Procrastination and its Psychological Impact on College Students

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Abstract

Background

Procrastination is the negative behaviour defined as the failure to initiate or complete a task in a given amount of time. This behaviour has been observed in students, adults, and children of all ages and leads to procrastination in an academic setting, which brings negative outcomes such as stress, guilt, poor academic performance, and low self-esteem. It is important to recognise and fix this behaviour as early as possible to protect future careers. Academic procrastination is the act of intentionally delaying work that must be completed by a specific deadline. Multiple studies have been conducted over decades to understand the reasons why students procrastinate and how to curb this negative habit. Academic procrastination is task-dependent, and people exhibit procrastination in various behaviours and settings. Purpose of this study was to analyse the prevalence of procrastination and its psychological impact on college students in various domains – studying for examinations, completing assignments, presentations, academic administrative tasks, participating in group work and attending lectures.

Results

The results of this 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 came to administrative tasks. Reasons for procrastination in our study included fear of failure, perfectionism, lack of interest, lack of motivation, poor time management, and social anxiety. If a task is considered uninteresting and boring, it leads to a lack of motivation for the student to get started and the reasons for which are fear of failure, feelings of inadequacy, and peer pressure. Strict measures must be taken to motivate students against procrastination, such as proper discipline, gratification strategies, time management techniques, assertiveness training, setting realistic expectations and goals, and teaching the student to introspect and find the true reason for their task aversion and fixing it.

Further studies may explore the long-term psychological consequences of chronic procrastination via longitudinal designs and compare how different academic environments influence student's coping mechanisms. Subsequently, it also focuses on identifying causal pathways between emotional regulation, academic stress, and procrastination, particularly through experimental-based models.

Keywords: Academic Performance, College Students, Procrastination, Psychological Counselling, Emotional Regulation, Peer Pressure, Interest, Motivation, Negative Influence.

Introduction

Everyone procrastinates at different times in their life. Procrastination is the failure to initiate or complete a task or activity in a given amount of time.[1] Academic procrastination is universally defined as "intentionally delaying or deferring work that must be completed." [2,3] Procrastination is also defined as a voluntary but irrational delay of an intended course of action, with nonbeneficial consequences. [4]

Academic procrastination has been viewed as a pervasive and permanent desire on the part of students to postpone academic activities, which is usually accompanied by anxiety.[5] Divided into personal procrastination and social

procrastination by researchers, personal procrastination is when a person is late for appointments that are personal to him and can affect only that individual. Examples include doctors' appointments and submitting assignments. In contrast, social procrastination is defined as procrastination that causes an inconvenience to others. Examples of such are delays in completing group assignments, being late for a meeting, etc. [6]

Procrastination arises when a person is passive in completing academic tasks, such as studying for an examination. No research has come out with a conclusive answer as to why an individual procrastinates despite not being willing to postpone tasks, although causes such as fear of failure, perfectionism, laziness, and overconfidence have been identified as the root factors. Students have also been found to procrastinate to avoid criticism. [7]

Active and passive procrastination has been used to describe academic procrastination where Passive procrastination, which is the standard type of procrastination, occurs when the participants are passive in completing tasks and experience negative emotions while completing the task. However, active procrastination is when an individual delays his task but may not have a negative impact on a person's effectiveness. [8]

It is a self-handicapping behaviour which is becoming increasingly prevalent in modern society. This occurs when people delay completing a task they intend to complete, potentially leading to lost productivity, poor performance, and increased stress. Engaging in procrastination in an academic setting brings negative outcomes such as stress, guilt, poor academic performance, and low self-esteem.[9]

It is theorized to be due to a failure in self-regulation, inability to exert control over thoughts, emotions, impulses, and task performances in regard to preferred standards. [10] It has also been observed that academic procrastination is task-dependent and that people exhibit procrastination in a variety of behaviours and settings. [11]

One possible reason for this increase is that people are burdened with too many tasks that require immediate fulfilment. Research has also shown that self-efficacy is a strong and consistent predictor of procrastination.[12] Academic self-efficacy has academic self-efficacy fully mediates the relationship between emotional intelligence and academic procrastination.[13]

Other researchers have studied the different factors that influence procrastinating behaviour and academic performance in students such as self-efficacy, [13] personality, [14] and learning approaches. [15]

Solomon and Rothblum studied 291 college students and their frequency of procrastination on academic tasks such as studying for examinations, keeping up with assignments, and administrative tasks along with their reasons for procrastination behaviour. The researchers administered the Procrastination Assessment Scale-Students (PASS) and self-paced quizzes to analyse this behaviour. They found that the fears of failure and task aversiveness are the main reasons for procrastinating. [5,16]

Studies have shown that procrastination is negatively correlated with grade point average. This could have a detrimental influence on a student's life as they have to face multiple examinations, academic activities with deadlines, assignments, and projects during his or her medical career. [5,9,16]

If procrastination is not addressed, it can weaken self-confidence, lead to negative attitudes toward learning, and increase unhealthy behaviours like poor diet and lack of sleep. Therefore, it is crucial to assess the prevalence of procrastination and its psychological impact on students to find ways to help them.

While current studies offer helpful insights into academic procrastination, there is a need for new research that looks at its prevalence and psychological effects among today's college students. This study aims to fill that gap by examining procrastination behaviours and their emotional impacts in a university setting.

Review of Literature

In the teaching-learning process, many variables affect the correct development of students. Students experience problems in the academic sphere when they feel that knowledge acquisition is difficult. One of these problems present in students is academic procrastination. According to a study by Amarnath, Ozmen, Struijs, de Wit and Cuijpers (2023), it is

estimated that 20% of adults perceive themselves as chronic procrastinators, a percentage that increases to 70% in university students (Klingsieck, Grund, Schmid & Fries, 2013). Therefore, it is a widespread phenomenon that can act at both academic and well-being levels, affecting effective learning processes and the development of states of anxiety or depression (Amarnath et al., 2023; Beutel et al., 2016).

According to Steel (2007), procrastination is the action of postponing one or several activities, both in their beginning and their development or completion, carrying out other activities of lesser importance, or even unnecessary ones, that prevent their timely completion. Other authors define procrastination as the process of not being able to complete a specific task on time or feeling unable to finish it in a favourable manner, which causes the subject to experience a feeling of discomfort and a tendency to feel overwhelmed (Palacios-Garay, Belito, Bernaola & Capcha, 2020). Similarly, Delgado, Raúl and Palos (2007) define procrastination as a synonym for procrastination, which is understood as an intentional decision that leads to postponing a task unnecessarily and leaving it incomplete, replacing it with another activity of minimum priority, and knowing the negative consequences or possible disadvantages associated with this behaviour.

In education, academic procrastination is an impairment in decision-making and in resolving conflicts that arise for students when deciding whether to satisfy the requirements of the environment or to complete academic homework (Ayala, Rodríguez, Villanueva, Hernández & Campos, 2020). This idea is associated with anxiety problems in students both at the beginning of the task and as a consequence of the decisions made or linked to poor time allocation (Marquina-Luján, Gomez-Vargas, Salas-Herrera, Santibañez-Gihua & Rumiche-Prieto, 2016). Other authors define academic procrastination as the unnecessary postponement of study-related activities such as doing homework, reading texts, or studying for exams due to the lack or absence of self-regulated performance and the behavioural tendency to postpone what is necessary to achieve a goal (Geara & Teixeira, 2017; Knaus, 2000).

As with definitions, the factors associated with procrastination depend on different approaches and authors, so the phenomenon of procrastination has often been associated with failure in the process of self-regulation (Correia & Moura, 2017; Geara & Teixeira, 2017; Steel & Klingsieck, 2016). However, other authors not only focus on procrastination as a problem linked to time management by students but also address it by including cognitive, affective, or behavioural aspects such as overconfidence in carrying out or achieving a proposed goal on time or self-efficacy behaviours (Alegre, 2013; Durán & Villegas, 2018; Vargas, 2017). We can also find it associated with strategies for regulating negative emotions, such as fear of failure, as essential and difficult activities are postponed for others that present an immediate reward, thus achieving a temporary sense of well-being (Hen & Goroshit, 2020; Wang, Kou, Du, Wang & Xu, 2022).

In education, several studies negatively associate procrastination with academic performance, causing deficiencies in the educational process (Badia Martín, del & Daura Luján, 2018; Hussain & Sultan, 2010; Kim & Seo, 2015). According to Ayala et al. (2020), students are highly predisposed to procrastinate on some academic tasks, causing them not to submit their homework on time or not to comply with the time estimated or set by teachers. Procrastination of activities, in many cases, produces states of anxiety, low self-efficacy, and stress that, as a consequence, will result in a negative mark or grade and may even lead to cases of school failure, linked to the feeling of inefficiency or discomfort for not being able to achieve the proposed goals (Domínguez, Villegas & Centeno, 2014).

Just as there are differences in construct definitions, procrastinators' styles are not unique. While they exhibit common behaviours, there are typified differences in the literature. Chu and Choi (2005) classify procrastinators into two types: active and passive. Active procrastinators are those individuals who view procrastination as a positive thing, preferring to work under pressure and making deliberate decision to procrastinate. In contrast, passive procrastinators, the most frequent procrastinators, are indecisive and unable to make decisions quickly, and despite not intending to

postpone activities, they are paralysed by their decision to act and usually do not finish the proposed tasks on time.

On the other hand, Ferrari, Johnson, and McCown (1995), based on a psychological approach, divided procrastination into three groups: aural, avoidant, and decisional. Arousal procrastination refers to a high level of sensation seeking, feeling greater satisfaction in completing the task quickly, and running the risk of failure. Avoidant procrastinators procrastinate for fear of failure, are afraid of facing their limitations, and therefore avoid performing the task. Finally, the decisional, procrastinates in deciding to carry out the activity to be performed. Similarly, Steel (2007) classified four types of procrastinators by associating them with motivational factors in procrastination: Thrill Seekers who enjoy finishing tasks just in time, Impulsive individuals who lack discipline and are easily distracted, Undecided individuals who have difficulty in making decisions and stagnate, and Avoiders who are afraid of failure or the disapproval of others.

Therefore, procrastination is a multifaceted construct, and different studies have addressed it from different psychological and pedagogical approaches, each providing a differential vision or focusing on different aspects of the construct. This phenomenon is only sometimes positive; sometimes, there is an excess of literature or a lack of specificity when finding the information required when studying the phenomenon. For this reason, it seems necessary to systematise and bring together the scientific production of recent years on academic procrastination to organise the information and facilitate understanding of the construct related to educational contexts.

Most research considers procrastination a stable personality trait, but internal and external conditions can trigger or mediate students' behaviour (Steel & Klingsieck, 2016). This idea highlights the importance of not only focusing on students' intrinsic or personal aspects but also using external factors that can help us manage these behaviours. In academic contexts, students must master different learning strategies that allow them to evaluate their study process and be aware of their limitations and achievements (Martins & Santos, 2019). For this, it is necessary to work on self-regulation processes, where the individual consciously and voluntarily manages their behaviours, feelings, and thoughts to achieve their goals (Bandura, 1991; Machado & Schwartz, 2018). As many authors have mentioned, procrastination, as a failure in the self-regulation process, implies an intention-action mismatch that increases the probability of experiencing unpleasant emotional states such as anxiety before evaluative activities, stress, exhaustion, decreased interest in the activities, among other aversive feelings (Lonka et al., 2014; Pereira & Ramos, 2021).

Based on the above, recent studies focus on intervening students by providing them with tools that enable them to cope with the procrastinating behaviour of students, trying to mitigate its adverse effects. Some of the work in this line focuses on the cognitive aspects of procrastination, such as acceptance and control of thoughts and emotions, based on cognitive behavioural therapies (CBT) (Rozental et al., 2018; Ugwuanyi et al., 2020; Wang et al., 2017) or interventions based on acceptance and commitment therapy (ACT) (Gagnon, Dionne, Raymond & Grégoire, 2019; Glick & Orsillo, 2015; Scent & Boes, 2014). Other authors have focused their interventions on aspects related to students' self-esteem (Schuenemann, Scherenberg, von Salisch & Eckert, 2022; Toker & Avcı, 2015) or self-efficacy (Çelik & Odacı, 2018; Krispenz, Gort, Schültke & Dickhäuser, 2019).

Other studies have focused on critical aspects of self-regulation in a more practical way, such as the effectiveness of time management through group counselling (Häfner, Oberst & Stock, 2014; Ja'afari, Refahi & Kazemi, 2017) or emotion management (Amarnath et al., 2023; Eckert, Ebert, Lehr, Sieland & Berking, 2018; Loeffler, Stumpp, Grund, Limberger & Ebner-Priemer, 2019). Similarly, we found other interventions that study the relationship between procrastination in students with their performance (Balderas, Capiluppi, Palomo-Duarte, Malizia & Dodero, 2019; Davis & Abbitt, 2013). These studies focused on one or more aspects of the construct. However, as is the case when defining procrastination, they are carried out from different approaches or perspectives, which means that the results are not entirely clear. No theoretical

corpus or model allows for the evaluation of these interventions.

Bearing in mind the above, this study aims to analyse the educational interventions linked to procrastination that have been carried out over the last decade, identify how procrastination is being addressed in educational contexts, and assess the results obtained.

Furthermore, these data can provide a deeper insight into the construct and explore those aspects of procrastination that are promoted in the literature and those that are being addressed in practice.

The results of this study could allow both teachers and counsellors to maximise their efforts and detect and evaluate the problems present in the classroom. Likewise, these data are intended to help evaluate or predict the pedagogical potential of existing interventions. They can also be used as a theoretical corpus to improve the design and impact of future interventions focused on those aspects of procrastination that need improvement.

Research Methodology
Type of Research
Quantitative descriptive research was conducted using a structured online survey after gaining their consent, to analyse the pattern of procrastination and its psychological influence over their individual academic performance among various group of college students in the normal phase of life.

Inclusion criteria included student's willingness to participate and complete responses. Exclusion criteria were lack of consent and incomplete responses.

A total of 65 students were surveyed and their responses were analysed. By applying margin error of 5%, confidence interval was 95% for the estimated total number.

Research Objective
As discussed earlier, procrastination is a growing issue with very little being done to understand and fix it.

To evaluate the prevalence of procrastination in college students and to understand if there is an association between procrastination and the academic task type and its psychological consequences on an individual's life.

The tasks aimed to be studied are the prevalence of procrastination in five domains:
- Studying for examinations
- Completing assignments
- Participating in group work
- Attending Lectures
- Presentations

I also aim to recognize and evaluate the possible reasons as to why student procrastinate on a given task.

Research Statement
This study aims:
- To examine the pattern of procrastination among college students
- To analyse how this negative behaviour affects their psychological well-being and academic performance.
- By understanding these relationships, the research seeks to highlight the importance of addressing procrastination as the key factor influencing college student's success and mental health which becomes deteriorated, if not necessary strategies developed to reduce the behaviour.

Hypothesis
Students who exhibit higher levels of procrastination in their academic schedules are likely to experience increased stress and reduced academic performance compared to those students with lower level of procrastination.

Study Materials
The questionnaire was based on the Procrastination Assessment Scale for Students (PASS) developed by Solomon and Rothblum. [5]
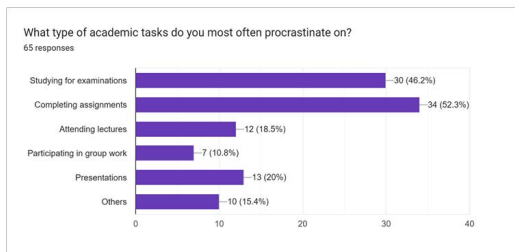
The questionnaire consisted of 20 questions to assess the prevalence of procrastination in five domains.
- Studying for examinations
- Completing assignments
- Participating in group work
- Academic administrative tasks – filling out forms, applying for examinations filling out forms, registering for conferences/workshops, applying for examinations, getting ID card.

- Attending Lectures – meeting with advisor, making appointment with professor, doing presentation etc.

Reasons for procrastinating in a task were assessed based on multiple checkbox question format which included questions to assess the following:

- Poor time management
- Lack of motivation
- Lack of interest
- Fear of Failure
- Perfectionism
- Distractions

Research Implications

Research such as our study is essential to understand the pattern of procrastination among students, especially students who are in the line of work that directly impacts hundreds of people such as law, engineering, medicine, agriculture, etc., This negative behaviour can directly impact the future career of not only the student but also affect people depend on them.

Limitation of Study

- Basically, limiting generalizability since it is convenience sampling from college students.
- Lack of systematic sampling method for greater accuracy.
- Including verified GPA scores can improve data reliability.
- Lack of Diverse sample may disrupt validity of the findings.

Validity of the Instrument

The questionnaire used in this study came from existing research on procrastination and its psychological effects. To ensure it was relevant and clear, academic experts in psychology and education reviewed the items for content validity. For construct validity, the questions matched accepted theories and measures of procrastination and stress. Thus, the instrument was considered valid for assessing procrastination tendencies and related psychological factors among college students.
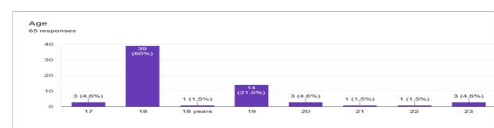
Data Analysis Tools

The data were analysed using spreadsheet-based statistical tools. Descriptive statistics (mean and standard deviation) Pearson's correlation were computed to derive meaningful findings.
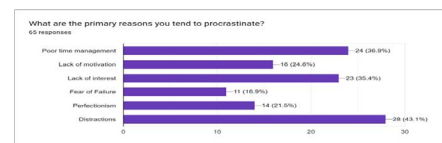
Results
Demographics

The following bar charts indicates demographic data of the participants.

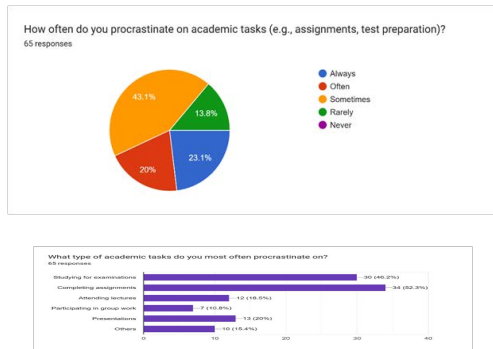### Reasons for Procrastination

The output of student's feedback with reference to the primary factors contributing to procrastination uncovers a complex behavioural pattern shaped by both implicit as well as explicit influences. Among the 65 participants, the predominant reason identified was distractions (43.1%), indicating that technological interruptions and environmental stimuli significantly disrupt focus and productivity among them.

Subsequently, poor time management (36.9%) noticed as another key factor, illustrating student's difficulties in prioritizing tasks and effectively balancing academic obligations. Lack of interest (35.4%) and lack of motivation (24.6%) point to a psychological aspect of procrastination, where disengagement from academic content or a lack of intrinsic drive results in intentional delays.

Furthermore, perfectionism (21.5%) and fear of failure (16.9%) denote the performance-related anxieties that lead students to disrupt tasks due to

concerns about not fulfilling expectations. Wholly, these findings connote that procrastination is not simply a habit but rather a compound interaction of cognitive, emotional, and environmental factors that hinder academic efficiency.

Academic Task Tends to Procrastination

The chart indicate that procrastination is a widespread and recurring behaviour among college students. When we scrutinize data about the frequency of their procrastination on academic tasks such as assignments or preparing for tests, a significant percentage of respondents43.1%acknowledged that they sometimes procrastinate, while 23.1% indicated that they often do so.

Moreover, 20% reported that they rarely procrastinate, whereas 13.8% admitted to consistently postponing their academic responsibilities.
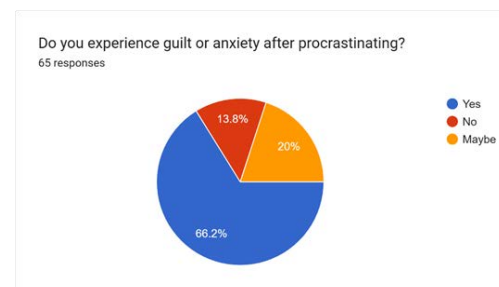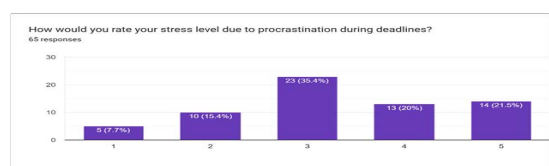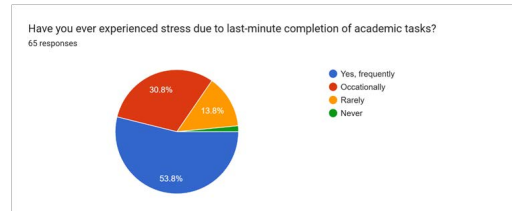
This indicates that a majority of students (over 80%) encounter procrastination in varying degrees, emphasizing it as a common academic obstacle rather than a unique behavioural issue.

Through the survey, identified the types of academic tasks most susceptible to procrastination, completing assignments (52.3%) and studying for exams (46.2%) were identified as the most influenced. These activities typically require sustained focus, self-discipline, and organized planning, which may account for their higher likelihood of being delayed. Conversely, a few students reported procrastination in attending lectures (18.5%), engaging in group work (10.8%), and delivering presentations (20%), as these tasks involve direct accountability or external oversight.

In summary, the findings suggests that students are inclined to postpone tasks that necessitate independent effort and long-term preparation, reflecting a behavioural tendency rooted in avoidance, insufficient planning, and a preference for immediate comfort over long-term academic objectives.
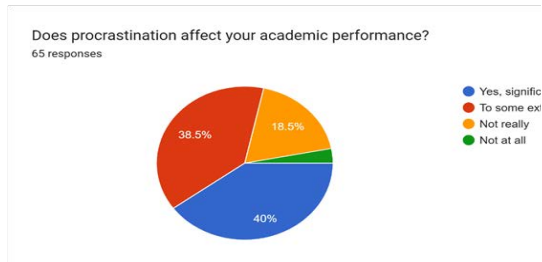
Consequences of Procrastination

The graphical representation imply the significant psychological burden that procrastination headed on students, especially through increased stress and emotional turmoil during academic deadlines. Notably 53.8% of participants identified that they often experience stress due to the last-minute completion of academic assignments, while an additional 30.8% reported experiencing it occasionally. Only 13.8% said they rarely feel such stress, and just 1.5% claimed to have never encountered it. These statistics reveal that stress related to procrastination is not a solitude issue but a common challenge faced by most students. The severity of this stress becomes more apparent when assessing the pressure levels experienced during deadlines. Approximately 35.4% of respondents rated their stress level as 3 on a 5-point scale, indicating a moderate level of stress. Further, 20% and 21.5% rated their stress at levels 4 and 5, respectively,

signifying high to very high stress levels. Whereas only 15.4% and 7.7% reported lower stress levels of 2 and 1.In summary, these statistics suggest that nearly three-quarters of the sample collected experiences moderate to severe stress when faced with deadlines, highlighting that procrastination directly exacerbates psychological pressure and disrupts academic stability. The emotional repercussions of procrastination are also considerable. Moreover 66.2% of respondents confessed to feeling guilt or anxiety after procrastinating, while 20% were unsure, and 13.8% denied experiencing such feelings. This trend imply the ongoing emotional struggle among students who recognize their procrastination habits yet find it complex to overcome them. The interplay of frequent stress, triggered anxiety during deadlines, and subsequent guilt illustrates a cyclical pattern of emotional distress.

Collectively, the data indicates that procrastination is not just a matter of time management; it is a psychological phenomenon that leads to stress, anxiety, and guilt. The findings identified how persistent procrastination contributes to emotional fatigue, which in turn affects students' academic performance and mental health.
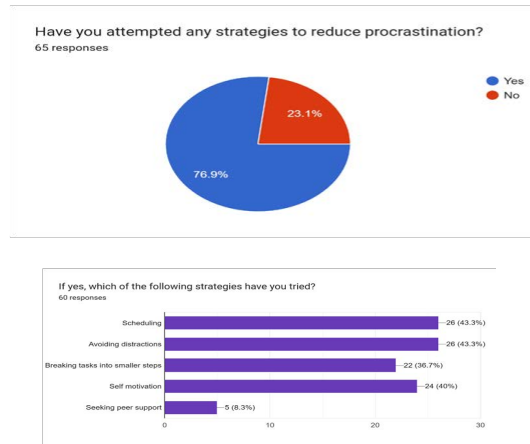
Academic Influence

In result it is found to be a firm agreement that procrastination negatively impacts student's academic performance. Among those surveyed, 40% estimated that procrastination significantly affects their performance, while 38.5% recognized its influence to a certain level. Conversely, 18.5% felt it does not have a substantial effect on them, and merely 4.6% claimed it has no effect whatsoever.

These imply that almost four out of five students face some degree of academic decline due to procrastination. The data highlights the link between procrastination and reduced performance, indicating

that procrastination not only impedes productivity but also compromises the quality and consistency of academic work. This ensures the importance of effectively managing procrastination to maintain academic success and psychological health.
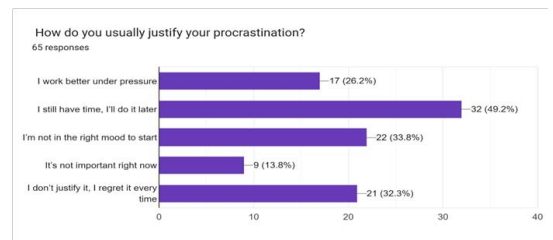
Strategies Uphold

It is identified that 76.9% of participants have implemented strategies to combat procrastination, that a substantial majority are taking initiative to address and solve the problem.

Among those who employed these strategies, the most favoured methods were scheduling and minimizing distractions (43.3% each), followed by self-motivation at par saying (40%) and dividing tasks into smaller segments (36.7%). The strategy least utilized was seeking support from peers (8.3%). This finds that respondents tend to favour organized and self-reliant techniques for equipping themselves from procrastination.
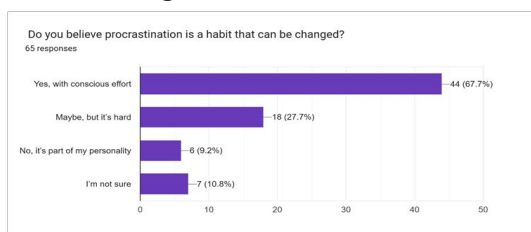
Justifying Habit

Through the data which aimed at understanding how individuals generally account for their procrastination. The data indicates that nearly equal

number of the participants (49.2%) justify their procrastination by believing they still have time and can complete the task later. A substantial part, 33.8%, attribute their delay to not being in the right mood to begin, while 32.3% admit that they do not rationalize procrastination but instead regret it each time. Moreover, 26.2% of respondents justify procrastination by asserting that they perform better under pressure. The smallest group, comprising 13.8%, do not justify their procrastination, viewing the task as insignificant at that moment.

This distribution of responses underline the diverse psychological and emotional factors that influence procrastination, reflecting its intricate nature and the variety in how individuals make allowances for delays in task completion. The findings suggests that procrastination is frequently related with perceptions of time and mood, with a prevailing sense of regret among many individuals, providing valuable insights into behavioural patterns that could be earmarked in interventions or further research.
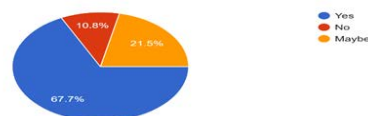
Habitual Changes

This data pertains to their beliefs targeting whether procrastination is a habit that can be modified. A large proportion of participants, 67.7% with (44 respondents), believe that procrastination can be altered with deliberate effort. A considerable amount with 27.7% along (18 individuals) admitted that while change is flexible, it is also challenging and rigid. A few 10.8% (7 respondents), express uncertainty about the potential for change, while 9.2% (6 respondents) recognized procrastination as an inherent aspect of their personality, thus viewing it as in rigid form. Indicating a largely optimistic perspective on the possibility of altering procrastination habits, tempered by an awareness of the corresponding complexities and a minority who regard it as a stable aspect. This can inform

the development of effective behaviour change interventions, stressing the importance of motivation and intentional strategies, also taking into account individual variations in trait-like characteristics.

Influence on Work

The above record refer to their beliefs regarding whether procrastination is a habit that can be altered. The majority of participants, 67.7% (44 respondents), feel that procrastination can be modified with constant effort. A significant 27.7% (18 individuals) acknowledge that while change is attainable, it is also challenging. A smaller portion, 10.8% (7 respondents), express uncertainty about the potential for change, whereas 9.2% (6 respondents) perceive procrastination as an inbred aspect of their personality, hence viewing it as changeless. These finds reflect a huge optimistic perspective on the possibility of altering procrastination habits, tempered by an awareness of the corresponding difficulties and a minority who regard it as a stable feature. This understanding can inform the development of effective behaviour change interventions, highlighting the importance of motivation and intentional strategies, while also taking into account individual variations in trait-like characteristics.

Work Style
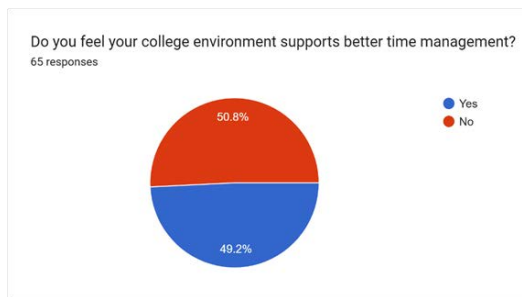

The chart reflects that 65 respondents have varied preferences for their work patterns. 40% of them take an organized approach, preferring to organize everything beforehand, 26% are deadline-driven, meant they are motivated by outside pressure.

A significant percentage (23.1%) takes a feasible stance, forgoing strict structures in favour of spontaneity. The remaining 12.3% require someone to make sure they stay on course and rely on external responsibility. This distribution emphasizes the necessity of tailored approaches to productivity by focusing a range of work style preferences.

Supporting Environment

Do you feel your college environment supports better time management?
65 responses

- Yes
- No

50.8%
49.2%

In the light of the findings, 49.2% of participants thought their educational setting encouraged efficient time management, at the same time 50.8% disagreed. This slight variation imply that student's perceptions of institutional assistance for handling academic obligations differ. The almost equal distribution implies that even current tools and methods might help some to better manage their time, they might not sufficiently address the difficulties that others face. Differences in academic workload, the availability of support resources, or personal coping strategies and motivation degrees could all contribute to this gap. Collectively, the findings highlight the necessity of more flexible institutional approaches that take into consideration the various demands of students. By encouraging time management seminars, and fortifying supervision could create a more encouraging environment that would improve student's time management skills and minimize procrastination.

Discussion

The purpose of this study was to understand the prevalence of procrastination among undergraduate students in a medical university and to analyse the association between the degree of procrastination and the academic task type and its consequences on the student's life. Students nearly always procrastinated on tasks such as studying for examinations, keeping up with assignments but there was a drop in degree of procrastination when it comes to administrative tasks which was assumed to be due to the instant gratification students get after filling a form or making an appointment.

Administrative tasks tend to be less time-consuming and easy to check off their to-do lists.

There was a positive Pearson correlation between studying for exams and keeping up with reading assignments and studying for exams, academic administrative tasks, and attendance tasks. This positive correlation is attributed to the direct consequences of a student's academic habits like not reading their study material which leads to poor academic performance. The results of this study show that procrastination is dependent on the task type which is also hypothesized by other researches but with different domains of academic performance.

As per previous studies, correlation was found between various domains of academic procrastination; this study showed students who procrastinate in the area of domain like-writing a term paper also had tendency to procrastinate in other areas like studying for an exam, keeping up with weekly reading assignments etc., results of this study are similar to the results of our study.

We believe that when the assignment is considered intrinsically unpleasant or less enjoyable, a person is more likely to procrastinate. For example, a task that is perceived as boring, difficult, and unpleasant causes a person to avoid from doing it.

Previous research has examined motives and reasons for procrastination in regard to self-regulated learning on academically related tasks and found results that support our study highlighting that academic procrastination can be associated with failure in learning self-regulation.

Reasons for procrastination in our study included fear of failure, lack of motivation, poor time management social anxiety, etc., which is consistent with the findings of a study that hypothesized that students usually procrastinate due to fear of failure, feelings of inadequacy, peer pressure, etc.

Therefore, it is clear that procrastination is indeed a serious problem for students which leads to negative consequences such as stress, guilt, poor academic performance, less productivity. This can

be directly attributed to tightly packed schedules with no breaks that need immediate fulfilment which leads to a lack of motivation for the student to get started, unrealistic expectations of productivity which leads to disheartened feelings and feelings of guilt when said expectations are not lived up to so instead the student would avoid the task altogether if he feels he cannot succeed at it. Few studies have indicated the association of genetics, prenatal stress, 2D: 4D in people with a tendency to procrastinate and on academic performance, however further research is required to draw a conclusion.

Although these consequences of procrastination in an individual's life may not be considered all that important and ignored and neglected procrastination in a student's academic life needs to be immediately tackled and corrected as the student is to uphold significant responsibilities in his future and this habit of delaying tasks will prove to be detrimental to the student's career and the damages may be irreparable. Therefore, it is important to recognize the prevalence of academic procrastination and its consequences so it can be corrected as earliest as possible There is a definite need to develop interventions that can effective curb the detrimental effects of academic procrastination and help students overcome tendency to procrastinate.

Findings

A total of 65 college students participated in the study. Descriptive analysis revealed moderate levels of procrastination, with a mean score of M = 3.38, SD = 0.89 on a 5-point scale. Participants also reported elevated academic stress (M=3.12, SD = 1.04) and moderate anxiety levels associated with delayed tasks (M = 3.12, SD = 0.97).

Correlation analysis indicated that procrastination had a significant positive relationship with both stress and anxiety. Procrastination showed a moderate correlation with academic stress (r = 0.48, p < 0.001) and a positive correlation with anxiety (r = 0.43, p < 0.01). These results suggest the students who procrastinate more frequently tend to experience higher psychological discomfort, worry and emotional strain.

Additionally, self-rated academic performance demonstrated a negative correlation with

procrastination (r = -0.36, p < 0.01, implying that increased procrastination is linked to reduced academic efficiency and poorer study outcomes. No significant differences were observed across gender or year of study (p > 0.05), indicating that procrastination is common behaviour irrespective of demographic categories.

Overall, the findings confirm that procrastination among college students is not merely a behavioural tendency but is closely tied to emotional imbalance, heightened stress and lowered academic functioning.

Table 1 Descriptive Statistics

Variable	Mean (M)	SD	N
Procrastination	3.38	0.89	65
Academic Stress	3.74	1.04	65
Anxiety	3.12	0.97	65
Academic Performance (Self Rated)	3.08	0.85	65

Table 2 Correlation Matrix

Variable	1	2	3	4
Procrastination	-	0.48	0.43	-0.36
Academic Stress	0.48	-	0.55	-0.28
Anxiety	.43	0.55	-	-0.31
Academic Performance (Self Rated)	-0.36	-0.28	-0.31	-

Suggestions

Stepping out of your comfort zone can be like getting into a swimming pool on a hot day. You know it will be great when you do it, but you do not want to experience the shock of the cold water. This exercise is about becoming the person in the pool who has braved the water and is enjoying the benefits. You will need:

- A piece of paper to make into a ball
- A Pen
- Something to journal in or write on. How it works
- Screw up a piece of paper into a ball.
- Stand on one side of the room and think about something you would like to get done. This could be a project, an idea for a business or a lingering decision.

- Throw the ball across the room.
- Now walk across to the ball.
- Standing where the paper ball has landed transports you. You become "Future You". "Future You" has successfully moved through the challenge "Present You" is facing.
- Take a moment to stand in this space. What would "Future You," say to "Present You" about their current situation? What could one thing do or change to gain momentum? Take time to journal any inspiration that comes to you.

Do not censor what comes to you, write down anything: single words or colours or memories. Why it works Physically moving to find new ideas and inspiration engages our embodied cognition. Embodied cognition is the phenomenon of our body "learning" from movement. This goes beyond our normal conscious processing. Research shows movement helps us tap into more ideas and inspiration. A study at Singapore Management University asked participants to debate a topic using the phrase "on the one hand… on the other." Students who moved their hands to emphasise their points came up with more ideas than those who had to remain still. In Throw The Ball Out, physically moving forward helps us to mentally step out of our comfort zone. This helps us to contextualise the fear that's holding us back. Once we've identified that fear it's much easier to move past it and to stop procrastinating.

Future research should further examine how embodied cognition-based strategies, such as physical movement exercises, influence procrastination patterns across different student groups and learning environments.

Conclusion

The present research aimed to understand the prevalence of procrastination among students. To this end, the correlation between the procrastination and academic performance was analysed in accordance with the correlation coefficient value.

It is evident that engaging in procrastination in an academic setting brings negative outcomes such as stress, guilt, poor academic performance, and low self-esteem.

Our study's results show that procrastination is dependent on task type, which has also been hypothesised by other studies in different domains of academic performance.

We believe that if a task is considered uninteresting and boring, it leads to a lack of motivation for the student to get started, and reasons for which are fear of failure, feelings of inadequacy, peer pressure, etc.

Another interesting finding from this study is "perfectionism" being one of the reasons why students procrastinate on the task. The student would rather not do the task altogether if he knows he cannot deliver the task perfectly.

To tackle this self-handicapping behaviour, strict measures must be taken to motivate the student against procrastination, such as proper discipline, gratification strategies, time management techniques, assertiveness training, setting realistic expectations and goals, and teaching the student to introspect and find the true reason for their task aversion and fixing it.

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