Academic Procrastination and Learning Outcome of Undergraduate Students Studying at Gangadhar Meher University

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ABSTRACT--The present study investigates the academic procrastination and learning outcome of undergraduate learners studying at Gangadhar Meher University. For the study, both casual comparative and correlational research methods were employed to accomplish the objectives. The present research aims at examining the academic procrastination and learning outcome of undergraduate students and studying the relationship between academic procrastination and learning outcome concerning streams i.e. Arts, Science, Commerce, and sex i.e. boys and girls. For the present study, a total number of 210 undergraduate students from GM University Sambalpur were selected as the sample through stratified random sampling considering streams and sex as the strata, from each stream, 70 students were taken where 35 were boys and 35 were girls. To collect data, the academic procrastination scale developed by Justin McCloskey and Shannon A. Scielzo (2015) was administered and the learning outcome scores of the selected students were collected. For comparison purposes, the investigators applied the 't' test and Pearson's coefficient of correlation for studying relationship purpose, and the statistical significance was tested at 0.05 and 0.01 level. The findings of the study revealed a significant difference between the achievement scores of students having high and low academic procrastination scores, which revealed that the students having less academic procrastination scores were having more learning outcome scores. The results of the study also revealed a significant negative relationship between the academic procrastination scores and learning outcome scores of undergraduate students concerning their sex and stream, which revealed that the learning outcome of students increases with the decrease of academic procrastination scores.

Keywords-- Academic Procrastination; Learning outcomes; Undergraduate Students

I. INTRODUCTION

Education plays a polar role in every individual's life. It makes a person civilized, socialized, refined, and genteel, in the absence of education a person is acknowledged as a beast or animal. Behind each civilized liberal society, there should be a gift of education. Education is that which cures all of our social evils. Therefore, acquisition of education that is information, experience, talent, and sound perspective is incredibly abundant essential. The acquisition of information that is education mainly goes through a scientific method where an instructor transfers his/her knowledge, experience, talent through appropriate media, environment with congenial surroundings. To impart the teaching-learning method, formal establishment plays a vital role and every one i.e.

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the lecturers and students are the most important customers of this method. The main saying of the teaching-learning method is that the holistic development of the child's temperament, the modification of behaviour altogether aspects. However, when giving such a lot of stress and focus to the academic method the scholars sometimes show neglecting behaviour in accomplishing their assignments and home works, this type of behaviour directly affects their learning outcomes. When we say about the learning outcomes of the students, it should be considered that learning outcomes are a dependent variable, which means academic performance is affected by a lot of factors directly and indirectly related to the educational setting. Some of the measure factors are intelligence, creativity, personality, environment, socio-economic status of the family, etc. as a whole. Along with all these factors, academic procrastination is also an important factor that refers to the delay of students in finishing and completing their assignments and homework.

"Academic procrastination refers to the tendency to voluntary delayed the assignment, this kind of procrastination behaviour affects over several academic dimensions of student's academic progress and is reportedly related to unacceptable tutorial performance and better levels of stress and anxiety" (*Kim and Seo, 2015; Krause and Freund, 2014*). It's a common phenomenon that is principally ascertained in the instructional method and believed to adversely affect students' tutorial achievements. (*Mojtaba et al. 2010*). In different words, tutorial procrastination seems to create university students shelve and delay their assignment, ignoring their tutorial responsibility throughout the whole course of studies. It is associated with a degree of intentional delay in the assignment, which may negatively affect learning achievements, self-efficacy, and quality of life. Academic procrastination mainly occurs when the learners of educational institutions unable to complete their home assignments, projects, and academic activities, etc. in the time given by their teachers, which ultimately creates anxiety and stress among the students. "Academic procrastination is primarily concerned with different psychological dimensions such as psychological beliefs regarding the abilities of students, distractions, social factors, time management, personal initiatives, laziness" (*McCloskey and Scielzo, 2015*). In the present research, an effort is taken by the investigators to examine the Academic Procrastination (AP) and Learning Outcome (LO) of undergraduate students concerning their sex and stream through the descriptive, comparative, and correlational approach of investigation. In the study, undergraduate (UG) students of Gangadhar Meher University were taken into account as this university is one of the youngest universities of Odisha and previously very fewer numbers of scientific studies have been undertaken in this university by taking academic procrastination scores (APS). This concept of academic procrastination is primarily associated with cognitive theories of learning developed by different psychologists.

II.   RELATED LITERATURES

Different related kinds of literature have been found from internet sources related to the above-cited topic of research. In this regard, *Kader (2014)* aimed to look at the psychological feature factors of procrastination and the way they affect student accomplishment and found a negative influence on student accomplishment with schoolwork assignment knowledge however a negative and insignificant result with survey knowledge. *Rafii et al. (2014)* speculated and investigated the relation between educational procrastination, educational accomplishment, and self-efficacy of the nursing student of the national capital University of Medical Sciences and found a big

inverse linear association between educational Procrastination and the educational accomplishment of nursing students. Considering the finding of the study, that, increase in educational Procrastination can decrease educational accomplishment and self-efficacy. *Savithri (2014)* conducted a study and the results revealed that procrastination and achievement, procrastination, and life satisfaction are having significant negative relation but no interactive effect was found among the variables taken into account. *Azar (2013)* investigated educational self-efficacy, performance motivation, and educational procrastination with an educational accomplishment, and the results of multivariate analysis unconcealed that educational self-efficacy and sex both were the simplest predictors and educational procrastination reciprocally could be an important predictor of educational accomplishment. *Balkis (2013)* examined the mediator role of rational beliefs concerning learning concerning educational procrastination, educational life satisfaction, and educational accomplishment on college boy students and concluded a negative association among the variables. *Bezci and Vural (2013)* investigated elementary students' science accomplishments concerning educational procrastination and gender and found a negative relationship between the variables. *Rotenstein et al. (2013)* studied the association between procrastination and educational performance in Accounting by holding personality characteristics constant for every of 721 students in Associate in Nursing master's degree Accounting course, they compared performance on procrastinated assignments with performance on assignments that were submitted early. They found that even when dominant for all temperament measures, procrastination is related to lower performance. *Lakshminarayan et al. (2013)* researched the level of procrastination and academic performance of learners and found a negative correlation between procrastination and academic performance. *Balkis et al. (2012)* investigated the association between educational rational/irrational beliefs, educational procrastination, and time preferences to check for exams, where the results showed a significant negative relationship. *Seo (2012)* aimed to check the result of active procrastination on educational accomplishment. The study was conducted on 172 undergraduates of Korea and found that there was no important distinction in educational accomplishment among the three teams of active procrastinators in terms of what proportion cramming they did, however, 'there was a big distinction in educational accomplishment between active procrastinators and passive procrastinators within the cluster United Nations agency began cramming only one day or less before the examination.' *Aremu et al. (2011)* examined a comparative study of educational procrastination and personality variables on the learning outcomes and found a positive relationship between socialness, openness, agreeableness, conscientiousness, and tutorial action of the scholars. *Balkis (2011)* aimed to analyse the intermediator and moderator role of academic-efficacy to predict the impact of procrastination on academic action and found that tutorial-efficacy moderates the link between tutorial procrastination and rumoured tutorial action by raising rumoured tutorial action and reducing academic procrastination. *Gartia et al. (2011)* conducted a study to investigate academic procrastination and learning outcomes of undergraduate students of Sambalpur, University of Odisha and found a significant correlation between academic procrastination and learning outcomes of undergraduate students which revealed that the learners having low procrastination performed better than the students having moderate and high procrastination. *Babadogan (2010)* undertook a study and found no vital correlation between educational action and academic procrastination, learning modalities, and tutorial actions of the scholars. The study was so unconcealed that a course style supported the training modalities of the scholars might lead to a decrease in tutorial procrastination behaviour of the scholars and thereby a rise within the tutorial action. *Liu (2010)* examined educational procrastination and its association with academic actions among ninety-

one Chinese University students and found that participants in the study exhibited moderate procrastination tendencies. It had been additionally found that tutorial procrastination is considerably and negatively correlate with tutorial action. The variable of sex has no impact on tutorial procrastination tendency as no difference between boys and girls was found. *Mojtaba et al. (2010)* studied the relationship between general self-esteem, tutorial delay, and academic activity in college students. Pearson's 'r' revealed that there was a negative relationship among all these variables.

Rationale of the Study

Learning outcomes of students are influenced positively and negatively by different factors in an educational setting like individual differences, socio-economic status of the parents, non-cognitive factors like self-efficacy motivation, self-control, curricular activities, academic procrastination, etc. The academic performance of students in the educational perspective is mainly determined by the behaviour, attitude, and academic progress of the students both in academic and non-academic activities. As we know students, life is the life of hard work, punctuality, responsibility, sincerity, and perseverance, which determines the future of an individual, so, one should do hard work to make his future developed and prosperous. But in this 21st century, mostly at the college level, the students are not much more conscious about their studies and academic career and they do neglect their schoolwork and assignments work and get themselves involved with non-academic activities to a great extent. This type of tendency affects their learning outcomes seriously. So, the analysis of the above literature revealed that the 'academic procrastination has a negative impact on the learning outcomes of students' (*Balkis, 2011; Kader, 2014; Rafii et al., 2014; Bezci and Vural, 2013*). So, there is a great impact of academic procrastination on the learning outcomes of undergraduate students, which arouses interest in the mind of investigators to research on this ground. In the present-day due to the advancement of information technology, social media like Facebook, text message, WhatsApp, Instagram, YouTube, and the internet, college students are being distracted. Today, the students of every generation deal with mobile phones, laptops, and computers. Sometimes, this use of social media, internet, etc becomes the reason of neglecting or delaying the schoolwork and the assignment works and in some cases, this results in higher learning outcomes consequently research reveals that the use of the internet for academic purpose results in increasing the learning outcomes of undergraduate students (*Minz, Baral, Meher, 2019*). The young mass has also been diverted towards playing games and enjoy with peer groups. All these types of activities seriously hampered their academic activities to a great extent.

In this present study, the investigators were very much curious to know about this neglecting behaviour of students and want to respond to the above-cited questions that why do the students procrastinate in their studies and what becomes the result of all these things. So, the present study was mainly designed to answer this question, where adequate efforts have been given for examining academic procrastination on the learning outcomes of undergraduate students studying at Gangadhar Meher University, Sambalpur. Previously, fewer numbers of studies were conducted in Sambalpur districts of Odisha, so considering the research gaps found from the review of related literature, the present study was taken into account.

Statement of the Problem

As per the above need of the study, the following research questions emerged in the mind of the investigators;

1. What is the level of academic procrastination of undergraduate students?

2. Is there any significant difference between the learning outcomes of undergraduate students having high and low academic procrastination score?

3. Is there any significant difference between the academic procrastination of undergraduate boys and girls?

4. Is there any relationship between academic procrastination scores and learning outcomes scores of undergraduate students concerning sex and streams?

To find out the answer to the above questions the present study was taken into account entitled "Academic Procrastination and Learning Outcomes of Undergraduate Students Studying at Gangadhar Meher University".

Objectives of the Study:

1. To study the level of academic procrastination of undergraduate students

2. To compare the learning outcome scores of UG students having high and low academic procrastination scores

3. To compare the academic procrastination scores of undergraduate boys and girls

4. To study the relationship between AP scores and learning outcome scores of undergraduate students concerning sex and streams

Hypotheses of the Study:

1. The academic procrastination score of undergraduate students is moderate.

2. There is a significant difference between learning outcome scores of UG students having high and low AP scores.

3. There is no significant difference between the AP scores of undergraduate boys and girls.

4. There is a negative relationship between AP scores and learning outcome scores of undergraduate students concerning their sex and streams.

Delimitations of the Study:

• This study was delimited to the undergraduate students studying at Gangadhar Meher University, Sambalpur solely.

• This study was delimited to the academic procrastination and learning outcomes of the undergraduate students belonging to Arts, Science, and Commerce streams.

III.   MATERIALS AND METHODS

Variables of the Study

In the present research, the academic procrastination score of students was the independent variable and along with that sex and streams were also dependent variables; on the other hand, the learning outcomes of students were the dependent variable.

Methods of the study

A method is an approach of choosing an applicable technique of analysis by which the foremost task of associate degree investigator work. Method of analysis suggests that a mode of conducting any scientific research. It is the entree of success in any analysis work. For this study, the investigator used the descriptive survey, casual comparative, and correlational research together as per the objectives. The descriptive survey method was employed to study the level of APS of students descriptively. The causal-comparative method was used to compare the APS of boys and girls and also to compare the learning outcomes scores of studying having high and low academic procrastination scores. The correlational research method was adopted to examine the relationship between the AP and learning outcomes scores of students concerning their sex and stream.

Population

The population or universe suggests that the complete mass of observations from that a sample is to be fashioned. The population suggests that the complete mass of a selected region. The population of the present study was consisting of all the undergraduate students of Gangadhar Meher University, Sambalpur. All the undergraduate students irrespective of stream and sex were the population of the present study.

Sample and Sampling Procedure

As the study of the entire population is extremely very tough; it is time intense and pricy. It is so not possible to gather relevant information from the complete population. Taking to the bigness of the population, the investigator needs to choose a representative proportion from the population that is technically referred to as a sample.

The representative proportion of the complete population is termed as a sample. The investigator selected 70 undergraduate students from Arts, Science, and Commerce stream randomly. From each stream, 35 boys and 35girls were taken into account, so as a whole a total number of 210 samples were taken through stratified random sampling, where two strata were taken viz: stream and sex.
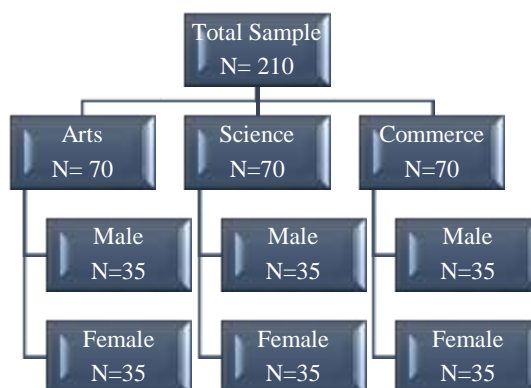

Figure 1: Sample frame

Tools and Techniques

Since the study has been designed to study the AP and learning outcomes of undergraduate students, Academic Procrastination Scale was used developed by Justin McCloskey and Shannon A. Scielzo in 2015. There were 25 no. of items in the scale on a five-point Likert-type scale. 'The different dimensions of academic procrastination scale were psychological beliefs regarding abilities, the distraction of attention, social factors of procrastination, time management skill, personal initiatives, laziness' (*McCloskey & Scielzo, 2015*). The learning outcomes scores of the students were collected.

Data Collection Procedures

To collect data, the investigators took permission from the Head, School of Education, and met the students personally at Gangadhar Meher University. Then, the investigators discussed the purpose of the research work before the respondents and administered the Academic Procrastination Scale and collected relevant data. Along with that their learning outcomes scores of last semesters were also noted down and the same was also verified from the examination section of the university with the permission of the controller of examination, Gangadhar Meher University.

Statistical Techniques used

In the present study quantitative data analysis techniques were used to analyse the obtained data; truly speaking inferential statistical techniques were used as the assumptions of normality were fulfilled and the scale of measurement was in the interval. To analyse the level of academic procrastination score of undergraduate students the cut-off score of the academic procrastination was calculated and by using simple percentage technique the high and low academic procrastination scores were found. The investigators used the 't' test to compare the learning outcomes of students having high and low academic procrastination scores; to compare the academic procrastination scores of boys and girls. The Pearson coefficient of correlation was also used to study the relationship between academic procrastination and learning outcome scores of students concerning their sex and stream.

IV.   ANALYSIS, RESULTS, AND DISCUSSION

The investigator collected information from 210 undergraduate students regarding their Academic Procrastination and Learning outcomes scores. The scoring procedure of the scale was strictly followed by the investigators. Then objective wise the data was arranged in Excel and later on transferred to SPSS (Statistical Package for Social Science).

A. Academic Procrastination Scores (APS) of Undergraduate (UG) learners

The purpose of the study was to examine the level of academic procrastination of undergraduate students studying of Gangadhar Meher University, Sambalpur. To accomplish this objective, the academic procrastination scale was administered and scoring was made following standard procedures. First of all, the raw scores of each respondent were calculated and the cut-off score of the entire scale was calculated by multiplying the number of

items and the response options, which revealed the range of the score i.e. 25-125, accordingly the results were interpreted.

Table 1: Cut off AP Raw scores & percentage of Undergraduate Students

No. of Questions * response points = raw scores	No. of Samples	Percentage	Results
25* 5 = 125	00	00 %	Highest APS
25*4=100	05	2.38 %	High APS
25*3=75	91	43.33 %	Average APS
25*2=50	97	46.19 %	Low APS
25*1=25	17	8.09 %	Lowest APS
	N= 210	100%	

The data mentioned in the above Table-1 depicts the cut off AP scores and the percentage of respondents falling in different categories. The table revealed that no students were having the highest level of AP, near about 2.38% students were having high procrastination scores, near about 43.33% students were having average procrastination scores, near about 46.19% students were having low procrastination scores, last but not the least near about 8.09% were having the lowest level of APS. So, the maximum students were having moderate level APS, so the stated hypothesis was accepted here.
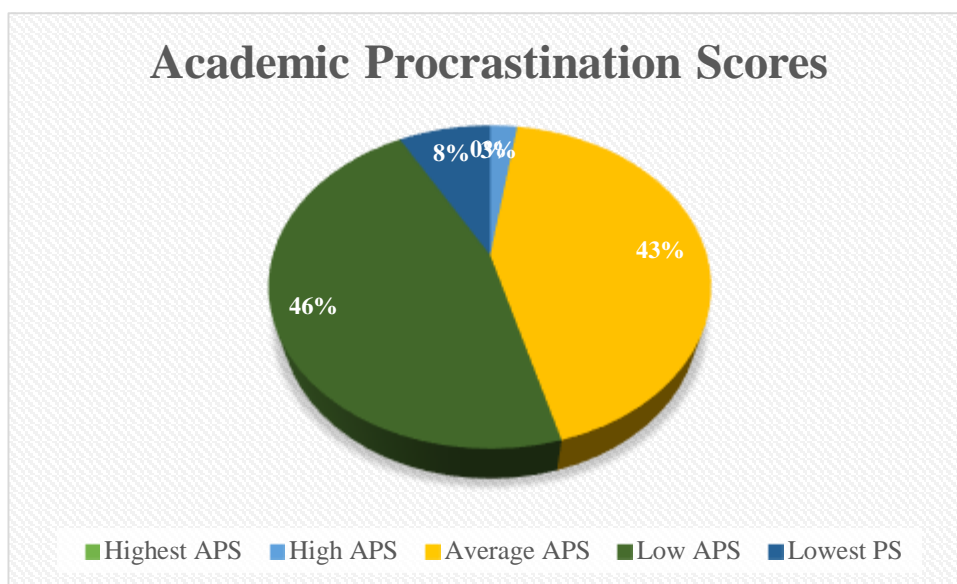

Figure 2 :   Percentage of APS of UG students

The above Figure-2 represents the percentages of academic procrastination scores of the respondents, which revealed that no students were having highest APS, and very fewer students (2.38%) were having high APS, moderately 43. 33% of students were average APS and 46.19% were having low APS and finally, fewer students

(8.09) were having the lowest APS. SO, it can be said that the maximum undergraduate students of Gangadhar Meher University were having a moderate level of academic procrastination scores.

B. Impact of AP on Learning outcomes of students

The objective of the study was to compare the learning outcomes of students having high and low academic procrastination scores, so this objective signifies the impact of APS on the learning outcome of students. To accomplish this objective, the entire respondents were divided into two categories based on the mean score of APS i.e. students having high APS and students having low APS; and then their learning outcomes scores were compared by 't'-test, which is below.

Table 2: Mean, SD, N, df & t-value of learning outcome of students having high and low APS

Sl. No.	Learning outcomes scores of UG students.	N	M	SD	Sed	Df	t-test
1	High APS	103	186.73	21.32	2.81	208	6.95
2	Low APS	107	206.26	19.41			

[*]H_0 is rejected at 0.01 level of significance

Above Table-2 provides information about the mean, SD, N, df, and t-value of the learning outcome of students having low and high APS. The table revealed that the obtained 't' value 6.95 was greater than the table value at 0.05 level (1.96) and 0.01 level (2.60) with 208 df, thus the H_0 i.e. there is no significant difference between the learning outcomes of students having high and low academic procrastination scores was hereby rejected, so it is hereby revealed that the students having low AP scores are having higher learning outcomes scores and in contrast, the students having high AP scores are having low learning outcomes scores.

C. Comparison of APS of UG boys and girls

The purpose of the study was to compare the academic procrastination scores of undergraduate in terms of their sex. For this, the raw scores of both boys and girls were inserted in SPSS and the mean comparison was made by applying the 't' test, and the hypothesis was tested at 0.05 and 0.01 level of significance.

Table 3: Sex-wise mean, SD, df, and t-value of APS of students

Sl. No.	APS	N	M	SD	SEd	Df	t-test
1	Boys	105	73.12	18.60	2.21	20	1.51
2	Girls	105	69.77	13.07		8	

[*] H_0 is accepted at 0.01 level of significance

The above Table-2 represents the mean, SD, N, df, and t-value of both boys and girls in terms of their academic procrastination scores. It revealed that the obtained 't' value 1.51 was smaller than the table value at 0.05 level (1.97) and the 0.01 level (2.60) with 208 df, therefore, the test was not significant at 0.05 and 0.01 level of

significance, thus the H_0 i.e. there is no significant difference in the AP scores of undergraduate boys and girls was accepted at 0.01 level of significance. Therefore, there was no significant difference between the AP scores of boys and girls, so both boys and girls didn't differ significantly in terms of APS.

D. Relationship between APS and learning outcomes of UG students concerning their sex and stream

The composite objective of the study was to investigate the association between AP scores and learning outcomes scores of undergraduate students studying at Gangadhar Meher University, Sambalpur. To accomplish this objective, the AP scores and learning outcomes scores of students concerning their sex and stream were inserted in SPSS, and calculation was made by using Pearson's Coefficient of Correlation.

Table 4: N, df, critical values & Pearson coefficient of correlation value between APS and learning outcome of students in terms of their sex and streams

Sl. No.	Variables (Sex & streams)	N	Df	Pearson correlation (r) value	Critical value at 0.05	Significance	Result
1	APS & LO of UG students	210	208	-0.464	+0.138 - 0.138	Significant at 0.05 level	Negative correlation
2	APS Boys & LO Boys	105	103	-0.604	+0.195 - 0.195	Significant at 0.05 level	Negative correlation
3	APS Girls & LO Girls	105	103	-0.264	+0.195 - 0.195	Significant at 0.05 level	Negative correlation
4	APS & LO of Arts students	70	68	-0.486	+0.232 - 0.232	Significant at 0.05 level	Negative correlation
5	APS & LO of Science students	70	68	-0.370	+0.232 - 0.232	Significant at 0.05 level	Negative correlation
6	APS & LO of Commerce students	70	68	-0.498	+0.232 - 0.232	Significant at 0.05 level	Negative correlation

[*] H_1 is accepted at 0.05 level of significance

The above Table-4 depicts information about the N, df, critical values, and Pearson's coefficient of correlation value of undergraduate students concerning their AP and learning outcomes scores. The general overview of the table reflects that there was a negative correlation between AP and learning outcomes scores in terms of their sex and streams. First of all, the relationship between AP and learning outcomes scores of undergraduate students as a whole was calculated and the 'r' value found was -0.464; and as -0.464<-0.138, the 'r' value was significant at 0.05 and indicated a significant negative relationship between APS and learning outcome of undergraduate students. which indicated a negative correlation, so the H_1 was accepted at 0.05 level of significance. When the relationship between the APS and learning outcome of boys were studied the Pearson's coefficient 'r' value was found to be -0.604; and as -0.604<-0.195, the 'r' value was significant at 0.05 level and indicated that H_1 was

accepted which revealed a significant negative relationship between APS and learning outcome of undergraduate boys. When the relationship between the APS and learning outcomes of girls were studied the Pearson's coefficient 'r' value was found to be -0.264; and as -0.264<-0.195, the 'r' value was significant at 0.05 level and indicated that H_1 was accepted which revealed a significant negative relationship between APS and learning outcome of undergraduate girls. When the relationship between the APS and learning outcomes of undergraduate students in terms of their streams i.e. Arts, Science, and Commerce were studied the Pearson's coefficient 'r' value was found to be -0.486, -0.370 and -0.498 respectively; and as -0.486, -0.370, -0.498 < -0.232, the 'r' value was significant at 0.05 level and indicated that H_1 was accepted which revealed a significant negative relationship between APS and learning outcome of undergraduate girls in terms of Arts, Science and Commerce streams. So, from the above analysis, it was concluded a significant negative relationship between the APS and learning outcome of students as a whole and in terms of their sex and stream too, which make it clear that the learning outcomes of students decrease with the increase of academic procrastination scores.
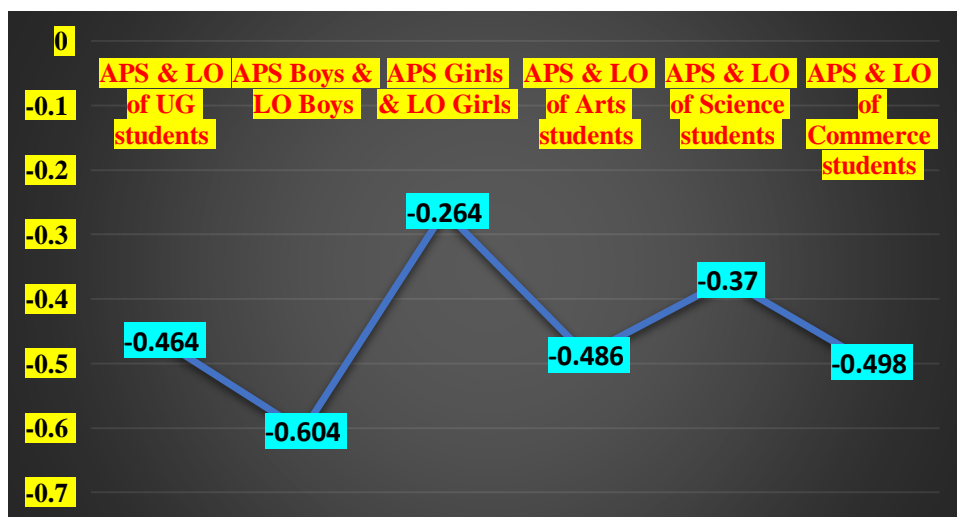

Figure 3: Pearson's 'r' value indicating the relation between APS and learning outcome of students in terms of sex and stream

The above Figure-3 indicates the Pearson's coefficient 'r' value, which indicates the relationship between the AP and learning outcomes of undergraduate students as a whole and in terms of their sex and stream. The results revealed a negative relationship exists between APS and learning outcomes of students in all irrespective of their sex and stream also, which revealed that the learning outcomes of students increase with the decrease of academic procrastination and vice versa.

V. MAIN FINDINGS

Based on the analysis and interpretation of data presented in the above tables and figures in the following major findings were emerged.

1. The findings of the study revealed that no students were having the highest AP scores and very fewer students (2.38%) were having high APS, moderately 43. 33% of students were having average APS and 46.19% were having low APS and finally, fewer students (8.09) were having the lowest APS.

2.   The study revealed a significant difference between learning outcomes scores of undergraduate students having high and low AP scores, so there was a negative impact of AP scores on the learning outcomes of students.

3.   The results revealed that both boys and girls didn't differ significantly in terms of their AP scores.

4.   The findings revealed a significant negative relationship between the AP and learning outcome scores of undergraduate students as a whole.

5.   The findings revealed a significant negative relationship between the AP scores and learning outcome scores of undergraduate boys.

6.   The findings revealed a significant negative relationship between the AP scores and learning outcome scores of undergraduate girls.

7.   The findings revealed a significant negative relationship between the AP scores and learning outcome scores of undergraduate students belonging from Arts.

8.   The findings revealed a significant negative relationship between the APS scores and learning outcome scores of undergraduate students belonging from the Science stream.

9.   The results revealed a significant negative relationship between the AP scores and learning outcome scores of undergraduate students belonging from Commerce Stream.

VI.   DISCUSSION OF RESULTS

The results of the present study were matched with the findings of different researchers who found out that AP has a significant influence on learning outcomes which revealed that the increase in AP decreases learning outcomes. (Balkis, 2011; Kader, 2014; Rafii et al., 2014; Bezci and Vural, 2013). The findings were also matched with the findings of the researcher who found out no significant mean difference between boys and girls in tutorial procrastination (Azar, 2013). The findings were also matched with the findings of the researcher who found out that tutorial procrastination was negatively related to rational beliefs about studying, academic life satisfaction, and educational action (Balkis, 2013). The findings were also matched with the findings of researchers who found out that even after controlling for all personality measures, procrastination is associated with lower performance (Rotenstein et al., 2013; Balkis et al., 2012). The findings were also matched with the findings of researchers who found out that AP is significantly and negatively correlated with the learning outcomes (Liu, 2010; Lakshminarayan et al., 2013; Gartia et al., 2011). So, the analysis of the discussion of the results makes it clear that from different perspectives and in different fields the AP and learning outcomes of students are negatively associated with each other.

VII.   IMPLICATIONS OF THE STUDY

The study has a significant contribution to the field of educational theory and practices. The study is fruitful as it deals with the students' academic procrastination at undergraduate levels which is the most important level for students for career building and future decision making. The present study has some implications for students, parents of students, and teachers as a whole as this study are primarily associated with students; progress in the academic setting.

- The students should make themselves aware of the negative consequence of educational procrastination for the academic career, and they should always try to finish their assignments and other academic-related works in time as specified by the teachers.

- On the other hand, the teachers should also ensure that every student is focusing on his/her assignment and home works and finishing in time, if the teacher notices any kind of distraction in this matter then carefully, he should make the students aware about his academic growth. The teacher should also contact their heads and arrange awareness programmes to minimize academic procrastination among students.

- For the parents also the study has some implications, that at home the parents should encourage their students with utmost academic freedom to finish their home assignment; and the parents should not involve the students with much more house-related activities so that the students can devote their time for their tasks and assignments.

VIII.   SUGGESTIONS FOR FURTHER RESEARCH

- A similar kind of study can be conducted by extending the sample size and comparing the academic procrastination of postgraduate students with undergraduate students.

- A comprehensive study of the impact of academic procrastination on the learning outcomes of students studying school level may be undertaken for the study.

- An experimental study may be conducted to examine the effectiveness of constructivist and metacognitive methods of teaching on academic procrastination of school-going students.

- Correlational research may be conducted to correlate the constructs of academic procrastination with other psychological constructs.

IX.   CONCLUSION

The learning outcomes of students are affected by different variables in the educational theory and practices which involves their intelligence, personality, creativity, concentration, sex, socio-economic status, etc as a whole, so when the investigation is going to be made on that it needs controlled condition to find out the exact results. So, in this present study adequate attempt was made to investigate the AP and learning outcomes of students and the findings of the study revealed that the students having low AP scores and performing between than the students having low AP scores in an educational setting at higher education, which reveals that in an educational setting the AP should be discouraged. In addition to the above findings, the study also revealed a significant negative relationship between AP and learning outcomes of students, which also reveals that in an educational setting the learning outcomes of students increases with the decrease of AP and the learning outcomes of students decreases with the increase of AP of the students. So, after analysing the answers of the research questions cited above finally, it can be concluded that as much as possible the AP among students should be discouraged and awareness should be created among the students through seminar and workshops so that it will be more beneficial for their academic progress

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Disclosure statement

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