

The Impact of Academic Procrastination on Students' Performance in Indian School Education Systems: A Special Research Analysis-Vision 2045

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Abstract

The moderating roles of active and passive procrastination on the connection between academic stress and academic performance were examined in this study. Furthermore, results suggested that academic self-efficacy has a moderating role in the association between academic stress and academic procrastination. The study found that academic procrastination acts as a mediating factor between academic stress and academic success. When people experience scholastic stress, active procrastination leads to greater performance, whereas passive procrastination can result in subpar performance. Furthermore, people with high levels of self-efficacy will actively put off tasks. Once someone is aware of the pressures associated with their studies, they must have faith in their skills and take the initiative to achieve positive outcomes [1]. The purpose of this study was to look at the reasons secondary school students in Maharashtra gave for their educational and professional objectives. Following an assessment of pertinent literature based on the study's objectives, research questions were created. In the design of the experimental investigation, one test survey and one pilot study were undertaken. It took place in secondary schools in the state of Maharashtra in 2022–2024. Today's schools struggle greatly with procrastination, which has been linked to mental health problems such as anxiety, stress, and in severe cases, depression. This study aims to investigate the relationship between academic resilience, performance, anxiety, stress, and academic self-regulation [2]. The findings indicated that procrastination and academic self-regulation were inversely correlated. Procrastination was also strongly associated with academic stress and anxiety. Resilience nonetheless acted as a protective barrier against anxiety and stress related to schoolwork. Finally, academic performance was negatively impacted by stress and anxiety, but resilience had the opposite impact. This study may be very helpful to future generations of children to better manage the ups and downs of life, they must receive support in developing emotional self-control, motivation, and self-regulation in academic environments. The sample consisted of 828 questionnaires received out of 1000. For teachers, we delivered 300 questionnaires out of 281 filled questionnaires received. For this study, we adopted the Likert statistical tools to test the hypothesis. This study looked at the connections between procrastination, social anxiety, and resilience in a sample of school students. Students in secondary schools with high and low levels of academic procrastination were found to have significantly different academic achievements. More male students than female pupils procrastinate in their academic work. Academic procrastination among secondary school students was found to have a strong but non-favourable association with academic accomplishment.

Keywords: Secondary School Students, Procrastination, Social anxiety, Stress and Resilience.

1. Introduction

Education is crucial for everyone in the twenty-first century. Planning for the future is acknowledged to be greatly aided by education, particularly at the secondary level. Education should not only prepare a child for success in life but also success in the classroom. Although educators work hard to maximize student performance, pupils do not reach better accomplishment levels. One of the most significant areas of study for educational

psychologists has been the enhancement of pupils' academic performance. Achieving high test scores and grades is the definition of academic achievement, sometimes referred to as academic performance. Academic performance is a gauge of how well-predetermined learning objectives are met. This can be done through final examination systems or ongoing assessment methods like assignments, each of which has pros and cons of its own [3].

2. Meaning and Definition of Procrastination:

2.1. Meaning

Procrastination is derived from the Latin word "procrastinatus," which has two elements. According to Klein (1971), the first part, "pro," means "forward," while the second portion, "crastinatus," implies "of tomorrow." Delaying anything till tomorrow is the definition of procrastination [4].

2.2. Definition

Because the term "procrastination" has a long history and is widely used, scholars have defined it in a variety of ways. The definition of procrastination is currently up for debate among researchers since different ones emphasize different facets of the behaviour. Nonetheless, the definition has changed as more study has been done, leading to a deeper comprehension of procrastination. Because of this, and because the word has Latin roots, delay is crucial to understanding what constitutes procrastination in both academic and popular circles [5]. Van Eerde define in 2003. Since everyone perceives delay differently, procrastination cannot be reduced to the simple definition of someone purposefully postponing the completion of a task. The concept also includes the idea that procrastination is "needless" or preventable, in addition to the intention of the individual to put off duty. We need to understand this concept because there are people who wilfully put off doing a task to do more important ones. Therefore, putting off working on lesser or less significant activities when larger, more important tasks need to be finished would not be regarded as procrastination. Delaying the completion of minor chores indicates effective time management. When someone decides to put off finishing a crucial activity in favour of a more enjoyable and less vital task, like hanging out with friends, that is an example of avoidable procrastination [6].

3. Historical Evidence

Hieroglyphics from ancient Egypt show that fundamental time management was a problem for individuals as early as 1400 B.C. A hieroglyphic that says, "Friend, stop putting off work and allow us to go home in good times," was translated by Ronald Leprohon, an Egyptologist at the University of Toronto. This translation was reported in Konnikova's 2014 article. "Do not put your work off till tomorrow and the day after, for a sluggish worker, does not fill his barn, nor one who puts off his work," said the Greek poet Hesiod, six hundred years later, in 800 B.C. (Hesiod, trans. 2008). In agricultural communities, farmers would starve their families and require outside assistance to survive the winter if they postponed harvesting their crops. The other group members found it unpleasant, and the community suffered because they failed to gather their crops [7]. Although people suffered from procrastination in the agrarian era, the effects of delay increased throughout the industrial revolution (Steel, 2007). Time and efficiency were important ideas in the 1750s because of newly created manufacturing techniques. Procrastination was periodically covered by Dr. Samuel Johnson, the author of the first comprehensive American English lexicon, in a publication known as the Rambler. The foolishness of allowing ourselves to put off what we know we cannot ultimately escape is

one of the general weaknesses which, despite moralists' advice and reason's objections, prevail to a greater or lesser extent in every mind, according to Johnson (1751) (The Samuel Johnson Sound Bite Page, para. 3, 1751). Johnson concluded that procrastination is a universal weakness that most people experience at some point in their lives. Procrastination has a detrimental effect on society as a whole and individuals, as history has amply demonstrated. History also shows that the influence of procrastination increases with society's advancement due to an increase in the number of commitments and complicated deadlines. Due to procrastination's widespread nature, history indicates that its effects will only increase in the future.

A common human behaviour that has historically been present since preschool is procrastination. During the late 1960s and early 1970s, Walter Mischel carried out several research at Stanford University that looked at people's capacity to postpone pleasure and exercise self-control in the face of intense environmental demands and emotional temptations. The long-term research that Mischel conducted with more than 600 children is known as "the marshmallow experiment." The findings unambiguously showed that kids who were able to resist the urge for a quick fix in favour of a better result down the road had different financial and educational circumstances than kids who chose the quick fix. "The marshmallow experiment" looked at kids' capacity to wait for a bigger, more desired reward that will come later rather than getting their instant satisfaction. Four kids, two male and two females, each seated at a table in front of a bell and some snacks for each try. The kids could choose between a huge marshmallow, a biscuit, or a pretzel. The young children were informed by the researchers that they could either consume the goodie immediately or bide their time for a short while the examiner conducted errands. The kids were also informed that they would receive two sweets and twice their payout if they waited. The experiment would end for any youngster who rang the bell, signalling to the researcher that they could not wait. Some kids ate their treats immediately away, showing no effort to munch self-control. Until they fell into temptation, some kids fixed their concentrated gaze on the object of their desire. Many twisted their hands and feet and turned their heads away as they writhed in anticipation. According to the study's findings, only one-third of the kids could wait the entire amount of time required to double their goodies (Mischel & Ayduk, 2004). The kids that were able to wait were exhibiting "goal-directed self-imposed delay of gratification," according to Mischel. However, on its own, this experiment did not produce meaningful findings that could be used to quantify the effects of procrastination.

When researching procrastination, this study on young children's ability to delay gratification revealed important information in follow-up studies conducted twelve to fourteen years later. Research conducted in 1989 revealed that preschoolers who chose to postpone their satisfaction had distinct educational and financial backgrounds compared to those who chose instant gratification. According to their parents, these teenagers have much greater life competence. According to studies by Mischel & Ayduk (2004) and

Sethi, Mischel, Aber, Shoda, & Rodriguez (2000), they were more social, more physically active, more successful academically and professionally, and better equipped to handle stressful situations. According to longitudinal findings, children's capacity for postponing pleasure was also associated with improved behaviour, including social and attentive abilities, as well as higher scores on the Scholastic Aptitude Test (SAT) (Mischel, Shoda, & Mendoza-Denton, 2002). The SAT scores of the kids who could wait the whole fifteen minutes were almost 210 points higher than the kids who could only wait for thirty seconds. In addition to having lower SAT scores, children who rang the bell rapidly were also shown to have much more behavioural issues at home and school, suffer in stressful situations, struggle to pay attention, and find it difficult to establish friendships. Studying children's capacity for delaying pleasure provides important insights into procrastination since findings indicated that procrastination may be interpreted as a decision to prioritize obligations above desires. Procrastination may be compared to eating a marshmallow that is, caving in to a want to put off doing a difficult task. Therefore, those who are unable to self-regulate often engage in procrastination. their actions and succumb to the temptation to feel good momentarily.

4. Procrastination

The act of delaying something that must be done is called procrastination. It involves doing more enjoyable activities instead of less enjoyable ones or putting off important duties later by choosing to complete fewer essential tasks instead of more urgent ones. There are instances when people put off doing something until the "last minute" before a deadline. Procrastination is the deliberate postponement or delay of necessary tasks, according to Shraw, Watkins, and Olafson (2007) [8]. Every single human, working or not, needs to finish a lot of chores in a day to function effectively. However, for a variety of reasons, these necessary jobs are sometimes put off until later in the day. Procrastination is the overall tendency to put off or delay doing something else. Any facet of life can be affected by procrastination, including putting off chores like cleaning the stove, fixing a leaky roof, seeing the dentist or doctor, turning in an academic paper or employment report, or bringing up a hard topic with a significant other. Studies on academic procrastination have mostly measured study habits, including the amount of time spent studying, attitudes toward learning, and the completion of lessons in self-paced instruction courses. Academic procrastination has been observed most frequently in term paper writing, exam preparation, and homework completion [9].

5. Academic Procrastination

Academic procrastination can be classified into three categories by Solomon & Rothblum in 1984 [26] based on cognitive and behavioural perspectives: Procrastinating academic tasks, low procrastination, and procrastination perception. Academic task procrastination includes delaying reading assignments (46%), test preparation (27.2%), and weekly reading assignments (30.1%). Procrastinating administrative tasks (10%), presence tasks (23%), and school events (10.2%) are examples of low procrastination.

Pupils who think they procrastinate often cited writing papers (23.7%), exam preparation (21.2%), and weekly reading assignments (23.7%) as the main causes of their difficulties. According to these three descriptions of procrastination, academic procrastination is most associated with writing papers, getting ready for tests, and doing weekly reading assignments. These findings were made by Solomon and Rothblum in 1984 among undergraduates.

Academic procrastination is defined as waiting until the last minute to begin or finish an assignment that is due. Approximately 80% to 95% of school students struggle with academic procrastination, according to research done as early as 1979 and 2000 by Ellis and Knaus. Academic procrastination hurts performance because it is associated with negative behaviours like bad study habits, cramming for exams, test anxiety, turning in homework assignments and term papers late, receiving lower grades, and experiencing feelings of guilt and depression [10]. While most students turn in their projects by the deadline, some students give in their work after the deadline or never turn it in at all, according to Owens and Newbegin [11]. Although there are a variety of reasons why the work was not turned in on time, the most common ones are illegitimate or implausible [12]. How elements that encourage procrastination relate to significant educational subjects.

- **Self-regulation:** Long deadlines, a large degree of freedom, temptations and distractions, and poor self-monitoring information.
- **Motivations and Skills factors:** Task aversiveness, low focus on skills training, and lack of self-efficacy-building skills.
- **Social Factors:** Inefficient group work and peer effects.

6. Procrastination Behaviours

In the modern world, procrastinating is a very prevalent and dangerous problem. The usual definition of procrastination is the tendency to put off or delay acting or deciding. Academic procrastination appears to be common in academic environments, since students frequently put off completing assignments until the very last minute, usually without good reason. According to research, between 30 to 40 percent of students believe that procrastination is a serious issue that impairs their ability to balance their personal and professional lives. This is especially true for elementary school students who put off completing many assignments until the last minute, which increases stress levels and may have a detrimental impact on their academic performance and psychological well-being. Academic procrastination is delaying assignments and projects. Primary academic responsibilities including lesson planning, term paper and test revision, and other academic issues and activities related to education are put off. Thus, postponing academic assignments and the problems that result from doing so are considered academic procrastination.

7. Area of the Study

The study on academic procrastination and its effect on academic stress among CISCE Board-eligible 12th graders in Mumbai, Maharashtra, is significant for several reasons. A Relevant

Educational Concern is being addressed. A student's educational path must include the achievement of academic success, and educators, parents, and students all share the aim of becoming the best. There are still many challenges on the path to academic success, and stress related to studying remains a major issue for many youngsters. This study aims to explore a behaviour that is widely acknowledged but not fully comprehended. A specific facet of academic procrastination is the focus of this effort.

8. Purpose or Objectives of the Study

- To compare the academic performance of high and low academic procrastination of secondary school pupils.
- To compare male and female secondary school students' academic procrastination.
- To ascertain the connection between secondary school students' academic procrastination and achievement.

9. Aim of the Study

This study aims to investigate the correlation between academic stress and the frequency of assignment procrastination among final-year CISCE Board students in the suburban area of Mumbai, Maharashtra state.

10. Methodology

10.1. Technique

The current study employed a descriptive survey methodology. The present survey study involved senior high school CISCE students in the Maharashtra State of Mumbai. The second sample of the study was 500 students and 200 schoolteachers in the five regencies previously mentioned. They were gathered using a cluster random sampling technique. The data were collected by distributing the academic procrastination scale, the scale was developed by the researchers themselves based on procrastination theory. The data were analysed descriptively to describe students' academic procrastination.

10.2. Sample

A multi-phase stratified random selection process was employed to select 96 out of 100 secondary school students, and questionnaires were distributed equally to parents and teachers. 50/50 served as the pilot study's sample.

11. Adoption of Statistical Tools

The following metrics were used to evaluate the effect of academic procrastination on secondary school student's academic achievement: The Likert tools have been used to test the various levels of procrastination under different circumstances in various environments.

12. The Title of the Problems

An important part of a student's educational experience is their academic performance, which has a big impact on their prospects for the future. Concerns about academic procrastination and its effect on stress levels are becoming more and more prevalent among Mumbai, Maharashtra, CISCE (Council for the Indian

School Certificate Examinations) Board Class 12th students. The tendency to delay starting or finishing academic activities is known as academic procrastination, and it can cause students to do less well than they should and experience higher levels of stress. Students in Mumbai are under tremendous pressure to perform academically because it is a highly competitive and densely populated metropolitan area. Due to the abundance of extracurricular activities, tuition costs, and family obligations, students frequently struggle to manage their time effectively, which leads to a tendency toward academic procrastination. A student's mental and physical health may suffer because of this phenomenon, which can raise stress levels.

There is a noticeable dearth of thorough research addressing the problem of academic procrastination and its association with academic stress among students in Mumbai, Maharashtra, despite the crucial significance that academic achievement plays in determining a student's future. Understanding the underlying causes and effects of this behaviour is necessary for effective intervention attempts to lessen its detrimental effects on academic performance and student well-being. This behaviour's underlying causes and effects must be understood to guide effective intervention attempts to lessen its detrimental effects on academic performance and student well-being. Examining the connection between academic stress and the frequency of assignment procrastination among final-year CISCE Board students in Mumbai, Maharashtra is the aim of this study. By identifying the critical elements that lead to academic procrastination, this study hopes to offer helpful information for educators, parents, and legislators. These realizations will make it possible to put in place focused support and intervention systems, which will ultimately lead to the establishment of the best possible learning environment for children, giving them the chance to thrive both intellectually and emotionally.

13. Importance of the Research

The study is significant for several reasons. They fall into different categories.

13.1. Better Mental and Overall, Health of Students

Examining the connection between procrastination and academic stress may aid in the development of targeted strategies to reduce either. This might have a positive impact on students' mental and general wellness.

13.2. Contributing to Academic Literature

The research will broaden our understanding of academic procrastination and its connections to learning styles, academic accomplishment, academic anxiety, and learning styles. The field of educational psychology and student support research will benefit greatly from this contribution.

13.3. Contextual Relevance

In Maharashtra state Mumbai Sub-urban areas, ICSE Board Class 12th students offer a particular setting for the research. Knowing the difficulties this group faces can help create treatments that are

specifically designed for their academic setting.

13.4. Directing Counselling and Support Services

The recommended strategies and interventions may be referred to by counsellors, educators, and other support organizations in Mumbai, Maharashtra, and maybe other places. By using their newly acquired knowledge, teachers may more effectively assist students who are stressed out and putting off their academic work.

13.5. Gender-Based Differences

Look at how gender affects academic accomplishment, learning styles, academic procrastination, and academic anxiety. This can help identify any possible gaps in knowledge. Targeted efforts to assist student groups can be informed by this knowledge.

13.6. Improving Academic Performance

Through a thorough investigation of the connections among academic procrastination, academic anxiety, learning styles, and academic achievement, this research seeks to offer valuable insights that will assist educators and students in identifying areas that require improvement to achieve better academic results.

13.7. Informing Educational Policy and Practice

The results of this study can help educational institutions and policymakers develop plans to lower stress levels and lessen academic procrastination. This may result in the application of improved instructional strategies, evaluation methodologies, and assistance frameworks.

13.8. Long-Term Gains for the Future of Students

Through addressing academic stress and procrastination, the study may help students develop healthier routines and coping skills. These are the kinds of abilities that will come in handy in the classroom and their future employment. However, by offering useful advice to reduce academic stress and academic procrastination among Mumbai, Maharashtra, CISCE Board Class 12th students, this study has the potential to significantly advance both academic research and practical education.

13.9. Taking Care of a Common Problem

Academic procrastination affects students of all academic levels frequently. It is essential to comprehend how it affects academic stress, especially during exams, to create efficient solutions.

14. Theoretical Structure or Framework

The framework that a research study's theory can be supported by is called the theoretical framework. The theoretical framework presents and explains the theory that explains the existence of the research problem that is being studied. There is still a lot of information that needs to be looked at and understood, even though academic procrastination is a widespread and possibly dangerous habit. Academic procrastination is a very complex human behaviour that incorporates a variety of affective, cognitive, and behavioural components and is difficult to summarise, according

to a wealth of research [13]. There is currently no well-developed theory explaining academic procrastination because of the highly integrated nature of the behaviour. Academic procrastination has not yet been fully explained, but social cognition theory, attribution theory, and incentive theories provide some theoretical groundwork. Though each theory addresses academic procrastination from a different perspective, they all integrate the essential concepts of self-efficacy, self-regulation, and motivation [14].

14.1. Cognitive Theory or Mental Models

The first significant theory linked to academic procrastination is the cognitive theory, which describes how behaviour, cognitive processes, and environment interact to affect students' motivation and ability to study [15]. Students' perceptions of their skills and comprehension of the achievement scenario were investigated by Albert Bandura, the principal investigator most closely linked to social cognitive theory. According to Bandura (1997), students' self-efficacy is impacted by the self-direction or self-regulation they do as they study. In the context of student learning, the intricate links between academic procrastination, self-efficacy, and achievement are especially well-suited for explanation by social cognition theory. Unfortunately, because it ignores students' feelings, this theory is incomplete [16].

14.2. The Theory of Attribution or Attribution Theory

The theory of attribution holds significant importance in the investigation of academic procrastination as it examines individuals' motivations through an analysis of their successes and failures [15]. This hypothesis is significant for research on academic procrastination because it explains how the attributions that high and low performers place on a task impact their motivation levels. High achievers will seek tasks connected to succeeding rather than avoiding them, according to attribution theory. However, because it ignores a student's capacity for planning, this theory is incomplete.

14.3. Theory of Motivation or Temporal Motivation Theory

Introduced Temporal Motivation Theory (TMT) as a theoretical solution to the problem of procrastination as there was no one explanation. Because TMT considers an individual's self-efficacy, motivation, deadline time, and capacity for planning, it is comparable to other theories [13]. TMT is distinct, though, in that it is an integrated theory of motivation that places a strong emphasis on time as a crucial motivator. TMT, sometimes known as "The Procrastination Equation," proposed the following formula to analyze procrastination as a quantitative product: $Motivation = (Expectancy \times Value) / \{1 + (Impulsiveness \times Delay)\}$. This equation explains how expectation and value, which are decreased by delay, affect motivation to finish a task. It also explains how incentives and losses affect motivation differently. Therefore, this equation indicates that people tend to put off challenging jobs that they don't love or that have low payoffs. The TMT is a formula that not only explains academic procrastination but also procrastination in general. Because it takes into consideration task aversiveness and the hyperbolic measuring of time, as well as incorporating the

self-efficacy and self-regulatory theories, the TMT is currently the most frequently recognized theory [17]. Take into consideration, for instance, the scenario of a student preparing for a test and a student who is doubtful about their academic aptitude. The student anticipates receiving a poor grade, which lowers their expectation or sense of self-efficacy and affects their overall drive to study.

Despite being the most widely recognized theory of procrastination, the TMT contains important flaws. The main flaw with this hypothesis is that it might oversimplify procrastination [17]. Admitted this flaw by noting that this equation did not take into consideration all the variables associated with procrastination. He claimed that while this equation explains why someone entirely avoids a task, it does not explain why someone delays a task.

On the other hand, this theory represents a significant advancement in providing a theoretical framework for generic procrastination. Furthermore, the TMT equation can be employed to comprehend a variety of dynamics, including goal setting, group dynamics, job design, and stock market behaviour, in addition to explaining academic procrastination [18]. As a result, completing a project for work could serve as an example. This formula shows that when working has a payoff that is typically far off and occasionally low in expectation, there is little penalty for not working because incentives like getting paid still exist. Because you are paid labour, the initial value of labour is higher, but its usefulness or motivation may decline with time and expectation discounts. However, as a potential consequence approach, such as a reward or punishment, motivation and utility will increase. To put this example simply, people typically put off doing a task until they learn to control their impulsivity and the benefits of their labour outweigh their desire to socialize with friends.

Even though TMT was created to investigate procrastination in general, academic procrastination can be comprehended using this theory. For instance, consider a student who is outgoing and has an exam in less than a month. Based on this equation, during the beginning of the month, the student will not study because the exam is further away and there is no immediate benefit to studying (i.e., a low value). Additionally, because the student finds socializing enjoyable, it is always present and an option. As a result, studying incentives is not as strong as socializing motivation. Studying only becomes more likely closer to the exam date because of the discounting effects of passing time. Steel's equation may be oversimplified and not specific to the field of academic procrastination, thus Schraw et al. (2007) offered a paradigm model to explain the problem. Using grounded theory, they investigated the advantages and disadvantages of academic procrastination [19]. The process of gathering data known as "grounded theory" uses the experiences of the participants to formulate, explain, and verify the theory, from which a paradigm model is derived. The grounded theory approach builds and validates this exploratory theory using the experiences of the participants as data.

A paradigm model that methodically connects antecedents, situational variables, coping mechanisms, and consequences to

the phenomenon of interest is the result of the grounded theory technique. In this research, four stages of academic procrastination were discussed in interviews with accomplished university students. Information was gathered from their answers to questions concerning the causes of procrastination, what constitutes procrastination, circumstances that influence procrastination, coping mechanisms, and outcomes. Future researchers might utilize this model as a theoretical basis to build their studies on academic procrastination, even though it is still in the early stages of development. The model is a five-component paradigm that comprises procrastination's antecedents, consequences, coping mechanisms, and situations and circumstances [19]. According to the research paradigm model, students ascribe procrastination to three different types of antecedents: the work, the teacher, or their traits. The model also demonstrates how students deal with the negative impacts of procrastination by using cognitive and affective coping strategies, such as shifting classwork or engaging in protective self-talk. Remarkably, the findings suggested that procrastinating in academic settings could be highly effective and adaptable. As anticipated, the scientists reported that their findings corroborated earlier studies that found procrastinating negatively affects stress levels and health.

The exploratory nature of Schraw et al.'s (2007) study meant that the opinions of accomplished college students served as the sole basis for the findings. Therefore, more research is required as this methodology may not be appropriate for students who struggle academically [19]. Further investigation is required to elucidate the variables, particularly the precursors, that determine the occurrence of academic procrastination, the function of social structures, and the circumstances that encourage the conduct.

15. Review of Related Literature

According to their current study, senior high school pupils put off doing their schoolwork. Most of them turn in assignments late, according to the teachers. Students who procrastinate are typically those who perform poorly academically. This is in line with the findings of Borekci & Uyangor, Korkmaz et al., and Asri et al., who reported that procrastinating students typically had inferior academic accomplishments. According to Saracaloglu et al., students who put off assignments are thoughtless, lethargic, inert, and unenthusiastic. These pupils bear no accountability for their academic pursuits. There is a negative correlation between procrastination and academic accomplishment. Put differently, those who succeed more academically tend to be less procrastinating, and vice versa. In East Java, the majority of senior high school pupils (44%) put off doing their maths homework. This research backs up the claim that students' attempts to learn the assigned content outside of class and their ability to manage their time are related to academic procrastination. Students' high rates of maths procrastination were a result of their inaction in attempting to expand their knowledge outside of the classroom and inside of the classroom.

15.1. Biswal, A., Bhatt, N. and Lathigara, A., (2024) [20]

In their research, they observed many kinds of procrastination. Procrastination is the practice of trying to put off tasks linked to our work for various reasons. In the context of academia, there are procrastination models with psychological, personal, and pedagogical elements. This paper's study focuses on two research questions that examine the reasons behind academic procrastination and offer a strategic model and the idea of a deadline to help overcome it. This work also emphasizes the pedagogical dimension, which considers the viewpoints of teachers and students on learning and avoiding procrastination. The observation made by St. Paul on how people's perspectives change all the time is spot on. As humans, there are moments when we struggle with knowing what to do or not do.

15.2. Kamyabi M Nekooie.M hajipoor Abaiei et al (2024) [21]

Their study's findings demonstrated the potential significance of metacognitive beliefs in the association between academic procrastination and perfectionism as well as self-efficacy. Given the detrimental effects procrastination has on students' academic well-being, it is advised that intervention programs be developed to suitably alter the factors influencing procrastination. The findings showed that self-efficacy had an inverse, negative, and significant influence on negative metacognitive beliefs ($\beta=-0.42$, $p<0.01$) and academic procrastination ($\beta=-0.32$, $p<0.01$) as well as a direct, positive, and significant effect on positive metacognitive beliefs ($\beta=0.39$, $p<0.01$). Additionally, the findings demonstrated that perfectionism has a direct, favourable, and significant impact on both negative ($\beta=0.51$, $p<0.01$) and positive ($\beta=0.83$, $p<0.01$) metacognitive beliefs.

15.3. Hamurcu, G.C. and Sonmezer, B., (2023) [22]

The purpose of this study was to investigate secondary school students' academic procrastination behaviors with several different characteristics. In the study, a purposeful sampling technique was employed. Five distinct secondary schools in various socioeconomic areas of Kayseri Province served as the research site. In the 2022–2023 academic year, 1477 pupils studying in the fifth, sixth, and seventh grades made up the study group. The study that employed the survey methodology used the Academic Suspension Behaviour Scale of Secondary School Students (Ocak & Karataş, 2019) and the Personal Information Form as data collection instruments. Students' academic procrastination levels were ascertained using descriptive statistical techniques, and the correlations between the variables were revealed with Mann-Whitney U and Kruskal Wallis tests. The study's conclusions showed that students' degrees of academic procrastination were minimal. The study's findings indicated a substantial correlation between academic procrastination behavior and characteristics related to academic accomplishment, gender, grade level, father's educational attainment, daily technology usage, and daily study time. It was found that there was no discernible relationship between academic procrastination and the mother's educational attainment. Recommendations within the parameters of the research findings were established after a comparison of the research results with studies found in the literature.

15.4. Hafeez M et al (2022) [23]

Academic pressure and parental anxiety have a significant impact on student's academic success. If your goal is to excel academically, you cannot have one without the other. This study aims to explore the relationship between parental concerns and stress levels in secondary school students. The sample population consisted of ninth-grade students from several public schools in Tehsil Gujrat. We specifically used a two-sampling-period stratified random sample approach. From a pool of 89 male and 94 female employees at Tehsil Gujarat, twenty high school students ten male and ten females were selected at random. Regression, a neural network model, the independent sample t-test, and the simple percentage formula were used to analyse the data. Students' answers to research questions demonstrated that academic stress negatively impacts a wide range of aspects of their lives, including their grades, the stress levels of their parents, their mental health, their capacity to learn, their interpersonal relationships, the breadth of their knowledge, the effectiveness of their reasoning, their participation in extracurricular activities, and their ability to learn.

15.5. Borekci & Uyangor 2018; Korkmaz et al., 2018; Asri et al., 2017 [24]

Academic procrastination hurts kids' school performance. Research has demonstrated that procrastinating students tend to demonstrate lower academic achievement. The results of this research adequately describe the detrimental effects of procrastinating in the classroom. Additionally, a different study discovered that procrastination involves intricate interactions between an individual's behavioural, cognitive, and affective elements in addition to dealing with learning disabilities and time management deficits (Saracaloglu et al., 2018). Consequently, it is imperative to portray the academic procrastination of senior high school pupils from the viewpoints of both educators and learners. The current study aimed to provide a comprehensive picture of academic procrastination in students from behavioral, affective, and cognitive angles.

15.6. Akpur 2017 [25] ; Kurtovic et al., 2019 [26]

Procrastination and academic accomplishment are inversely connected. Put differently, those who succeed more academically tend to be less procrastinating, and vice versa. In East Java, many senior high school pupils (44%) put off doing their maths homework. This data backs up the claims made by Akinsola et al. (2007) that academic procrastination is associated with students' efforts to learn the assigned subject outside of the classroom and their ability to manage their time. (2007). Students' high rates of maths procrastination were a result of their inaction in attempting to expand their knowledge outside of the classroom.

16. About CISCE

CISCE known as The Council of the Indian School Certificate Examinations has been constituted to secure suitable representation of the Government of India, State Governments/Union Territories in which there are schools affiliated to the CISCE, the Inter-State Board for Anglo-Indian Education, the Association of Indian

Universities, the Association of Heads of Anglo-Indian Schools, the Indian Public Schools Conference, the Association of Schools for the ISC Examination and members co-opted by the Executive Committee of CISCE [27].

16.1. CISCE: The Council of the Indian School Certificate Examinations is committed to serving the nations 'children, through high-quality educational endeavors, empowering them to contribute towards a humane, just, and pluralistic society, promoting introspective living, by creating exciting learning opportunities, with a commitment to excellence.

16.2. CISCE Landmarks: By achieving notable milestones, some of which are listed below, CISCE has been able to maintain its distinctiveness and individuality through the leadership and office-bearers of the past and present:

- 1958 On November 3rd, the Council for the Indian School Certificate Examinations was founded.
- 1963 November saw a change in the exam's name from Overseas Certificate Examination to Indian School Certificate Examinations (ISCE).
- 1967 On December 19, the Council for the Indian School Certificate Examinations became a Society by the Societies Registration Act XXI of 1860.
- 1970 November/December saw the administration of the first Indian Certificate of Secondary Examination (ICSE Class X).
- 1973 The CISCE was acknowledged as an organization that conducted public examinations in Chapter I under Definitions, Section 2(s) of the Delhi Educational Act, 1973, which was passed by Parliament.
- 1977 In accordance with the Kothari Commission's recommendations about the 10 + 2 pattern of education, the first Indian School Certificate (ISC- Class XII) test was held in March.
- 1978 For XI and XII, a minimum attendance requirement of 75% was set.
- 1993 To accommodate pupils with specific needs, including those with dyslexia, dysgraphia, dyscalculia, and attention deficit disorder (ADD), special arrangements have been established.
- In 1995, the ICSE Classes IX and X syllabus split had commenced.
- In 1996, the Year 12 Certificate of Vocational Education was established.
- 1999 The CISCE introduced the option for science and mathematics at the ICSE Level.
- 1999 To encourage greater participation from teachers and students in the assessment process, internal assessments were introduced in 1999 and assigned a 20% weighting for the ICSE in each subject.
- 2005 A skill-based practical subject that was added to the ICSE Group III courses list as required study.
- 2010 Saw the introduction of the Centralised Evaluation of Answer Scripts.
- 2013 As part of the modernization strategy, the CISCE deployed the eagerly expected Integrated Computerised System for the CISCE's and Schools' activities utilizing information and communications technology (ICT). CAREERS (CISCE's Affiliation Registration Examination and ERP Systems) is the new name for the programme.

- 2015 The Results were made available on the CISCE's official website for the first time.
- 2018 National Level Sports and Games in 24 Disciplines were introduced by the CISCE.

16.3. Why Chose CISCE:

- Being a child-centric board, the CISCE places the highest emphasis on the "CHILD" to foster their creativity and expressiveness as well as instill in them the life skills necessary to forge their pathways and adopt an independent mindset.
- To provide a sensitive approach to the entire teaching-learning process, the CISCE integrates specially created Assessment and Evaluation methods into its extensive and diverse curriculum, which is based on the Indian Ethos with a global outlook.
- The CISCE places a strong focus on developing a scientific temperament to provide its students with the knowledge and abilities to pursue a critical and analytical course of inquiry, which will help them solve problems and make decisions.
- Through curriculum upgrades that draw inspiration from India's multi-cultural, multilingual, and diverse traditional values, customs, and rich heritage, the CISCE28 promotes ongoing professional growth.
- To meet the unique requirements of its pupils, the CISCE, a Premier National Board of Education, instills a sensitive and sympathetic culture.
- A highly active, accomplished, and recognized panel of senior educationists continuously revises the curriculum and syllabi of the CISCE to meet the demands of today's educational demands, thereby adopting a progressive thought process.
- The more than 2750 schools that make up the close-knit CISCE [28], affiliated institutions are dispersed throughout every State, Union Territory, and five foreign countries in India. ICSE-linked schools' graduates are self-assured, energetic, and enterprising; they contribute to the development and construction of a new, resurgent India as well as society at large.

17. Data Analysis:

17.1. Data Analysis Methods

Using a random sampling technique, 24 suburban Mumbai schools associated with ICSE were chosen. A thousand questionnaires that were distributed were filled out by parents and pupils, of which 828 were returned. A questionnaire was employed, along with observations and interviews. Teachers were given 300 questionnaires, of which 281 were returned.

17.2. procrastination Related Factors

Procrastination-related factors and how they relate to the study environment.

- A high degree of flexibility in the study environment
- Extended deadline.
- Anxiety about tasks or Task aversiveness.
- Diversions and temptations.
- Limited data to ensure appropriate self-monitoring.
- Insufficient attention to teaching study skills.
- Limited possibilities to enhance efficacy.

- Inefficient teamwork.
- Peer influence or Pressure.

17.3. Distribution of Questionnaire:

Students		Parents		Guardian		Teachers	
M	F	M	F	M	F	M	F
171	243	118	246	20	30	109	172
414		364		50		281	

Table 1: Respondent according to Gender

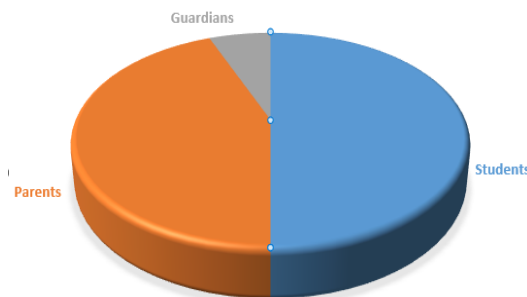


Figure 1: Respondents Ratio

The respondents reply based on their sex, as shown in Table 1. As is typical, many responders are parents (67.58% are women), and 58.6% female students. In this board, 61.20% of female instructors make up the majority of the teaching staff. Many guardians are women.

17.4. Procrastination Indicators Related to Academic Performance

The procrastination indicators are described in nine specifications. The indicator's performance levels are given in the three-point scale levels to identify the procrastination level of students' performances.

S.No	Procrastination Indicators	Agree	Un- Decided	Disagree
1	Avoidance of failure	69%	18%	13%
2	Challenge	96%	1%	3%
3	Frequency of procrastination	85%	11%	4%
4	Impulsivity	76%	14%	10%
5	Laziness	92%	3%	5%
6	Organization	15%	0	0
7	Poor perfectionism	12%	2%	1%
8	Self-control	28%	4%	2%
9	Social anxiety	30%	12%	7%
	Total	828		

Table 2: Procrastination Indicators Related to Academic Performance

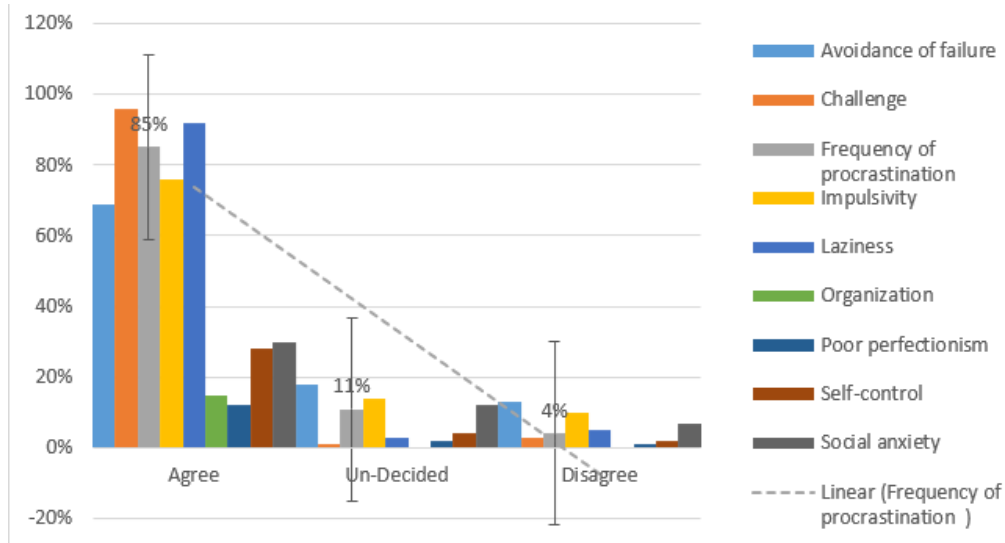


Figure 2: Procrastination Indicators related to Academic performance.

Table No. 2 indicates the extent to which ICSE students procrastinate in several academic areas of their performance. Research on procrastination shows that 96% of them are brought on by the difficulty's teachers set. Their slack difficulty of academic performance reflects 92% of the students among them. There is only an 85% correlation between procrastination and

academic performance. The lowest percentage of pupils receive subpar perfectionism because of procrastination about academic achievement, which has an impact and relation to academic success.

17.5. Procrastination Indicators Related to Academic Record:

S.No	Procrastination Indicators	%
1	Behavioural assessment	35%
2	Change	19%
3	Cognitive assessment	11%
4	Conflict	24%
5	Emotional assessment	37%
6	Frustration	12%
7	Intrusion	20%
8	Physiological assessment	46%
9	Pressure	71%

Table 3: Procrastination Indicators Related to Academic Record

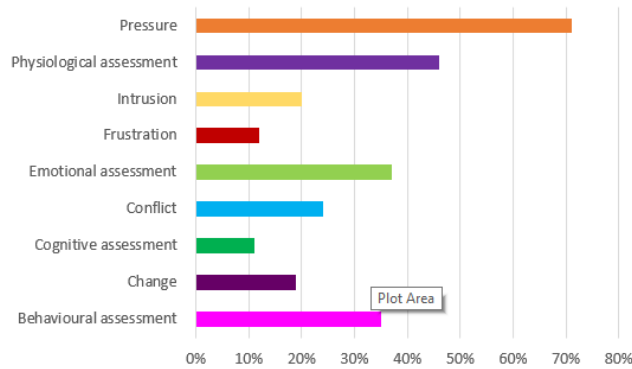


Figure 3: Procrastination Indicators Related to Academic Record

Table 3 lists the procrastination indicators that are connected to academic performance. Most students face pressure about their academic records, which may at times represent their academic activities. In contrast to emotional evaluation, many of them use behavioral evaluation to influence procrastination. At least some

students experience disagreement, irritation, and intrusion. The environment shift of new institutions causes the least number of students to put things off. A significant proportion of students were impacted by additional staff physiological assessments, which may have caused them to put off tasks.

17.6. Procrastination Indicators Related to Social Anxiety

S.No.	Procrastination Indicators Related to Social Anxiety	%
1	Academic Pressure	87%
2	Adapting to a new environment	12%
3	Conflict	42%
4	Ego-is-tic	29%
5	Emotional assessment	26%
6	Frustration	9%
7	Parental Pressure	47%
8	Physiological assessment	41%
9	Psychological Anxiety	35%
10	Rational Thinking	16%
11	Social Interaction	28%
12	Socio-Cultural Pressure	24%
13	Societal Pressure	17%
14	Social Shyness	32%
15	Non-Academic pressure	23%

Table 4: Procrastination Indicators Related to Academic Record

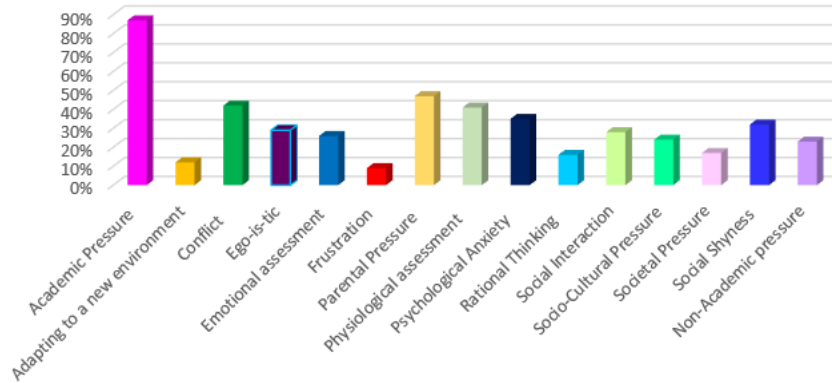


Figure 4: Procrastination Indicators Related to Academic Record

The procrastination factors of scholastic records are listed in Table 4. Most procrastination signs were associated with pressure from the classroom are 87%. Parental pressure is cited by 47% of respondents as a secondary sign of procrastination that is linked

to social anxiety, physiological evaluation, and conflict. These are important factors that may contribute to procrastination among children in school.

17.7. Area of Procrastinations

S.No	Areas of Procrastination Indicators	%
1	Content	72%
2	Writing assignment	53%
3	Presentation	59%
4	Study for Examination	87%
5	Group Work	50%
6	Academic activity	68%
7	Library work	27%
8	Co-Curricular Activities	45%
9	Extra-Curricular Activity	31%

Table 5: Areas of Procrastination



Figure 5: Areas of Procrastination

The areas of procrastination indicators for pupils is shown in Table 5. According to this research report, the majority of students who put off studying for their exams are 86%. Academic activity across multiple domains indicates that 68% of students procrastinate, whereas 72% of students are suggested by the subject study. 27% of students are the fewest who put off doing their library assignments. Therefore, the bulk of procrastination-related issues are connected to the review and analysis of academic material.

17.8. Hypothesis Formation

17.8.1. Adoption of Likert Scale

On a three-point Likert scale, respondents are presented with two options at the extremes and a neutral option in the middle. As in the cases of Agree, Disagree, and Un-Decided. In this data, we used to calculate the analytical report to use this kind of scale sparingly, as it is less discerning in nature unless you anticipate a broad spectrum of emotional reactions. For this survey report, A three-point scale is a grading system that offers three different ways to evaluate or quantify a certain quality, attribute, or degree of performance. A distinct level of the evaluated attribute is represented by each choice on the scale.

17.8.2. Cross-Checking: Random mistakes may occur during

the item-selection process when test subjects are sampled, and statistical results from pretesting are typically cross-validated using one or more additional subject samples. Cross-validation results typically show a tendency to decrease for many of the items that performed well in the initial data, and more items may be determined to be discarded. Test takers frequently look for measures of correlation between their overall test scores and scores from other, more well-known exams.

17.8.3. Advantages of the Likert Scale

Easy to Respond

Likert scale questionnaires are incredibly easy to fill out. The

respondent can complete it in two to three minutes because it follows an easy-to-understand structure.

• Questionnaires using a Likert scale are flexible or Versatile

Obtaining the data, you wish to analyse is simple when you use the Likert scale. You can create closed-ended inquiries about your research base offerings. There are plenty of customers who can fill it out. As an illustration, suppose you'd like input on your projects so that it might be improved. You can programme a pop-up to show up upon every inquiry, or you can ask them to complete a survey or feedback form.

This survey discovered that over 86 % of students routinely put off doing group work, writing assignments, and exam preparation, academic activities, institutional changes, classroom atmosphere, routine lectures, especially when it came to presentations and exams. They put off tasks primarily because they are lazy, stressed out, or lack the necessary time management skills. Since procrastination is more personal than institutional, it happens in both genders and across all types of schools. This study has important ramifications for educators and counsellors in this academic-related and educational-oriented area. The hypothesis has been framed based on the various levels under different circumstances, they are classified and explained here.

17.8.4. Reason for Procrastinations

A. Level of Procrastinations

There was a 50% difference in academic procrastination. Of the 414 pupils, 23 percent were classified as non-procrastinators, while the remaining 85 percent were procrastinators. Specifically, 27% of students were delayed due to laziness, 21% were delayed due to homework, 39% were delayed due to many tests and exams, and 40% were consistently delayed doing academic assignments.

B. Area of Procrastinations

The area of Procrastination is divided into four divisions,

Indicators are related to social anxiety, academic records, academic performance, and students' academic work related to their educational activities. Procrastination Indicators related to social anxiety are classified into 15 types. These are academic pressure, adapting to a new environment, conflicts, Egoistic, emotional assessment, frustration, parental pressure, physiological assessment, psychological anxiety, rational thinking, social interaction, sociocultural pressure, societal pressure, social shyness, and social skill. Procrastination indicators related to academic records which may maintained by the teachers among pupils performing at varying levels are specified in 9 categories, they are behavioural assessment, change, cognitive assessment, conflict, emotional assessment, frustration, intrusion, physiological assessment, and pressure. Procrastination indicators related to students' academic work and their educational activities are divided into 9 indicators. The indicators are specified as constant, writing assignment, presentation, study for examination, group work, academic activity, library work, co-curricular activities, and extracurricular activity. Procrastination indicators related to academic performance are specified in 9 steps. They are avoidance of failure, challenge, frequency of procrastination, impulsivity, laziness, organization, poor perfectionism, self-control, and social anxiety.

C. Level of agreement in Academic Procrastination

The level of agreement related to procrastination has been specified at 5 scale levels at two specifications. The level of agreement agreed by the students is specified at one to 5 scales (strongly agree, agree, neutral, disagree, strongly disagree)

D. Effects of Academic Procrastination: The effect of procrastination affects students at various levels, they are directly affecting the students physically and it may be mental effects. Other effects are lack of motivation, fear of failure, poor time management, assignments, studying for examinations, essay writing, and other innovative projects. In the environment they also choose to overcome their other activities, they are seeking help from others, task-related work, deadlines to schedule the work, advancement of creative works, and accountability to get help from their parents.

17.8.5. Testing of Hypothesis

The Likert scale is a psychometric instrument employed to assess individuals' beliefs, dispositions, and inclinations. Social sciences are one of the many academic disciplines that use it.

No	Procrastination Indicators	%	Total Score	Mean Score
1	Avoidance of failure	571	1193	1.44
2	Challenge	795	885	1.06
3	Frequency of procrastination	704	984	1.18
4	Impulsivity	630	1108	1.33
5	Laziness	762	926	1.11
6	Organization	125	125	0.15
7	Poor perfectionism	100	161	0.19
8	Self-control	232	349	0.42
9	Social anxiety	249	621	0.75
	Total No. of Respondents	828		7.63
	Overall Mean score			2.54

Table 6: Academic Procrastination Indicators

17.8.6. Adoption of the 3 and 5-point Likert Scale

Rensis Likert, an American psychologist, created the Likert scale in 1932. Likert noted that it was necessary to gauge peoples' attitudes on a variety of subjects, even though researchers in the 1930s used closed-ended questions and objectives to ensure the validity of their research. Accordingly, Likert created the Likert scale, a psychometric instrument for gauging people's beliefs and

attitudes [28]. The Likert scale operates under the premise that attitudes and views may be measured. The five-point Likert scale, which goes from strongly disagree to strongly agree, is the most widely used type. Every response receives a number, often known as a score, ranging from one to five [29]. For example, a score of 1 might be given for "strongly disagree," 2 for "disagree," 3 for "neutral/undecided," 4 for "disagree," and 5 for "strongly agree."

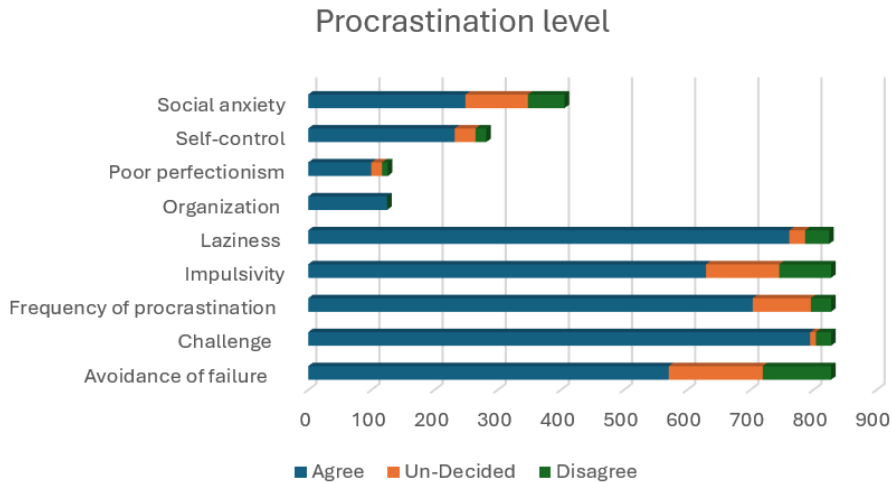


Figure 6: Procrastination indicators at various levels

17.8.7. Determination of Likert Scale Total Scores

Total scores in the Likert scale were first calculated by multiplying the frequency of each response option by its corresponding Likert scale score.

$$\text{Total Scores} = \sum (f_i \times \text{Likert scale score})$$

Where:

f_i = Frequency of each Likert scale score (Total number of respondents)

i = Likert Scale Scores,

namely SD (1), D (2), Neutral (3), A (4), SA (5)

Determination of Likert scale means scores: The mean score is calculated by dividing the total scores by the total number of respondents.

$$\text{Mean Score} = \frac{\sum (f_i \times \text{Likert Item Score})}{\text{Number of Respondents}}$$

For Instance, the mean score of the first statement as shown in the table is as follows above:

$$\text{Means Score} = 1.44$$

For illustration, let's say the questionnaire assesses how satisfied users are with a website and you're trying to figure out whether a website is "acceptable." Assume it consists of five items, each of which is rated on a 3-point scale (1 being agree, 0 being neutral, and 1 being disagree). The overall scores will be calculated by averaging the items.

Therefore: The overall mean score is 2.54

The good CSAT (customer satisfaction score) is indicated below:

- The proportion of detractors is 1.1 %.
- On the other hand, the promoter's score is 1.71%, which is a prolific performance.
- The overall score is 2, which is a positive number (average score).
- An overall score above 2.3 is Excellent.

Each significance test starts with a null hypothesis or H_0 . H_0 is a hypothesis that has been proposed but not proven, either because it is taken for granted or because it is meant to serve as a foundation for an argument.

The overall total score value is 2.54, above 2. So, from this test, the majority of the ICSCE 12th standard students are affected by various levels of procrastination. The hypothesis is Significant of H_a . Procrastination will increase day by day.

From this research survey, the researcher's conclusion once the test has been carried out is always given in terms of the null hypothesis. We either "reject H_0 in Favor of H_a " or do not reject H_0 ", we never conclude "reject H_0 ", or even "accept H_a ". $H_0=H_a$.

18. Results of the Research

18.1. Findings: Researchers refer to their ultimate output as a finding. Based on these results, it is suggested that students improve time management skills through training and practice.

- Provide better positive encouragement classes to the students in the middle of the session or periods.
- Redesigned the better comprehend academic papers which may effectively give good innovative and energetic ideas for their relaxation.
- Institutions are designed to provide positive guest lectures through psychological and neurological subject specialists to avoid these kinds of procrastination.
- Respective institutions provide training through workshops with effective time management tools for their regular practices.

• All Institutions shall provide primary-level and secondary-level procrastination rectification services based on their intake to avoid these kinds of negative activities to their educational and life learning growth.

19. Outline of the Research Study's Analysis, Interpretation, Debate and Specification

Another prevalent and crucial issue in the modern world is time management. After reviewing a wide range of definitions from the literature, Claessens, Van Eerde, Rutte, and Roe 2007 defined time management as behaviors intended to be used efficiently while carrying out specific goal-directed activities. They emphasize that using time is not the goal in and of itself, but rather that it is a "tool" that is used to complete tasks related to work or school. Because they anticipate not having enough time to complete their tasks or because they prefer to complete short-term tasks with less gain to long-term tasks with more gain, successful time management—which is defined as realizing the best use of time at the highest level in a way that will provide productivity, balance, and self-satisfaction—can be very persuasive. Time management is simply more than just scheduling your schedule; it also involves being highly conscious of how you utilize your time, as well as setting, organizing, planning, and monitoring your goals. People can be categorized into three groups based on how they handle time management: those who believe it to be:

- i) Essential to success.
 - ii) Superfluous because everything happens naturally. and
 - iii) Significant but without the focus and perseverance to alter.
- According to them, undergraduates also belong to one of these categories.

19.1. Subject: The reasons behind students' procrastination in maths classes could include inadequate knowledge or skills, insufficient motivation, a lack of dedication to completing homework, and excessive use of social media. According to their study, academic procrastination is primarily caused by a lack of skill. Due to their limited exposure to outside education, students only acquire the materials provided by their teachers during class, which may contribute to their high levels of academic procrastination. Furthermore, a significant amount of social media use is thought to be another factor in students' academic procrastination. Students may be able to cut back on their academic procrastination thanks to their social surroundings. Put differently, students' academic procrastination habit is influenced by their social surroundings, particularly their peers.

19.2. Social Media: In addition to other variables, the majority of students in this survey procrastinated 40% because they were distracted by social media and failed to turn in their work on time. This agrees with Efe and Efe's, 2018 findings that students' use of social media influences their procrastination in their academic work. Task overload, ineffective time management, procrastination habits, lack of interest, and comprehension deficits are other causes of academic procrastination. Pupils become reluctant to do assigned work due to task overload, lack of interest, and lack

of understanding. This sense of helplessness causes pupils to put off responsibilities. When pupils are assigned too many tasks on a single day and don't fully comprehend the information, for example, they may perceive that the assignment is beyond their capabilities. Teachers in this survey concurred that task overload, procrastination habits, poor time management, negative peer pressure, a lack of understanding, and the task's difficulty level are the main issues affecting students' ability to turn in their work.

19.3. Homework: To avoid procrastinating, they complete their homework gradually, form study groups, work on their assignments close to the due date, watch online tutorials, have discussions with friends, prioritize their tasks, take brief notes, and dedicate an hour after school to completing their assignments. Teachers claim that students attempt to solve such issues by speaking with them, requesting a deadline, starting the assigned work right away, or completing the assignment while engaging in other activities. These efforts were made to turn in the assignment on time. Students are motivated to complete assignments on time by their efforts and academic toughness.

19.4. Rewards: In the meantime, teachers used rewards, deadlines set, sanctions, no deadline extensions, and task completion progress tracking to try to cut down on students' procrastination. Instructor support in tracking students' progress is essential to prevent procrastination, as time management skills alone are insufficient. Put another way, minimizing students' academic procrastination requires professors to pay close attention to their students. For example: By monitoring progress, assigning prizes or punishments, and setting deadlines. Furthermore, it's critical to offer the materials effectively so that the pupils can comprehend them.

19.5. Self-Management and Tactics of Boosting: According to Zhang et al. in 2018, encouraging students to go over their fear of failing is another tactic to reduce academic procrastination and boost their self-esteem. Students who can get over their fear of failing demonstrate greater self-esteem and self-management skills in academic settings, which may reduce their procrastinating tendencies. Students who possess a high degree of self-confidence are less likely to procrastinate. Therefore, by boosting their self-confidence, teachers can help pupils minimize their procrastination. Parents also have a significant impact on reducing students' procrastination.

19.6. Parents and Family Supports: To stop pupils from putting off tasks, family members could offer them assistance. According to the explanation given above, parents should also take responsibility for preventing academic procrastination in addition to teachers. While parents should support their children in time management, their criticism of their children's mistakes might instil a fear of failure, which can delay academic work. According to this study, children can reduce their academic procrastination by having their parents' realistic expectations rather than their criticism met.

20. Recommendations:

20. 1. Recommendations and Institutional solutions by the Parents and Teachers to reduce procrastination:

When a student puts off work associated with academic assignments, it's known as academic procrastination [30]. The research literature over the past 40 years has provided ample evidence that personality factors, such as impulsivity and a preference for instant gratification, poor planning and self-regulation, low self-efficacy, fatigue and low energy, and task avoidance, are linked to these delays and diversions [31]. Procrastination is a complicated phenomenon that develops over time and interacts with situational, social, contextual, cultural, and organizational elements. For this

reason, it's critical to pay attention to the external factors that contribute to this dynamic and complex phenomenon. Regrettably, there isn't more of this research, as this indicates a gap in the knowledge of procrastination. We contend that this is especially bad for students in the academic setting because they are subjected to organizational, social, contextual, cultural, and situational elements that can lead to and perpetuate procrastination in tasks that are essential to their education [31]. The researcher has identified the following problems, and the organization has offered excellent remedies through the teachers' and parents' contributions at the same time. The student perspective has also been criticized for its insightful suggestions on how to manage procrastination.

S.No.	Type of Issues	Institutional Solutions from the Teachers' and Parents' Points of View	Students' point of view
1	Absence of chances to increase self-efficacy.	Give students opportunities for mastery together with succinct, encouraging feedback.	Plan your education to yield numerous little victories. Keep an eye on these accomplishments and treat yourself when you succeed.
2	Adversity to tasks	Provide study skills education that is pertinent to essential tasks and create learning objectives that allow students to make their personalities more valuable.	Attend study skills classes, put in effort in your studies, and learn how to make the content meaningful to you personally.
3	Degree of freedom	Restrict unnecessary choices, provide instruction on self-regulation for teachers to help students better self-regulate, and create clear frameworks for structuring course learning.	Limit needless options, train teachers in self-regulation so they may assist students in developing greater self-control, and provide precise frameworks for organising course material.
4	Entanglement and Enticement	Restrict unneeded or unnecessary enticement and entanglement.	Avoid unwarranted temptations and diversions, and actively endeavour to build the abilities necessary to prevent distractions until after you have completed your scheduled academic work.

5	Inadequate teamwork	Establish interdependent study groups where each person oversees a certain task that is required to advance the objectives of the group.	Join groups and make sure your contribution helps the group achieve its objectives.
6	Insufficient data to adequately monitor oneself.	Give students updates on their academic performance and assist them in tracking their advancement in goal-related tasks.	Improve your awareness of your study habits, progress, and time management. Track your progress and recognise when your current study methods are insufficient. Then, quit using these ineffective methods and swap them out for more productive ones.
7	Low priority for developing study skills.	Train teachers and students in study skills and connect this instruction to the course materials.	Discover efficient study techniques, how to use them, and perhaps most importantly when to do so.
8	peer influence.	Set clear guidelines for academic work that emphasize timely completion of assignments.	Selecting role models who exhibit behaviors that align with your preferences should be done with caution.
9	Prolonged Deadline	Set brief deadlines whenever feasible, train teachers in self-regulation techniques to help students better self-regulate, and develop more lucid frameworks for organising course material.	Plan, monitor, and regulate your learning by consciously developing self-regulation skills.

20.2. Recommendation for Schools

Authorities in educational institutions make sure to assign one psychologist to prevent this type of procrastination-related issue. Education institutions should be made aware of the phenomenon of exam stress in students who are negatively impacted by their academic perception and devaluation. Periodically, educational institutions host events that may provide psychological

orientation on how to deal with procrastination-related problems at the academic, non-academic, and exam levels. Institutional administrators ought to concentrate on how often students worry about exams. School psychologists should be assigned to help with a variety of academic issues, such as students' academic anxiety. Teachers and parents should be aware of how to help students who are experiencing exam anxiety, and educational institutions should

run awareness and advising campaigns in this regard. The schools can host a range of lectures and workshops on topics such as stress management, the advantages of meditation, leading a healthy lifestyle, getting ready for exams, etc.

20.3. Recommendations for Teachers

Teachers are feature designers, and kids are like a pot; they can take on any shape their teachers wish by instilling a different variety and more range of values. Instructors need to be on the lookout for declining patterns and less conceptual understanding in the classroom, as well as monitor their students' exam scores and provide feedback to parents. Educators have a responsibility to guide and instruct pupils in effective learning methods and anxiety management practices. Teachers' ought to promote the use of affirmations, breathing exercises, meditation, and embracing difficulties. Teachers are highly encouraged to get in touch with the school psychologist. To better orient themselves and carry out the above-specified actions Teachers are highly encouraged to contact the school psychologist. It was recommended that everyone finish their prior orientation and accomplish the previously mentioned objectives.

20.4. Recommendations for Parents

- Parents can make friends with their children and help them through tough times.
- Parents need to understand that a child's growing academic delay is an inevitable psychological phenomenon.
- Parental support is crucial to reversing the academic decline, intellectual growth, and reputation of pupils who pass their exams.
- Unaware of the patterns, parents should refrain from placing undue pressure on their children to get high exam scores.

Additionally, to prevent procrastination issues brought on by distraction and stress, any differences in the wards' behavior that are associated with their academic performance should also be evaluated by talking with the appropriate teachers and calling a psychologist consulted.

20.5. Recommendation for Students

Students need to understand that they are under a lot of pressure from both their parents and society. Such pressure might lead to psychological distress, but it can also serve as a positive challenge that keeps your academic career afloat. Students who complete their projects on time will be better able to handle assessment circumstances, commit to their studies with the support of their teachers, and have self-assurance in their abilities. Students should spend time talking to parents about their emotional struggles, especially when it comes to academic worries. Students should set up appropriate timelines to avoid living stressful lives by not finishing their work on time.

21. The Government's Role in Offering & Providing Procrastination Remedies to Schoolchildren

- The government shall implement new regulation policies to adopt these technologies through respective regularities bodies and advisory boards.

- State and Central or Federal boards implement through the Higher Education Board and frame procrastination support systems and counselling services and 24-hour helpline to the school students at their level of studies.

- The government's mandatory role is to provide online, and offline self-motivation and primary-level software databases related to procrastination rectification.

- The Respective government to screen and monitor the institution periodically. The respective body must inspect at any time to check and confirm the availability of procrastination facilities in every institution manually.

- The Statutory bodies must provide regular presentations in the form of training and workshops to all the teachers, tutors, and instructor and make effective psychological programs every year for all boards.

- Every national government implements Procrastination-related Courses in every University for the feature of the new generation's growth and care.

- Every University adopts survey-based techniques and Training Centres through their Research and Development Cells and Discussion Forums on how to avoid these procrastination problems from the Primary to University level.

- Utilized the Non-Governmental Organizations (NGOs) and their efforts and asked them to rectify the procrastination pressures at any level.

- Provide separate Procrastination Rectification Centres (PRC) at every state, regional, zonal, district, and taluka level.

- Every national and state authority to provide awareness programs through public and self-service community services to the society.

22. Recommendations for Future Research

The documentary and research projects must be kept as future research tools and provide financial research projects from primary to university level through concerned state and central government viz. The UGC and other stipulated educational bodies can take these opportunities to implement and provide good educational, environmental, and improvement programmes and training centres for every state and national growth.

22.1. Future Scope of the Study: The present study was conducted among CICSE senior secondary students. Thus, it can be conducted at the state level in Maharashtra and around Mumbai city. The present study is based on academic procrastination among ICSE 12th standard students and their various environments and academic performance namely anxiety, reason for procrastination, area of procrastination, level of procrastination, procrastination indicators related to social anxiety, academic records, and academic performance. Further study can be conducted with the same variables as taken up in the current study or with some other variables in some specific discipline in educational Institutions. There is a scope to conduct comparative studies among other streams and specializations in the future. Similar studies may be replicated at other locations in any part of the country, abroad, or between two to more countries,

23. Reasons for Failures

23. 1. A High Degree of Flexibility in The Study Environment:

It is believed that procrastination is a loss of self-control. Exposing procrastinators to risk while they operate in an unstructured environment.

23. 2. Extended Deadline: Long deadlines are one thing that encourages procrastination since they increase the likelihood that delay will occur if the result of activity promises incentives in the far future.

23. 3. Anxiety About Tasks or Task Aversiveness: By doing something more enjoyable in its place, unpleasant emotions and bad moods brought on by unpleasant jobs can be resolved.

23. 4. Diversions and Temptations: People are tuned toward the attainment of positive outcomes and escape or avoidance from aversive events. In procrastinators, this picture is exaggerated, with current attractive and aversive events dominating over distant ones.

23. 5. Limited Data to Ensure Appropriate Self-Monitoring:

There is a higher chance of self-regulation failure when students are studying in an environment that does not offer trustworthy information to help them control their attention toward their own behaviour and performance.

23. 6. Insufficient Attention to Teaching Study Skills: Although ineffective study skills instruction is frequently offered at academic institutions, it is frequently stated that a lack of study skills is the primary cause of academic procrastination.

23. 7. Limited Possibilities to Enhance Efficacy: An essential factor in determining academic success is self-efficacy. There are more options for procrastination in the academic setting when there are fewer opportunities to develop self-efficacy.

23. 8. Inefficient Teamwork: Although they frequently lacked the abilities needed to succeed, students engaged in group projects. Research indicates a potential correlation between decreased procrastination and collaborative work involving interdependence.

23. 9. Peer Influence or Pressure: Social standards that require starting a task on time can help people become less procrastinating, observational learning can also have an impact on pupils' ability to self-regulate.

24. A Selection of Procrastination-Promoting Factors:

The situational, social, contextual, cultural, and organizational elements that have been shown to promote procrastination will be covered in the sections that follow. The researchers considered a wider range of parameters and assessed, how they related to the academic setting before choosing a few. Then, using professional judgment, they chose nine factors that satisfied the subsequent requirements: They represent specified at various levels based on the areas, that is:

- Well-established research findings in the field of procrastination.
- Represent academic situational factors that are out of the student's control or like long deadlines.
- Represent factors that are difficult for the student to address on their own without the assistance of institutional, social, and educational interventions or task aversion.

- Indicate that actions taken to address the factor are likely to result in a reduction in procrastination.

We should be aware of how varied the factors are. While certain elements i.e. like a lot of freedom in the study environment and extended deadlines, indicate the organizational and structural characteristics of the academic setting, other elements, like task aversiveness, emphasize subjective judgments. It should be noted that the factors examined may show both interaction effects, in which specific traits function as moderators, and "main effects," in which most students may be impacted. For instance, most students may suffer from temptations and diversions in the classroom, but those with high levels of impulsivity and distractibility may be especially vulnerable [32]. Additionally, the discussion's order of criteria does not suggest that they are of varying importance. It could be challenging to measure each factor's influence sizes in academic settings. Lastly, some advice regarding the usage of the term "factor." In academic settings, this phrase is used to describe aspects or characteristics that are recognized to have a strong correlation with procrastination. These indicate potential conditions that can be changed to modify the chance of procrastination, as they are exogenous elements in the procrastination equation. We believe that future research should give more attention to these putative causal links rather than making strong assumptions about causality in the current environment. Because a review at this point in the research would be premature, the discussion of each aspect is not meant to be an exhaustive analysis. Instead, we emphasize key findings that relate each aspect to research on procrastination, how it relates to the academic setting, and potential solutions to lessen the negative consequences of a particular issue.

25. Discussion

This research addresses nine elements addressed in nine tables of common to student study environments that, either taken separately or in combination, raise the likelihood of procrastination. Considering how common academic procrastination is, it is obvious that preventing and reducing procrastination requires a greater understanding of these risk factors and how to manage them. While we have no control over what children do, we do have some influence over how schools support more beneficial behaviour for students' performance. We now quickly go over the approaches that educators, colleges, students, and legislators should take to tackle problems.

26. Conclusion

Academic procrastination among students can be understood in terms of how one's cognitive, affective, and skill domains interact. According to reports, task overload, a procrastinating habit, and a lack of comprehension of the provided materials were the main causes of the students' procrastination. They do, however, try to combat their procrastination by progressively completing the assigned work, forming study groups, prioritizing projects, consulting friends, creating deadline notes, borrowing notes from friends, and devoting after-school time to finishing the homework [33-62].

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