confined to selected secondary schools of Nagaon District, Assam.
2. The study is delimited to secondary school students of class XII only.

10.0 Analysis and Interpretation of Data

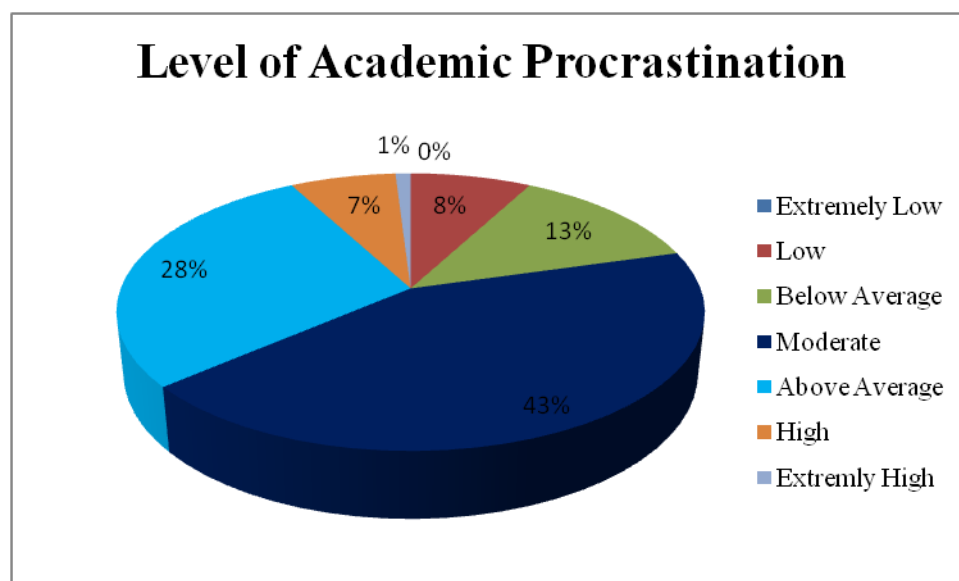
After collection of data the investigator analyzed the collected data through simple percentage method and t-test. Major findings of the study are mentioned as bellow-

Objective 1: To study the level of academic procrastination among secondary school students.

Research Question 1: What is the level of academic procrastination among secondary school students?

Table 1: Distribution of Students According to Levels of Academic Procrastination

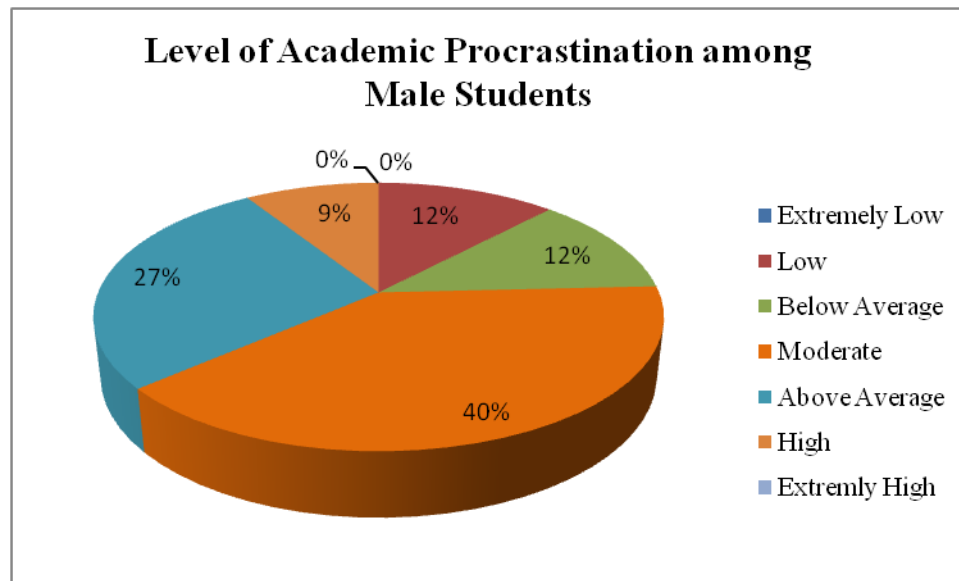
Level of Academic Procrastination	Number of Students	Percentage
Extremely High	1	0.98
High	7	6.86
Above Average	29	28.43
Moderate	44	43.14
Below Average	13	12.75
Low	8	7.83
Extremely Low	0	0
	102	100



Result: From the above table-1 it is seen that the majority of secondary school students 43.14% fall under the moderate level, 28.43% of students' exhibit above average, 12.75% fall under below average, 7.83% show low, 6.86% is high and 0.98% fall under extremely high level of academic procrastination. This indicates that academic procrastination is moderately prevalent among secondary school students in Nagaon District.

Table 2: Levels of Academic Procrastination among Male Students

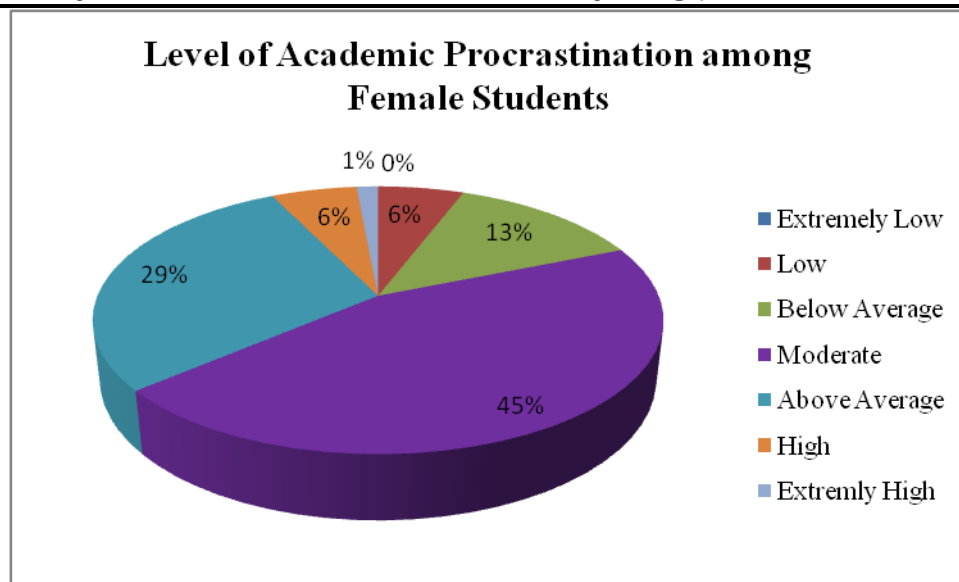
Level of Academic Procrastination	Number of Students	Percentage
Extremely High	0	0
High	3	9.09
Above Average	9	27.27
Moderate	13	39.39
Below Average	4	12.12
Low	4	12.12
Extremely Low	0	0
Total	33	100



Result: From the above table-2 it is seen that the majority of male students 39.39% fall under the moderate level, 27.27% of students' exhibit above average, 12.12% fall under below average, 12.12% fall under low and 9.09 % fall under high level of academic procrastination. From the table-2 it is observed that academic procrastination is moderately prevalent among male secondary school students in Nagaon District.

Table 3: Levels of Academic Procrastination among Female Students

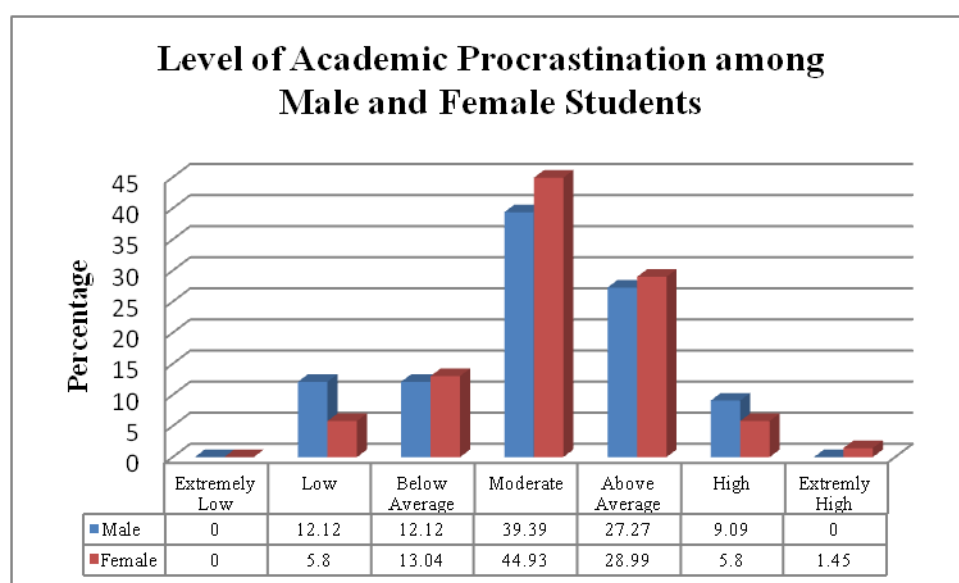
Level of Academic Procrastination	Number of Students	Percentage
Extremely High	1	1.45
High	4	5.8
Above Average	20	28.99
Moderate	31	44.93
Below Average	9	13.04
Low	4	5.8
Extremely Low	0	0
Total	69	100



Result: From the above table-3 it is seen that the majority of female students 44.93% fall under the moderate level, 28.99% students above average, 13.04% students below average, 5.8% fall under high, 5.8% students show low and 1.45% fall under extremely high level of academic procrastination. From the table-3 it indicates that most of the female students have moderate level academic procrastination.

Table 4: Level of Academic Procrastination among Male and Female Students

Level of Academic Procrastination	Number of Male Students	Percentage of Male Students	Number of Female Students	Percentage of Female Students
Extremely High	0	0	1	1.45
High	3	9.09	4	5.8
Above Average	9	27.27	20	28.99
Moderate	13	39.39	31	44.93
Below Average	4	12.12	9	13.04
Low	4	12.12	4	5.8
Extremely Low	0	0	0	0
Total	33	100	69	100
	102			



Result: From the above table-4 it is seen that at the extremely high level, no male student (0%) were found while 1.45% of female students were categorized, in the high level 9.09% of male students fall into this category compared to 5.80% of female, at the above average level 27.27% of male students and 28.99% of female students are represented, the moderate level includes the largest proportion of both groups with 39.39% of male students and a comparatively higher 44.93% of female students, in the below-average both male and female students show almost similar representation with 12.12% of males and 13.04% of females, at the low

level of academic procrastination 12.12% of male students fall under this category whereas only 5.80% of female students are represented.

The result indicates that majority of the male and female students fall under the moderate level of academic procrastination with a higher proportion of females than males. Male students show comparatively higher percentages at the low and high levels, whereas female students are more at the moderate and above-average levels. Extreme academic procrastination is negligible in both groups.

Objective 2: To compare academic procrastination of secondary school students with respect to gender.

Hypothesis 01: There is no significance difference in Academic Procrastination between male and female secondary school students.

Table 5: Academic Procrastination among Male and Female Students

Variable	Group	N	Mean	SD	df	t-value	Remarks
Level of Academic Procrastination	Male	33	90.24	13.398	100	.576	Not Significant at 0.05 and 0.01 level
	Female	69	91.74	11.726			

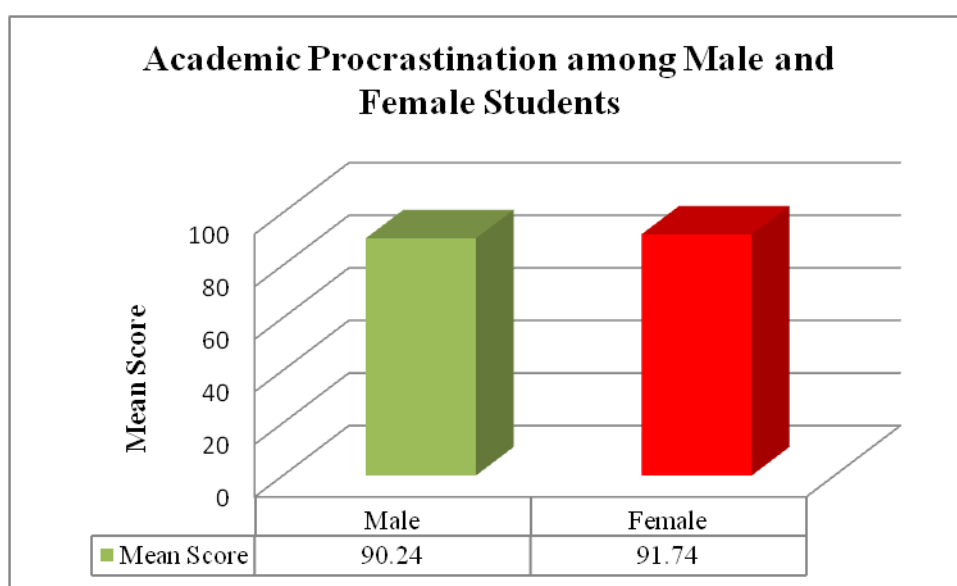


Table-5 showed that, the mean values of male students were 90.24 and female students were 91.74. Standard deviation of male was 13.398 and female was 11.726. The t-value was .576.

Since the obtained t-value of .576 was smaller than the tabular t-value of 1.98 and 2.63 at 0.05 and 0.01 level of significance with df=100. Hence, the null-hypothesis (H_{01}) was accepted. On the basis of that result, it could be inferred that there was no significant difference in Academic Procrastination between male and female secondary school students.

Since the mean scores of male students 90.24 was slightly smaller than the mean score of female 91.74, which would not be considered as a great difference in mean score of Academic Procrastination. As the result also revealed that there was no significant difference in academic procrastination between male and female students it can be concluded that both genders have similar levels of academic procrastination.

11.0 Conclusion

The study investigated level of academic procrastination among male and female secondary school students. The findings indicated that most students of both genders exhibited a moderate level of academic procrastination, with minimal representation at high or extreme levels. Although slight gender-wise variations were observed, the t-test results were not statistically significant, leading to the acceptance of the null hypothesis. This confirms that there is no significant difference in academic procrastination between male and female students. The findings suggest that gender does not substantially influence the level of academic procrastination, to reduce academic procrastination equal importance should give to all students rather than focusing on gender based differences.

12.0 References

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