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Analysis of procrastination among university students

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Abstract

The present study focused on analyzing the factors of procrastination and its effects on learning of university students. It was conducted on 500 students and 40 teachers of the Islamia University of Bahawalpur, Pakistan through survey approach. The study concluded that procrastination effects on the academic performance of students in terms of classroom learning and participation in activities, submission of their assignments, preparing for the examinations and achievement. Likewise, the work load of assignments' and improper time management by the students caused procrastination.

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1. Introduction

Procrastination appears to make university students postpone and delay their academic work becoming self-excusive and ignoring their academic responsibilities during the entire course of studies. It seems a common practice that university students put off their academic work: they delay in preparing & submitting their assignments & presentations, completing projects, and even preparing for the examinations. In education and training, the term academic procrastination is commonly used to denote the delay in academic activities. It may be intentional, incidental and/or habitual but significantly affects learning and achievement of university students. However, different scholars (Morelli, 2008; Schmitt, 2008; Letham, 2004), have described different kinds of procrastination e.g realistic, unrealistic and spiritual procrastination; chore, dream; behavioural, decisional and meta-cognitive procrastination. Whatever the kind of procrastination is, however, it slows down the performance of students making them careless, lazy, passive and academically stagnant & irresponsible.

2. Literature Review

Procrastination appears a tendency, attitude or behavioral trait which Shah (2000) described as indecisive state lacking in will power and vitality to do a work. Students become unable to do the right work at the right time leaving it for some other time; that may result in failure plunging them (Milgram 1991) in a state of emotional disturbance. It may have an effect on students' personality traits and their learning. Steel (2008) pointed out that

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procrastination effects the self-efficacy & self-actualization, distractibility, impulsiveness, self-control and organizational behavior of the students. It makes students lazy & passive developing delaying tendency in them; either they feel hesitation in taking initiatives or fear to start a work or an assignments. Different researchers have found a number of primary and secondary problems associated with academic procrastination, e.g. low achievement of students and their increased physical and psychological problems (Ferrari & Pychyl (2008), anxiety (Lay, 1995; Onwuegbuzie 2004), irregularity, confusion and irresponsibility (Rivait 2007).

Different factors appear to contribute towards procrastination among university students particularly, lack of commitment, lack of guidance and encouragement, inappropriate time management skills, emotional stress, social problems, overconfidence and illness. Pychyl, (2008) stated that irrational beliefs of the students make develop in them procrastinating tendency undermeasuring the delay in completing a task. It appears as an attitude or behavioral trait usually associated with (Elmer, 2000) lack of communication skills, inappropriate learning strategies, low achievement, boring or difficult assignments, unplanned study schedule, learning styles, deceptive excuses, anxiety and emotional stress, irrational thinking, low self-efficacy, lower self-control and delayed gratification. Ferrari (2001) and Ferrari & Pychyl (2008) stated that students procrastinate when they are unable to set a pace of their learning to meet high performance expectations within a due course of time. Some of the students seem accustomed to delay their work and (Kliener, 2008) about 20% of the students' delay their academic work as their routine and later on it becomes their habit. Likewise, Goode (2008) asserted that longer timelines of completing a task, plenty of leisure time and co-curricular activities promote procrastination. However, above all, students appear to procrastinate maintaining their perceived level of self-worth (Owens & Newbegin (1997).

It adversely impacts on students' personality, their learning and achievement almost at all levels of studies and in all subjects. Essau, Ederer, O'Callaghan, & Aschemann, (2008) concluded that high level procrastination makes students unable to regulate and organize them achieve their academic goals causing them depression, anxiety and stress. It is not gender restricted or gender-based trait rather works across the gender and affects both the sexes. Akinsola, Tella, & Tella, (2007) found equal level of academic procrastination among male and female students with its significant effect on their achievement in the subject of mathematics. Psychological effects of procrastination include emotional instability and mental stress. Williams, Stark, and Foster, (2008) found the relationship between procrastinating tendency and academic stress among students; and an increase in self-compassion decreased the procrastination.

Procrastination may not be confined to any of the stages of human growth and/or age-specific phenomenon rather found more or less in all individuals. Consistency and continuity of procrastinating tendency may become the behavioral trait of individuals particularly, university students. Schourwenburg, Lay, Pychyl & Ferrari (2004) found in their study that over 70% of the students have procrastinating behavior in North America. Similarly, the degree of procrastination among students appears greater than general public and the study of Goode (2008) strengthens it; which found that 70% of the college students and 20% of the general population appeared having procrastinating tendency in their routine. It may develop into behavior of an individual with an increase in the age; resulting in its associated problems. According to Yaakub (2000) procrastination and increase in age have a closer relationship; the younger (school) students appear having more procrastinating tendency whereas the older women have more anxiety problems (Anthony, 2004); developing low self-esteem and anxiety in high school students (Owens & Newbegin, 1997). However, the rates of procrastination among college students varied from 46% (Solomon & Rothblum, 1984) to 95% (Ellis & Knaus, 1977).

Different physical, emotional and mental problems appear to be associated with procrastination. It may create embarrassment and inferiority complex among students of which the Thompson, Davidson, and Barber (1995) found negative relationship between level of ego identity and procrastination; it lessens confidence among students and their expectancy of completing a task (Steel, 2007); resulting in unhealthy sleep, diet and exercise habits (Sirois & Pychyl, 2002); yields to higher rates of smoking, drinking, digestive ailments, insomnia and cold and flu symptoms (Adkins and Parker, 1996); increases a lot of stress, worry, and fear leading a miserable life with shame and self doubt creating and raising anxiety and deteriorates self-esteem (Hoover, 2005); affects achievement of goals creating anxiety (Scher and Nelson, 2002); and causes higher stress, low self-esteem, depression, cheating, plagiarism, higher use of alcohol, cigarette and caffeine and decreased ability to maintain healthy self care habits like exercise and eating (Goode, 2008).

3. Background of the study

Procrastination appears to make university students postpone their academic work or delay in submitting their assignments during the entire course of studies. Students may become depressed and disturbed with low confidence level that affects largely on their learning and achievement. These issues need to be resolved appropriately for maximum learning outcomes. No such study appeared conducted in Pakistani Context. Therefore, it was reasonable to conduct a study explore the issue and suggest some proper guidelines.

4. Objectives of the study

The study was conducted with the objectives to (i) evaluate the role of procrastination in deferring academic activities of university students, (ii) analyze the effects of procrastination on learning of university students, (iii) examine the factors contributing towards procrastination among university students and (iv) investigate the academic problems caused by procrastination among university students.

5. Research Methodology

The present study was descriptive in nature. Therefore survey approach was considered appropriate and adopted to collect the data from respective respondents.

5.1. Population and sampling

The present study was delimited to the faculty of education of The Islamia University of Bahawalpur, Pakistan. The population of the study consisted on all the Masters’ level students and their teachers of the faculty of education. The samples of the study consisted on the 500 students and 40 university teachers through random sampling technique.

5.2. Data Collection

The study was descriptive in nature; therefore, the researchers considering the survey approach appropriate adopted it for data collection. They developed two questionnaires (one for students and the other for their teachers) on five-point rating (likert) scale. They validated the questionnaires through their pilot testing. The finalized questionnaires were administered on students through their class teachers and personally by the researcher on the university teachers. The data were coded and analyzed in terms of percentage and mean score through Ms-Excel.

6. Data Analysis

Data collected through the questionnaires of the university students and their s teachers was analysed as presented below:

Table-1: Opinion of university students and teachers about areas of procrastination

Main Domain	Themes	Resp	Level of Agreement (percentage of corresponding values is given in parenthesis)					Mean Score
			SA	A	UD	DA	SDA	
AREAS OF PROCRASTINATION	Assignments	S	210 (42)	225 (45)	95(1)	22(4)	38(8)	4.0
		T	20 (50)	16 (40)	00	3 (7.5)	1 (2.5)	4.2
	Presentations	S	134(27)	206 (41)	7 (1.4)	89(17.8)	64(12.8)	3.5
		T	14 (35)	13 (32.5)	00	6 (15)	7 (17.5)	3.5
	Examinations	S	111 (22)	199 (40)	12(2.4)	147(29.4)	31 (6.2)	3.4
		T	11 (27.5)	16 (40)	2 (5)	5 (12.5)	6 (15)	3.5
	Group-work	S	164 (33)	202(40)	4 (.8)	78 (16)	52 (10)	3.7
		T	17 (42.5)	14 (35)	00	6 (15)	3 (7.5)	3.9
	Activities	S	200 (40)	225 (45)	4 (.8)	35 (7)	36 (7.2)	4.0
		T	16 (40)	20 (50)	00	3 (7.5)	1 (2.5)	4.1
	Displays	S	99 (20)	249 (50)	11 (2)	76 (15)	65 (13)	3.5
		T	17 (42.5)	16 (40)	00	4 (10)	3 (7.5)	4.0
	Library work	S	132 (26)	199 (40)	3 (.6)	82 (16.4)	84 (16.8)	3.4
		T	12 (30)	19 (47.5)	1 (2.5)	3 (7.5)	5 (12.5)	3.7
	initiative	S	179 (36)	202 (40)	9 (1.8)	64 (13)	46 (9)	3.8
		T	15 (37.5)	16 (40)	00	4 (10)	5 (12.5)	3.8

Table-1 indicates the areas of procrastination or the work which students delay to submit. From the data of the opinion of university students and their teachers (given in the table-1 above) it is obvious that university students delay in preparing and submitting their assignments (87% of the students and & 90% of their teachers with mean scores 4.0 and 4.2 respectively), & presentations (68% of the students and & 67.5% of their teachers with mean scores 3.5 and 3.5 respectively); preparing for the examinations (62% of the students and & 68% of their teachers with their mean scores 3.4 and 3.5 respectively). They become self-excusive in taking part in classroom activities (85% of the students and & 90% of their teachers with their mean scores 4.0 and 4.1 respectively); working in groups or collaborative work (73% of the students and & 77.5% of their teachers with their mean scores 3.7 and 3.9 respectively); displaying their work (70% of the students and & 82.5% of their teachers with their mean score 3.5 and 4.0 respectively) in classrooms or exhibitions for competitions due to fear of criticism; and even reading/ or working on assignments in the library (66% of the students and & 77.5% of their teachers with their mean scores 3.4 and 3.7 respectively). They feel hesitation and shy in taking academic initiatives (76% of the students and & 77.5% of their teachers with their mean scores 3.8 and 3.8 respectively) and starting working on an assignment or presentation or some other academic work.

Table-2: Opinion of university students and teachers about reasons of procrastination

Main Domain	Themes	Resp	Level of Agreement (percentage of corresponding values is given in parenthesis)					Mean Score
			SA	A	UD	DA	SDA	
REASONS OF PROCRASTINATION	Illness	S	111 (22)	179 (36)	11(2.2)	93(18.6)	60 (12)	3.4
		T	19 (47.5)	17 (42.5)	00	3 (7.5)	1 (2.5)	4.2
	Social problems	S	166(33)	207(41.6)	9 (1.8)	69(13.8)	49(9.8)	3.7
		T	18 (45)	16 (40)	00	5 (12.5)	1 (2.5)	4.1
	Lack of motivation	S	141 (28)	176(35.4)	11(2.2)	159(31.8)	13 (2.6)	3.5
		T	16 (40)	19 (47.5)	1 (2.5)	2 (5)	2 (5)	4.1
	Work inability	S	59 (12)	88(17)	10 (2)	212 (43)	131 (26)	2.4
		T	13 (32.5)	19 (47.5)	2 (5)	4 (10)	2 (5)	3.9
	Overconfidence	S	151 (30)	234 (47)	6 (1.2)	76 (15)	33 (6.8)	3.8
		T	16 (40)	19 (47.5)	00	3 (7.5)	2 (5)	4.1
	Laziness	S	167(33)	223 (45)	7 (1.4)	68 (13.6)	35 (7)	3.8
		T	17 (42.5)	21 (44.5)	00	1 92.5)	1 92.5)	4.3
	Teachers attitude	S	203(40)	187 (38)	5 (1)	71 (14)	34 (7)	3.9
		T	15 (37.5)	21 (52.5)	00	3 (7.5)	1 (2.5)	4.1
	Lack of guidance	S	190 (38)	225 (45)	4 (.8)	46 (9.2)	35 (7)	3.9
		T	18 (45)	14 (35)	4 (10)	6 (15)	2 (10)	3.8
	Negative comments	S	119 (24)	206 (41)	9 (1.8)	102 (20)	64 (13)	3.4
		T	16 (40)	14 (35)	2 (5)	5 (12.5)	3 (7.5)	3.9
	Lack of feedback	S	209 (42)	196 (39)	7 (1.4)	67 (13)	21 (4.6)	4.0
		T	17 (42.5)	18 (45)	00	2 (5)	3 (7.5)	4.1
	Lack of coordination	S	66 (13)	99 (20)	7 (1.4)	211 (42)	117(23.6)	2.6
		T	18 (45)	16 (40)	00	2 (5)	4 (10)	4.0
	Too much work	S	225 (45)	190 (38)	3 (.6)	47 (9.4)	35 (7)	4.0
		T	17 (42.5)	14 (35)	1 (2.5)	3 (7.5)	5 (12.5)	3.9
	Stress	S	202 (40)	234 (47)	11(2.2)	28 (5.6)	25 (5)	4.1
		T	18 (45)	13 (32.5)	00	4 (10)	5 912.5)	3.9
	Home involvement	S	46 (9)	86 (17.4)	6 (1.2)	211(42)	151(30.4)	2.3
		T	9 (22.50)	7 (17.5)	00	11 (27.5)	13 (32.5)	2.7
	Students' company	S	187 (37)	209 (42)	4 (.8)	66 (13)	34 97)	3.9
		T	13 (32.5)	19 (47.5)	00	3 (7.5)	5 (12.5)	3.8
	Dependency	S	132 (26)	214 (43)	5 (1)	63 (12.6)	86 (17.2)	3.5
		T	16 (40)	17 (42.5)	00	3 (7.5)	4 910)	3.9
Communication gap	S	198(39.5)	229 (46)	4 (.8)	43 (8.6)	26 (5.2)	4.0	
	T	16 (40)	17 (42.5)	00	3 (7.5)	4 (10)	3.9	
Unseen problems	S	146(29.2)	234(46.8)	11(2.2)	43 (8.6)	66 (13.2)	3.7	
	T	12 (30)	14 (35)	00	6 (15)	8 (20)	3.4	

Table-2 reflects different reasons of procrastination which were given by the respondents i.e. university students and teachers. According to them, students procrastinate and cannot complete their work in time due to their illness (56% of the students and 90% of their teachers with their mean scores 3.4 and 4.2 respectively); social and family problems (75% of the students and 85% of their teachers with their mean scores 3.7 and 4.1 respectively); lack of

motivation and interest (63% of the students and 88% of their teachers with their mean score 3.5 and 4.1 respectively); students’ overconfidence (77% of the students and 88% of their teachers with their mean scores 3.8 and 4.1 respectively); laziness of students (78% of the students and 87% of their teachers with their mean scores 3.8 and 4.3 respectively); negative attitude of their teachers (78% of the students and 90% of their teachers with their mean scores 3.9 and 4.1 for respectively); lack of guidance and counseling from teachers (80% of the students and 65% of their teachers with their mean scores 3.8 and 3.4 respectively); negative comments (65% of the students and 65% of their teachers with their mean scores 3.4 and 3.9 respectively) on their work: assignments and presentations; lack of coordination (33% of the students and 85% of their teachers with their mean scores 2.6 and 4.0 respectively) with their class fellows; too much work (83% of the students and 67% of their teachers with their mean scores 4.0 and 3.9 respectively) the at same time to complete resulting in academic stress (87% of the students and 78% of their teachers with their mean score 4.1 and 3.9 respectively); habit of dependency (69% of the students and 83% of their teachers with their mean scores 3.5 and 3.9 respectively); communication gap (86% of the students and 83% of their teachers with their mean scores 4.0 and 3.9 respectively); and enjoying the company of their class fellows (79% of the students and 80% of their teachers with their mean score 3.9 and 3.8 for students and teachers respectively). Sometimes, some unseen problems/ or circumstances (76% of the students and 65% of their teachers with their mean score 3.7 and 3.4 for students and teachers respectively) compel students delay in their academic work.

Table-3: Opinion of university students and teachers about effects of procrastination on Students and their studies

Main Domain	Themes	Resp	Level of Agreement (percentage of corresponding values is given in parenthesis)					Mean Score
			SA	A	UD	DA	SDA	
EFFECTS OF PROCRASTINATION ON LEARNING OF UNIVERSITY STUDENTS	Low achievement	S	235 (47)	219 (44)	4 (.8)	15 (3)	30 (6)	4.2
		T	17 (42.5)	20 (50)	00	2 (5)	1 (2.5)	4.2
	Failure of examination	S	210 (42)	185 (37)	4 (.8)	65 (13)	36 (7.2)	3.9
		T	17 (42.5)	20 (50)	00	2 (5)	1 (2.5)	4.2
	Fear of examination	S	121(24.2)	211(42.2)	9(1.8)	77 (15.4)	82 (16.4)	3.4
		T	7 (17.5)	17 (42.5)	1 (2.5)	2 (5)	3 (7.5)	4.0
	Depression and anxiety	T	16 (40)	18 (45)	00	4 (10)	2 (5)	4.0
		S	154 (31)	209 (42)	3 (.6)	53 (10.5)	81 (16)	3.6
	Lowers the morale	T	17 (42.5)	16 (40)	1 (2.5)	3 (7.5)	3 (7.5)	4.0
		S	133(26.6)	234(46.8)	5 (1)	52 (10.6)	76 (15)	3.6
	Hesitation	T	16 (40)	18 (45)	00	3 (7.5)	3 (7.5)	4.0
		S	146 (29)	222(44.6)	4 (.8)	43 (8.6)	85 (17)	3.6
	Loses of competition	T	18 (45)	16 (40)	1 (2.5)	2 (5)	3 (7.5)	4.1
		S	183(36.6)	189(37.8)	10 (2)	43 (8.6)	75 (15)	3.7
	Inferiority complex	T	14 (35)	18 (45)	1 (2.5)	3 (7.5)	4 (10)	3.9
		S	164 (33)	196 (39)	11(2.2)	32 (6.4)	97(19.4)	3.6
	Discontinuation of study	T	14 (35)	17 (42.2)	00	5 (12.5)	4 (10)	3.8
		S	153(30.6)	224(44.8)	11(2.2)	63 (12.6)	49 (9.8)	3.7
		T	18 (45)	17 (42.5)	00	1 (2.5)	4 (10)	4.1

Table-3 indicates effects of procrastination on the learning and studies of university students. Procrastination has negative effects on their learning resulting in their low achievements (91% of the students and 93% of their teachers with their mean scores 4.2 and 4.2 respectively) in examinations; or it causes failure in the examinations (79% of the students and 93% of their teachers with their mean scores 3.9 and 4.2 respectively); or it creates fear of examinations (66% of the students and 85% of their teachers with their mean scores 3.4 and 4.0 respectively); resulting in depression and anxiety (73% of the students and 83% of their teachers with their mean scores 3.6 and 4.0 respectively); lowering their morale (77% of the students and 85% of their teachers with their mean score 3.6 and 4.0 respectively). They feel hesitation (74% of the students and 85% of their teachers with their mean scores 3.6 and 4.1 respectively) in starting their academic work; loosing their competition (74% of the students and 80% of their teachers with their mean scores 3.7 and 3.9 respectively) spirit. Students become prey to inferiority complex (72% of the students and 77% of their teachers with their mean scores 3.6 and 3.8 respectively); consequently, it becomes the reason of discontinuation of their study (75% of the students and 88% of their teachers with their mean scores 3.7 and 4.1 respectively).

Table-4: Opinion of university students and teachers about social effects of Procrastination

Main Domain	Themes	Resp	Level of Agreement (percentage of corresponding values is given in parenthesis)					Mean Score
			SA	A	UD	DA	SDA	
NEGATIVE/ SOCIAL EFFECTS OF PROCRASTINATION	Search for short cuts	S	111 (22)	221 (44)	9 (1.8)	64 (13)	95 (19)	3.4
		T	17 (42.5)	16 (40)	1 (2.5)	4 (10)	2 (5)	4.0
	Unfair means	S	199 (40)	186 (37)	6 (1.2)	51 (10)	58 (11.8)	3.8
		T	16 (40)	17 (42.5)	00	3 (7.5)	4 (10)	3.9
	Hostile attitude	S	143 (29)	187 (37)	8 (1.6)	70 (14)	92 (18.4)	3.4
		T	15 (37.5)	18 (45)	1 (2.5)	3 (7.5)	3 (7.5)	3.9
	Immoral practices	S	156 (31)	213 (43)	9 (1.8)	56 (11)	66 (13)	3.7
		T	15 (37.5)	17 (42.5)	1 (2.5)	3 (7.5)	4 (10)	3.9
	Addiction	S	191 (38)	139 (28)	11(2.2)	88 (18)	71 (14)	3.6
		T	16 (40)	18 (45)	00	2 (5)	4 (10)	4.0
	De-motivation	S	168(33.6)	233(46.6)	10 (2)	55 (11)	34 (6.8)	3.9
		T	18 (45)	17 (42.5)	1 (2.5)	1 (2.5)	3 (7.5)	4.1

Table-4 indicates social effects of procrastination in terms of development of some negative tendencies among university students affecting their morality. It is evident from the data that procrastinating students cannot manage their studies and they search for short cuts (66% of the students and 83% of their teachers with their mean scores 3.4 and 4.0 respectively) to overcome their deficiencies; using unfair means (77% of the students and 88% of their teachers with their mean scores 3.8 and 3.9 respectively). Low achievements and consistent failures develop hostile and intimidating attitude (66% of the students and 83% of their teachers with their mean scores 3.4 and 3.9 respectively) among university students resulting to develop insulting and aggressive temperament; they involve themselves in immoral practices (74% of the students and 80% of their teachers with their mean scores 3.7 and 3.9 respectively) deteriorating their morality. Procrastination creates some unhealthy practices associated with some unaccepted social attitudes or values including addiction (66% of the students and 85% of their teachers with their mean scores 3.6 and 4.0 respectively). Such problems develop de-motivation (80% of the students and 88% of their teachers with their mean scores 3.9 and 4.1 respectively) among university students resulting to develop the habits of drinking, smoking and taking sleeping pills at nights which make them passive creating anxiety & depression and consequently they discontinue or withdraw their studies.

Table-5: Opinion of university students and teachers about remedial measures of Procrastination

Main Domain	Themes	Resp	Level of Agreement (percentage of corresponding values is given in parenthesis)					Mean Score
			SA	A	UD	DA	SDA	
REMEDIAL MEASURES	Guidance and counseling	S	203 (41)	222 (44)	5 (1)	44 (9)	26 (5)	4.0
		T	16 (40)	17 (42.2)	00	3 (7.5)	4 (10)	3.9
	Positive comments	S	187(37.6)	216 (43)	6 (1.2)	49 (9.8)	42 (8.4)	3.9
		T	21 (52.5)	16 (40)	00	2 (10)	1 (2.5)	4.3
	Encouragement	S	217(43.6)	196 (39)	8 (1.6)	31 (6.2)	48 (9.6)	4.0
		T	17 (42.5)	18 (45)	00	3 (7.5)	2 (5)	4.1
	Academic relationship	S	201 (40)	237 (48)	7 (1.4)	32 (6.4)	23 (4.6)	4.1
		T	19 (47.5)	17 (42.5)	1 (2.5)	2 (5)	1 (2.5)	4.2
	Sharing problems	S	213 (43)	221 (44)	5 (1)	36 (7)	25 (5)	4.1
		T	17 (42.5)	18 (45)	00	3 (7.5)	2 (5)	4.1
	Work & potential	S	187 (38)	247 (49)	5 (1)	36 (7)	25 (5)	4.0
		T	18 (45)	17 (42.5)	1 (2.5)	2 (5)	2 (5)	4.1

Table-5 indicates the opinion of university students and their teachers on how to control or minimize procrastination among university students. These remedial measures include provision of proper guidance and counseling services (85% of the students and 83% of their teachers with their mean scores 4.0 and 3.9 respectively) at the campus; positive comments (81% of the students and 93% of their teachers with their mean scores 3.9 and 4.3 respectively) on students' assignments, presentations, group work, displays and other academic activities; provision of appropriate encouragement (83% of the students and 88% of their teachers with their mean scores 4.0 and 4.1

respectively) and reward to students on their good academic performance; developing and maintaining academic relationships (88% of the students and 90% of their teachers with their mean scores 4.1 and 4.2 respectively) with fellow students and teachers; sharing problems (87% of the students and 88% of their teachers with their mean scores 4.1 and 4.1 respectively) with each others for their catharsis and to seek appropriate solution through consultative process; division of work or assigning the work to the students according to their potential (87% of the students and 88% of their teachers with their mean score 4.0 and 4.1 respectively) and aptitude to reduce or minimize the procrastination among university students.

7. Conclusions

In the light of the data analysis the researchers have drawn the following conclusion.

1. University students delay in preparing and submitting their assignments & presentations and preparing for the examinations. They become self-excuseive in taking part in classroom activities; working in groups and/or in collaborative or cooperative work, displaying their work in classrooms or exhibitions for competitions due to fear of criticism, and even reading/ or working on assignments in the library. They feel hesitation and shy in taking academic initiatives and starting working on an assignment or presentation or some other academic work.
2. Students appeared to procrastinate and unable to complete their work in time due to their illness, social and family problems, lack of motivation and interest; overconfidence, laziness, negative attitude of their teachers, lack of guidance and counseling or mentoring from teachers, negative comments of teachers on their work: assignments and presentations, lack of coordination with their class fellows, too much work at the same time to complete resulting in academic stress, habit of dependency, communication gap, and enjoying the company of their class fellows. Sometimes, some unseen problems/ or circumstances compel students delay in their academic work.
3. Procrastination has negative effects on the learning of students resulting in their low achievements in examinations, or it causes failure in the examinations, or it creates fear of examinations, resulting in depression and anxiety, lowering their morale. They feel hesitation in starting their academic work loosing their competition spirit. Students become prey to inferiority complex and finally, they discontinue their studies.
4. Procrastinating students cannot manage their studies and they search for short cuts to overcome their academic deficiencies using unfair means. Low achievements and consistent failures develop hostile and intimidating attitude among university students resulting to develop insulting and aggressive temperament. They involve themselves in immoral practices deteriorating their morality. Procrastination creates some unhealthy practices associated with unaccepted social attitudes or values including addiction. Such problems develop de-motivation among university students resulting to develop the habits of drinking, smoking and taking sleeping pills at nights which make them passive creating anxiety & depression and consequently they discontinue or withdraw their studies.
5. The remedial measures on how to control or minimize procrastination include provision of proper guidance and counselling services at the campus, appreciation and positive comments on students' assignments, presentations, group work, displays and other academic activities, provision of appropriate encouragement and reward to students on their good academic performance, developing and maintaining academic relationships with fellow students and teachers and sharing problems with each others for their catharsis and to seek appropriate solution through consultative process, division of work or assigning the work to the students according to their potential and aptitude to reduce or minimize the procrastination among university students.

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