

# A Comparative Study of Academic Procrastination of National and International Undergraduate Students

Helena Ndeshimona Nangombe<sup>1</sup>, Prof. Shravan Kumar<sup>2</sup>

<sup>1</sup> M.Ed. student, Department of Education, University of Lucknow, Lucknow.

<sup>2</sup> Professor, Department of Education, University of Lucknow, Lucknow.

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**Abstract**—Delaying or postponing has become part of the routine in some people’s life. “I’ll do it later” or “I ‘ll think about it tomorrow,” are commonly said expressions. Procrastination as the tendency to put off beginning or complete important tasks until it becomes uncomfortable, Solomon and Rothblum (1984a). Academic procrastination is a tendency in which students postpone academic tasks such as attending lectures, preparing for a test, or working on a project. Academic procrastination can result in poor academic achievement, stress, and a decline in mental health. While it is regarded as a global behavior, the manner it manifests and the causes behind it differ across domestic and overseas students according to cultural, social, and academic factors. Despite multiple researchers’ conduct various studies on this behavior, it appears that it is becoming more frequent and acceptable among students, despite its poor influence on academic progress and well-being. The major purpose of this research is to investigate Academic Procrastination among national and foreign undergraduate students. The investigator employed the Academic Procrastination Questionnaire (Gupta and Bashir. 2018) to collect the data to compare the academic procrastination between national and international (male and female) undergraduate students. A basic random selection approach was applied to pick 100 undergraduate students and collect data from them. The descriptive statistics namely: mean, standard deviation, t- test were employed through Excel and SPSS to analyse the findings. The study’s findings indicate a considerable difference exists between national and international undergraduate regarding academic procrastination. For that reason academic procrastination varies dramatically across national and international undergraduate students enrolling at the University of Lucknow.

**Index Terms**—Academic Procrastination; National students; International students.

## I. INTRODUCTION

Procrastination happens in different ways, not only in academics area, everyone have a tendency to procrastinate whereby sometimes is canceled be seen as a normal habit, for example, missing an important appointment, taking days off without doing regular exercises, not paying the bills on time, etc. All of these can culminate in bad results which may affect those who exercise procrastination.

Procrastination poorly understood activity that includes several cognitive, emotional, and behavioral components. It is more as failure of self-management (Klassen R.M., et al, 2008), has been consistently associated with low confidence in capability (Steel., P, 2007)

Procrastination has long been seen in various cultures and educational systems, but it has received increased attention as formal schooling and higher education have grown in importance. With the rise of continuous evaluation, online learning platforms, and independent study requirements, students must now exercise greater self-regulation in their academic activities. When students have more independence and self direction over their behaviour, it is more important to be disciplined and manage their time. Consequently, academic procrastination has emerged as a significant issue key concern for educators, parents, and researchers working to enhance student performance and retention. Hong et al.( 2021) “individuals who regularly engage in procrastination behavior related to learning have more opportunities to be involved in distracting activities, one of which is using the internet, viewing cell phones as an effective distraction to avoid academic tasks and to facilitate feeling stress-free and comfortable online, cognition Such interference may influence subsequent cell phone use

behavior in academic situations and increase the likelihood of developing addiction symptoms”

## II. NEEDS AND SIGNIFICANCE OF THE STUDY

The study identifies a range of factors that contribute towards academic procrastination of national and international undergraduate. It has explained the reasons for procrastination as well as its effects on the two groups of pupils. The comparison study is important because it helps us understand why pupils behave the way they do. We shall gain a better understanding of the issue of procrastination by analysing academic procrastination among students. The universities will also be able to develop intervention programs for their students, such as counselling and time management seminars.

## III. OBJECTIVES

1. To study the levels of academic procrastination of Lucknow university students.
2. To compare the mean scores of academic procrastination of male and female international undergraduate students.
3. To compare the mean scores of academic procrastination of male and female national undergraduate students.
4. To compare the mean scores of academic procrastination of national and international undergraduate students.

## IV. HYPOTHESES

H<sub>0</sub>: There is no significant difference in the mean scores of academic procrastination of international undergraduate male and female students.

H<sub>0</sub>: There is no significant difference in the mean scores of academic procrastination of national undergraduate male and female students.

H<sub>1</sub>: There is the significance between the mean scores of academic procrastination of national international students.

## V. METHODOLOGY

Variable: Academic Procrastination.

Demographic variable: Nationality (International and National) and Gender (Male and Female)

Sample and Sampling: 100 (50 national and other 50 international) undergraduate students, University of Lucknow, Lucknow, Uttar Pradesh and Simple random technique was employed for the present study.

Method of the Study: This study was conducted using a descriptive survey method.

Statistics techniques: This paper employed descriptive and inferential statistics.

Statistical Operations: The researcher used Excel and SPSS software.

Tool Used: The researcher used Academic Procrastination Questionnaire. (Savita Gupta and Liyaqat Bashir. 2018) to gather the data and compare the academic procrastination of national and international undergraduate students.

This Academic procrastination scale (Questionnaire) is developed by Gupta and Bashir (2018) to measure the level of academic procrastination among the university students. The scale consists of 30 (22 positive and 08 negative) items related to four dimensions on 5-points in a Likert format, each statement is rated on five-points, (strongly agree=5, agree=4, neutral=3, disagree=4, strongly disagree=1). The reliability of this scale was 0.76 (Cronbach Alpha). As per norms of the Academic Procrastination scale, the students who obtained Z scores of +2.01 & above +1.26 to +2.00, +0.51 to +1.25, -0.50 to +0.50, -1.25 to -0.51, -2.00 to -1.26 and -2.01 and below are considered extremely high level, high level, above average level, moderate level, below average level, low level and extremely Low level of Academic procrastination.

## VI. RESULTS OF THE STUDY

Table 1: Levels of academic procrastination of Lucknow university students.

Sl.	Level	Frequency	Percentage
1	Extremely Low	6	6.0
2	Low	21	21.0
3	Below Average	23	23.0
4	Moderate	35	35
5	Above Average	11	11
6	High	2	2.0
7	Extremely High	2	2.0

From Table 1, it is evident that 6.0 % of undergraduate students portrayed extremely Low, 21.0 % low, 23.0 % below Average, 35 % moderate, 11 % above average, 2.0% High and 2.0 % Extremely High-level of

Academic procrastination. Thus, it may be concluded that maximum (35 %) of students have moderate level of academic procrastination.

Table 2. Gender wise, N, M, SD and t-value of Academic Procrastination of male and female International undergraduate students.

Gender	N	Mean	SD	df	t- value	Results
Male	25	76.20	16.21	48	.158	Not significant at 0.5 level
Female	25	76..84	13.24			

Note: N= Sample, M=Mean, SD=Standard Deviation, df= Degree of Freedom.

It may be noticed from table 2, that the t-value is -.158 which is not significant at 0.05 level of significance with degree of freedom 48. In simple terms, the mean scores of academic procrastination of male and female international undergraduate students is not differ significantly. Hence the null hypothesis that there is no significant difference in the mean scores of academic

procrastination of international male and female undergraduate students is accepted, it may therefore be concluded that the mean scores of academic procrastination of male and female international undergraduate students were found at the same extend.

Table 3: Gender wise, N, M, SD and t-value of male and female Academic Procrastination National under graduate students.

Gender	N	Mean	SD	df	t-Value	Results
Male	25	91.76	18.45	48	2.532	Significant at 0.5 level
Female	25	80.44	12.61			

Note: N= Sample, M=Mean, SD=Standard Deviation, df= Degree of Freedom.

It is clear from the table 3, that the t-value is 2.532 which is significant at 0.05 level of significance with degree of freedom 48. This indicates that the mean score of academic procrastination of male and female national undergraduate students is differ significantly. Hence the null hypothesis: “There is no significant

difference between the mean scores of academic procrastination of national undergraduate students of the Lucknow university”, is rejected, it may therefore be indicated that a significant difference exists in academic procrastination among the genders national undergraduate students.

Table 4: Gender wise, N, M, SD and t-value of Academic Procrastination of National and International undergraduate students.

Nationality	N	Mean	SD	df	t-value	Results
National	50	76.52	14.65	98	3.053	Significant at 0.5 level
International	50	86.10	16.65			

Note: N= Sample, M=Mean, SD=Standard Deviation, df= Degree of Freedom.

It can be seen that the t-value is -3.053 which is significant at 0.05 level of significance with degree of freedom 98. This revealed that the mean scores of

academic procrastination national and international undergraduate students is differ significantly. Hence the alternative hypothesis: “There is significant

difference between the mean scores of academic procrastination of national and international undergraduate students”, is accepted, it may therefore indicate that there is a significant difference between national and international undergraduate students in academic procrastination.

## VII. DISCUSSION

The study has shown that undergraduate practice procrastination, but the data indicated that international students procrastinate more and this raises questions and assumptions towards the cause. It may be a reason that being miles from their cultures, people, and coping with the adjustment may contribute to this behaviour.

Multivariate quantitative study conducted by He (2017) demonstrated that no statistically significant difference existed between local and international students' procrastination levels, however international students exhibited a slightly higher mean score. Gupta and Bashir (2018) study indicated that academic procrastination did not differ significantly by gender among undergraduate students. While Abdi and Gracia (2020) revealed that due to fear of failure female students procrastinate more compared to male students in their academic tasks.

The current study's findings revealed that males usually procrastinate more than the female students. This suggests that males are at higher risk of academic procrastination. Sharma and Kaur (2011) also found that females score higher than males dictated by the fears of failure as considered as part of the factors of procrastination. In line with their findings, current results, international students procrastinate more frequently than the national students due to language difficulties and cultural adjustment issues (Chen and Li 2020). Many students procrastinate due to various reasons; excessive internet use is an important risk factor for academic delay behaviors and may negatively affect students' academic functioning (Hayat et al. 2020), time perspective has a huge impact on procrastination, both directly and indirectly, by impacting a person's level of self-control (Kim 2020).

Academic procrastination is a threat to academic success, and it needs to be discontinued, in this way self-leadership tactics that focus on behavior, natural rewards, and constructive thought have been

shown to greatly minimize academic procrastination (Houghton et al. 2021). Improving peer and institutional support systems can also assist reduce procrastination across various student groups, particularly international students adjusting to new situations (Miller et al. 2024). Moreover, personal motivation has a crucial role in overcoming procrastination among students in both national and cross-cultural contexts. (Reyes Trelles et al. 2024), lastly, improving self-efficacy and emotional control skills is critical for reducing academic delays among both domestic and international university students (Rad et al. 2025).

## VIII. CONCLUSION

A study about comparison of the mean scores reveals that international UG students obtained more mean score of (86.10) while, the national undergraduate students, have obtained a lower mean score of (76.52). This disparity led to the conclusion that international students procrastinate academically more than national students. Overseas students' heightened procrastination can be attributed to challenges such as adjusting to a new academic environment, language limitations, cultural differences, and social adaptation. In contrast, national undergraduate students have lower levels of procrastination because of their familiarity with the academic system, cultural background, and support networks, allowing them to better manage academic responsibilities. On the basis of the findings, it is stated that the researchers should follow students over time to see how their procrastination habits evolve and alter as they advance in their academic careers. Setting short-term and long-term academic goals can boost motivation while reducing procrastination. International students may experience cultural and academic adjustment challenges, this professor should provide tailor advice and support. Self-monitoring, planning and reflective strategies can help children develop academic discipline and independence.

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