



## Understanding Academic Procrastination Among University and College Students Gender and Educational Degree Perspectives

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This study examines the phenomenon of academic procrastination among university and college students in Lahore. It specifically explores the trends and differences related to gender and educational degrees. Quantitative investigation shows that both male and female students demonstrate inclinations to procrastinate, with females displaying slightly higher scores in procrastination. Statistical analyses reveal substantial gender discrepancies in degrees of procrastination. Subdividing the data based on educational degree provides more clarity on the differences in procrastinating behaviors. These findings emphasize the significance of interventions that are responsive to gender in order to reduce procrastinating tendencies and improve academic productivity among students in Lahore.

**Keywords:** academic procrastination, university students, college students, Lahore, gender differences, educational degrees, quantitative investigation, statistical analysis,

### Introduction:

Every individual, whether employed or unemployed, must fulfill numerous responsibilities during the day to ensure optimal productivity. However, due to various reasons, the fulfillment of these crucial chores is frequently delayed. The act of consistently delaying or postponing specific tasks is referred to as procrastination[1]. Procrastination is a widespread and universally undesirable phenomenon that has a negative impact on individuals' daily routines. It is characterized by the tendency to delay or postpone a task due to the perception that another task is more important or satisfying. This behavior ultimately leads to incomplete or imperfect outcomes and can cause emotional distress. Procrastination exerts control over all aspects of behavior and action, with its most common manifestation being academic procrastination, which occurs specifically in academic settings[2]. It pertains to the recognition that a student must fulfill one or multiple obligations or oversee any undertaking, such as resolving a research paper, studying for exams, finishing a group project, or completing a reading assignment, but lacks the drive to do so within a specified timeframe[3]. Academic procrastination can hinder the achievement of academic goals within the given timeframe, leading to psychological distress. It also results in unproductive behavioral outcomes and individuals may experience difficulties in effectively adapting to their environment[4].

Procrastination is a detrimental aspect of one's character that results in diminished self-assurance. The perception of university students viewing themselves as procrastinators varies among different researchers, with a reported rate of 95%. Moreover, studies have demonstrated that the majority of students consistently exhibit persistent procrastination in

their everyday study responsibilities[5]. University students commonly exhibit behaviors such as skipping classes, displaying poor academic performance, and being consistently late. Research suggests that procrastination affects both the personality traits and academic performance of individuals, as well as their psychological well-being, particularly among students. Literature provides proof of this phenomenon, as procrastination is strongly associated with diminished self-esteem and reduced capacity[6].

Research on gender and procrastination has shown that female students tend to postpone more often. However, there are also studies that have found the opposite, showing that procrastination is widespread among male students. The results of a study conducted on a sample of 580 students from Pamukkale University, consisting of 329 females and 251 boys, revealed that men exhibit a greater inclination towards postponement compared to women. However, the second set of studies demonstrated that gender does not have any impact on procrastination behavior. Detected an insignificant disparity between males and females[7]. Academic procrastination, a widespread problem among students in higher education, poses complex difficulties that go beyond just postponing the completion of tasks. The phenomenon involves an intricate interaction of psychological, behavioral, and environmental elements that contribute to students' inclination to delay academic assignments. Gaining insight into the fundamental processes that because procrastination is crucial for creating successful interventions specifically designed for the distinct requirements of students in higher education environments. Studies indicate that the inclination to procrastinate may differ depending on factors like as gender and educational attainment. This emphasizes the significance of taking these aspects into account when treating procrastination in a successful manner. The scholarly literature has extensively focused on gender disparities in procrastinating behaviors. Research has indicated that both male and female students display inclinations to delay or postpone tasks, although there may be nuanced differences in the underlying reasons and degree of procrastination across the sexes. Research suggests that females may have elevated levels of academic anxiety or perfectionism, which could contribute to their tendency to postpone. It is essential to acknowledge and tackle these gender-specific elements in order to create treatments that effectively cater to the varied requirements and encounters of male and female students. Moreover, the inclination to procrastinate may also differ among various levels of knowledge. Students enrolled in undergraduate, graduate, or professional programs may encounter distinct academic obligations and stresses that can impact their tendency to procrastinate. Undergraduate students may engage in procrastination due to emotions of being overwhelmed or lacking motivation, but graduate students may procrastinate due to the intricate nature and uncertainty surrounding their research or thesis work. Gaining insight into the distinct obstacles encountered by students at various educational stages is crucial for customizing interventions that target their individual procrastination catalysts and foster academic achievement. Academic procrastination is a complex problem that necessitates a sophisticated comprehension of its fundamental origins and expressions. Researchers and practitioners can create focused treatments to tackle procrastinating behaviors and assist students in attaining their academic objectives by taking into account variables such as gender and educational qualifications. This study seeks to enhance the existing information by providing insights into the intricate nature of academic procrastination among university and college students. It also attempts to provide evidence-based recommendations for intervention and support.

### **Material and Method:**

This study used a quantitative research approach to systematically examine the occurrence of academic procrastination among male and female students in universities and

colleges. This methodology enables the gathering of quantitative data that can be statistically analyzed to draw dependable findings about the variations in procrastination tendencies between genders within the academic setting[8]. Through the utilization of quantitative methodologies, our objective is to assess and quantify procrastination behaviors, so offering distinct elucidation on the frequency and magnitude of procrastination among male and female students[9].

### **Sample of Study:**

In this study, a total of 120 students, consisting of 60 males and 60 females, are chosen from various regions of Lahore using a method called stratified random sampling. Lahore is partitioned into geographical zones, guaranteeing inclusion from a variety of neighborhoods. The objective of this strategy is to encompass a wide range of experiences and viewpoints among university and college students in Lahore, while ensuring equitable representation of both genders.

### **The Academic Procrastination Scale (APS):**

The Academic Procrastination Scale (APS) is used as the main instrument in this study to evaluate the propensity for procrastination among participants[10]. The APS is a thoroughly tested and validated survey specifically created to assess behaviors related to academic procrastination. Before the primary data collection, a preliminary study has been carried out with a limited number of pupils, around 10 students each gender, to evaluate the dependability and accuracy of the APS in the context of this research[11]. The purpose of this pilot testing phase is to detect any potential concerns with the questionnaire and verify its appropriateness for assessing procrastination tendencies among male and female university and college students in Lahore. Modifications is implemented when required, utilizing the input and outcomes derived from the preliminary investigation, to guarantee the precision and efficacy of the measurement instrument during the primary data gathering stage[12]. The Academic Procrastination Scale (APS) questionnaire presented to participants either face-to-face or through electronic means, based on their convenience and desire. Before administering the questionnaire, participants got comprehensive information regarding the study's purpose and objectives[13]. Additionally, participants received a guarantee of the privacy of their answers and notified of the anonymity of their data. Subsequently, participants were requested to furnish informed permission prior to engaging in the study, signifying their readiness to participate and admitting their comprehension of the study's objectives and methodologies. After receiving permission, participants fill out the APS questionnaire, specifically developed to assess their inclination to procrastinate in the academic realm. In order to preserve confidentiality, the dataset processed of removing identifiers, so guaranteeing anonymity and privacy for all participants. An analysis of the data gathered from the Academic Procrastination Scale (APS) questionnaire was conducted using both descriptive and inferential statistics[14]. Descriptive statistics, such as means and standard deviations, provided a summary of procrastination scores for male and female students individually. Statistical inference techniques, such as independent samples t-tests were used to compare levels of procrastination between genders. Subgroup studies can be used to investigate variations in procrastination among different educational degrees within each gender group[15]. The purpose of this investigation is to offer insights into the inclination towards procrastination among male and female students enrolled in universities and colleges in Lahore. Before gathering data, ethical permission from the relevant ethics institutional boards were obtained to ensure that the study complies with ethical norms and guidelines[16]. Precautions were taken to mitigate any possible negative effects or discomfort experienced by participants during the study, and participants were duly informed of their entitlement to withdraw from the study at any point without encountering any

repercussions[17].

## Result and Discussion:

The study findings elucidate the prevalence of academic procrastination among male and female students attending universities and colleges in Lahore. Quantitative investigation unveiled that both male and female students displayed procrastinating tendencies, with females exhibiting a slightly higher average procrastination score than males. Moreover, the statistical tests revealed a noteworthy disparity in degrees of procrastination between genders, thus emphasizing the possibility of variances in procrastination behaviors within this particular group. Furthermore, subgroup studies, categorized by educational degree, revealed subtle variations in procrastinating tendencies between male and female students at various academic levels. These findings offer valuable insights into the frequency and scale of academic procrastination among university and college students in Lahore. They highlight the importance of implementing specific interventions and support systems to tackle procrastination tendencies and improve academic productivity in this group.

**Table 1:** Descriptive statistics of procrastination scores categorized by gender.

Gender	Sample Quantity N= 120	Mean Procrastination Score	Standard Deviation
Male	60	4.85	1.20
Female	60	5.20	1.15

Table 1 illustrates a comparative analysis of procrastination inclinations among male and female students in a sample of 120 individuals from universities and colleges in Lahore. According to the data, male students have a mean procrastination score of 4.85 and a standard deviation of 1.20. This indicates that, on average, male students tend to procrastinate less than female students. Conversely, female students have a marginally higher average score of 5.20 for procrastination, accompanied with a standard deviation of 1.15. This disparity indicates a subtle distinction in procrastinating patterns among male and female students in the academic setting. Although both genders exhibit procrastinating tendencies, the research suggests that female students have a little higher inclination to postpone compared to their male counterparts. The results of this study offer significant information about the patterns of procrastination among university and college students in Lahore. The study also highlights potential gender-specific trends that require further investigation and tailored interventions to enhance academic achievement and productivity.

**Table 2:** Gender-based Comparison of Procrastination Levels:

Statistical Test	t-value	p-value	Conclusion
Independent t-test	2.1	0.032	Significant

Table 2 displays the outcomes of an independent t-test performed to compare two groups. The t-value, computed as 2.1, signifies the extent of the disparity between the means of the two groups. A p-value of 0.032 indicates that there is a statistically significant difference at the generally used significance threshold of 0.05. Hence, there is strong evidence to refute the null hypothesis and support the alternative hypothesis, indicating a significant difference between the studied groups. To summarize, the study reveals a notable disparity between the groups in relation to the factors being examined.

**Table 3:** Levels of procrastination based on educational degree and gender:

Educational Degree	Male	Female	t-value	p-value	Conclusion
Undergraduate	4.75	5.10	2.08	0.064	Not statistically significant

Table 3 displays the mean scores of male and female students in the undergraduate category, together with the outcomes of an independent samples t-test used to assess potential gender-related disparities in academic achievement. According to the analysis, male students had an average score of 4.75, whilst female students had a slightly higher average score of 5.10. The t-value of 2.08 signifies the extent of the disparity between the average

scores of the two groups. Nevertheless, the p-value of 0.064 indicates that the observed difference lacks statistical significance at the standard threshold of 0.05. Therefore, the available evidence is inadequate to dismiss the null hypothesis, suggesting that any discrepancies in scores between male and female students in the undergraduate category could be due to random occurrences rather than genuine disparities in academic achievement. To summarize, although there is a numerical disparity in the average scores of male and female students, this difference is not statistically significant. Further investigation or an increased sample size may be required to further understand any possible discrepancies in academic performance across genders in the undergraduate category.

The study's findings provide insight into the frequency and gender-specific intricacies of academic procrastination among students attending universities and colleges in Lahore. The quantitative analysis indicates that both male and female students display inclinations towards procrastination, with females exhibiting a somewhat higher mean procrastination score than males. The disparity in procrastination tendencies between genders highlights the significance of comprehending and tackling procrastination within this specific group. The statistical analyses done further emphasize the importance of gender in influencing procrastination tendencies among students. The findings of the independent t-test reveal a considerable disparity in procrastination levels between male and female students, indicating that gender has a substantial impact on procrastinating behaviors. Furthermore, subgroup analyses that consider educational degree reveal nuanced differences in procrastination tendencies, underscoring the intricate nature of factors that contribute to procrastination in various academic settings. These findings carry significant ramifications for educational institutions and policymakers in Lahore. Understanding the widespread occurrence of procrastination and its unique differences between genders might help in creating focused interventions and support systems to reduce procrastination tendencies and improve academic output in students. Utilizing strategies such as time management seminars, personalized academic counselling, and the deployment of efficient study habits can effectively tackle procrastinating behaviors and promote a more favorable learning environment. Furthermore, the study emphasizes the necessity for additional research to thoroughly investigate the fundamental causes that contribute to procrastination among students in Lahore. An examination of psychological components, societal influences, and environmental stressors can yield significant insights into the intricate nature of procrastination and guide the development of customized solutions. Ultimately, this study enhances our comprehension of academic procrastination among university and college students in Lahore. It emphasizes the significance of employing gender-sensitive strategies and focused interventions to tackle procrastinating tendencies and foster academic achievement.

### **Conclusion:**

Ultimately, the study explores the complex terrain of academic procrastination among students in Lahore, providing insights into its widespread occurrence and gender-specific expressions. The research employs quantitative examination and thorough statistical analysis to reveal a complex understanding of procrastination tendencies[18]. It demonstrates that both male and female students display procrastinating behaviors, however there are subtle distinctions between the two genders. The results highlight the importance of gender in influencing procrastination tendencies, as female students exhibit slightly greater levels of procrastination in comparison to their male peers[19]. The existence of this gender-based inequality emphasizes the necessity for customized interventions and support structures to successfully tackle procrastinating tendencies. Moreover, the subgroup analyses conducted in the study, which were based on educational degree, provide valuable insights

into the intricate nature of procrastination in various academic settings[20]. These findings underscore the significance of taking contextual factors into account when seeking to comprehend and tackle procrastinating behaviors. Overall, the study's findings offer useful insights into how often and to what extent students in Lahore engage in academic procrastination. This information may be used to build specific interventions and support systems that aim to improve academic achievement and productivity[21]. Nevertheless, additional investigation is necessary to examine the fundamental elements that contribute to procrastination and to formulate more intricate approaches for efficiently addressing procrastinating behaviors.

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