

Academic Procrastination Among Agriculture Students and Its Relationship With Academic Resilience

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Abstract

Academic procrastination is frequently observed among university students and affects the management of academic tasks. Students differ in their ability to cope with academic difficulties and continue working towards their academic goals, making academic resilience relevant to understanding procrastination. The present study was undertaken to assess academic procrastination, identify associated factors and examine its relationship with academic resilience among university students of Chandra Shekhar Azad University of Agriculture and Technology, Kanpur. A cross-sectional study was conducted among 100 students, comprising 50 male and 50 female students. Data were collected via google forms using the Procrastination Assessment Scale for Students and the Academic Resilience Scale. Frequency, percentage, mean, Pearson's product-moment correlation and simple linear regression were used for analysis. The findings revealed that moderate academic procrastination was predominant among male (80%) and female (76%) students. Moderate academic resilience was also predominant among male (54%) and female (72%) students. Dependency recorded the highest mean score (6.17 ± 1.78), followed by time management (6.13 ± 1.40) and difficulty making decisions (6.13 ± 1.44), whereas fear of success recorded the lowest mean score (4.96 ± 1.82). A strong negative and statistically significant relationship was observed between academic procrastination and academic resilience ($r = -0.839$, $p < 0.001$). Academic resilience was also a significant negative predictor of academic procrastination ($\beta = -0.864$, $p < 0.001$). The regression model was statistically significant ($F = 288.072$, $p < 0.001$) and explained 74.6 per cent of the variance in academic procrastination. Moreover, the students with greater academic resilience tended to experience lower levels of academic procrastination.

Keywords: Dependency, Academic Procrastination, Academic Resilience, Time Management.

Introduction

Higher education places students in an environment characterised by increasing academic responsibilities, multiple learning tasks, performance expectations and time-bound academic requirements. Students are expected to attend classes, complete assignments, prepare for examinations, undertake projects, manage coursework and meet academic deadlines while adapting to changing educational environments. Contemporary students may also engage in employment, digital work and career-related activities alongside their studies, creating additional demands on their time and attention highlighted the challenges of balancing educational pursuits with career development and other competing demands (Dey et al., 2025). These demands require students to organise their activities effectively, regulate their behaviour, sustain motivation and remain engaged with academic tasks. When students experience difficulty in managing these demands, they may postpone academic activities despite being aware of the need to complete them.

Academic procrastination refers to the unnecessary or intentional delay of an intended academic task despite awareness that such delay may have undesirable consequences. It may involve postponing assignments, examination preparation, reading, project work, or other academic responsibilities. Academic procrastination is widely recognised as an important concern in higher education and has been associated with difficulties in academic functioning and poorer academic performance (Kim & Seo, 2015). Rather than being viewed solely as a problem of time management, procrastination has increasingly been understood as a multidimensional phenomenon involving psychological, motivational, behavioural and contextual factors (Salguero-Pazos & Reyes-de-Cózar, 2023). The tendency to procrastinate may therefore vary according to how students perceive academic tasks, regulate their behaviour, manage emotions and respond to academic difficulties.

Self-regulation is particularly important in understanding academic procrastination. Academic activities require students to establish goals, plan their work, monitor their progress, regulate their motivation and initiate tasks even when they are difficult or less immediately rewarding. Difficulties in these processes may increase the

likelihood of delaying academic responsibilities. Previous research has identified self-regulation as a central dimension of academic procrastination, with lower self-regulatory capacity being associated with greater procrastination (Wolters, 2003). Similarly, research on academic procrastination has highlighted the relevance of self-regulation, self-efficacy and other psychological characteristics in explaining students' tendency to postpone academic activities (Özer et al., 2014). Zhu et al. (2021) further demonstrated that academic procrastination among college students in online courses was associated with the interplay of motivational beliefs, personal characteristics and learning-context perceptions, highlighting the complex nature of procrastination from a self-regulated learning perspective. A systematic review by Salguero-Pazos and Reyes-de-Cózar (2023) further identified self-regulation as a central dimension in understanding and addressing academic procrastination.

Although self-regulation helps explain why students may delay academic tasks, students also differ in their capacity to cope with academic difficulties and recover from setbacks. This capacity is closely related to academic resilience. Academic resilience refers to students' ability to respond adaptively to academic adversity, overcome difficulties and continue pursuing their academic goals despite challenging circumstances (Martin & Marsh, 2006). Resilient students may be better able to maintain their academic engagement when faced with demanding tasks, setbacks, failures, or competing academic responsibilities. Thus, academic resilience may represent an important personal resource that enables students to manage academic challenges and sustain goal-directed behaviour.

The relationship between academic resilience and academic procrastination has received increasing attention. Students with greater resilience may be more capable of coping with academic difficulties, maintaining motivation and persisting with academic responsibilities rather than avoiding or postponing them. Previous research among university students has reported an inverse association between resilience and procrastination, suggesting that greater resilience is related to a lower tendency to delay academic tasks. More recent evidence has similarly indicated a negative association between resilience and academic procrastination among university students (Zhang et al., 2024). These findings indicate that academic resilience may be relevant not only to students' ability to cope with adversity but also to their day-to-day management of academic responsibilities.

Despite growing research on academic procrastination, much of the existing literature has focused on general university student populations and has examined procrastination in relation to individual psychological or behavioural characteristics. Comparatively less attention has been given to understanding academic procrastination and academic resilience together among students enrolled in agricultural universities, where students may encounter diverse academic requirements across undergraduate, postgraduate and doctoral programmes. Furthermore, examining the reasons associated with academic procrastination alongside the level of academic resilience may provide a more comprehensive understanding of students' academic behaviour. Recent reviews have also highlighted the need for further research across different educational contexts and for greater attention to the psychological and contextual dimensions of procrastination.

In this context, the present study was undertaken among students of Chandra Shekhar Azad University of Agriculture and Technology, Kanpur, Uttar Pradesh, to assess the level of academic procrastination, examine the reasons associated with academic procrastination and determine the relationship between academic procrastination and academic resilience. Understanding this relationship may provide useful insights for teachers, academic counsellors and university authorities in developing appropriate strategies to support students in managing academic demands, strengthening resilience and reducing procrastination.

Objectives

- To assess the level of academic procrastination and examine its associated reasons among university students in Kanpur City.
- To assess the relationship between academic procrastination and academic resilience.

Methods

Study Design and Participants

The present cross-sectional study was conducted among university students at Chandra Shekhar Azad University of Agriculture and Technology (CSAUAT), Kanpur, Uttar Pradesh, India. A total of 100 students were selected for the study, comprising 50 male and 50 female students. The respondents were selected purposively based on their availability, willingness to participate and fulfillment of the predetermined inclusion criteria. The inclusion criteria comprised students enrolled in undergraduate or postgraduate programmes at CSAUAT who were willing to participate in the study. Data were collected through an online questionnaire using Google Forms.

Instruments

Data were collected using the Procrastination Assessment Scale for Students (PASS), developed by Solomon and Rothblum (1984), to assess academic procrastination among university students. The PASS assesses procrastination in six academic domains: (1) writing a term paper, (2) studying for an examination, (3) keeping up with weekly reading assignments, (4) performing administrative tasks, (5) attending meetings and (6) performing academic tasks in general. The scale includes three questions for each domain, assessing the frequency of procrastination, the extent to which procrastination creates problems and the students' desire to reduce their procrastination. Responses are recorded on a five-point Likert scale ranging from 1 (never procrastinated) to 5 (always procrastinated), with higher scores indicating greater academic procrastination.

Academic resilience was assessed using the Academic Resilience Scale (ARS-30) developed by Cassidy (2016). The scale consists of 30 items designed to measure students' ability to respond adaptively to academic adversity and challenging academic situations. Each item is rated on a five-point Likert scale ranging from 1 (strongly agree) to 5 (strongly disagree). The total score ranges from 30 to 150, with higher scores indicating greater academic resilience. Based on the total scores, the respondents were classified into three levels of academic resilience: lower resilience (30–69), moderate resilience (70–109) and higher resilience (110–150). The scale has demonstrated good internal consistency, with a reported reliability coefficient of 0.86 (Cassidy, 2016). In the present study, the scale was administered through Google Forms along with the academic procrastination measure.

Data Collection

Data were collected using standardized tool through Google Forms. The online format facilitated standardized administration and systematic recording of responses.

Ethical Consents

The respondents were informed about the purpose and nature of the study before participation. Participation was voluntary and respondents were informed that they could withdraw from the study at any stage without any consequences. Confidentiality and anonymity of the respondents were maintained throughout the data collection and analysis process.

Data Analysis

The collected data were coded and analysed using appropriate descriptive and inferential statistical techniques. Frequency, percentage were used to summarize the data and assess the levels of academic procrastination and academic resilience. Pearson's product-moment correlation coefficient was used to examine the relationship between academic procrastination and academic resilience. Simple linear regression analysis was used to examine the predictive role of academic resilience in academic procrastination. The level of statistical significance was set at $p < .05$.

RESULTS AND DISCUSSION

Table 1 Frequency distribution of respondents as per their demographic variables

n=100			
Demographic variable		f	%
Age (in years)	18-20	14	14
	21-23	55	55
	Above 23	31	31
Courses pursuing	Undergraduate 2 year	8	8
	Undergraduate 3 year	10	10
	Undergraduate 4 year	22	22
	Postgraduate	50	50
	Ph.D.	10	10

Table 1 presents the distribution of respondents according to their age and course pursuing. Regarding age, more than half of the respondents (55.00%) belonged to the 21–23 years age group, followed by 31.00 per cent of respondents who were above 23 years of age, while 14.00 per cent belonged to the 18–20 years age group.

With respect to the course pursuing, half of the respondents (50.00%) were enrolled in postgraduate programmes, followed by 22.00 per cent of respondents enrolled in the fourth year of undergraduate programmes, 10.00 per cent in the third year and 8.00 per cent in the second year. The remaining 10.00 per cent of respondents were pursuing Ph.D. programmes.

Table 2 Frequency distribution of the respondents on the basis of levels of academic procrastination

Level of Academic Procrastination		CSAUAT (n=100)			
		Male		Female	
		f	%	f	%
High	66-90	9	18	2	4
Medium	42-65	40	80	38	76
Low	18-41	1	2	10	20

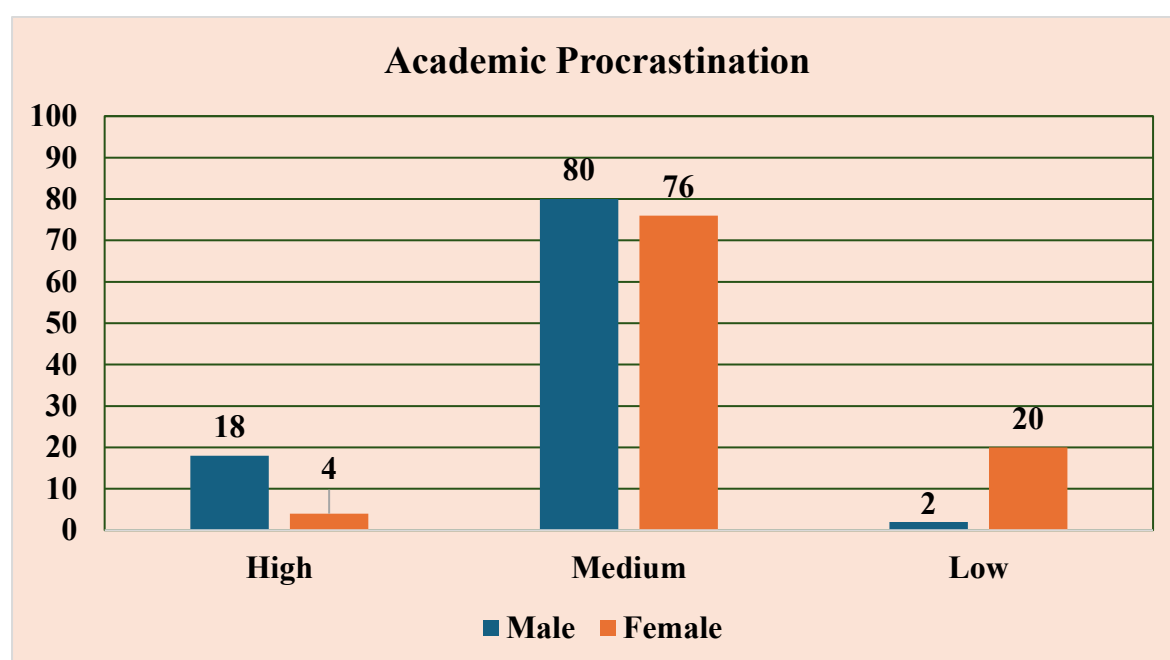


Figure 1 Percentage distribution of the respondents on the basis of levels of academic procrastination

Table 2 presents the gender-wise distribution of respondents according to their level of academic procrastination. A predominance of moderate academic procrastination was observed among both male and female respondents, accounting for 80.00 per cent and 76.00 per cent, respectively. The proportion of respondents exhibiting a high level of academic procrastination was comparatively greater among males (18.00%) than among females (4.00%). Conversely, a low level of academic procrastination was more prevalent among female respondents (20.00%) than among male respondents (2.00%). Thus, moderate academic procrastination constituted the predominant category among both male and female respondents, although the distribution across the three levels differed by gender.

Table 3 Frequency distribution of the respondents on the basis of levels of academic resilience

Level of Academic Resilience		CSAUAT (n=100)			
		Male		Female	
		f	%	f	%
Higher Resilience	110-150	9	18	10	20
Moderate Resilience	70-109	27	54	36	72
Lower Resilience	30-69	14	28	4	8

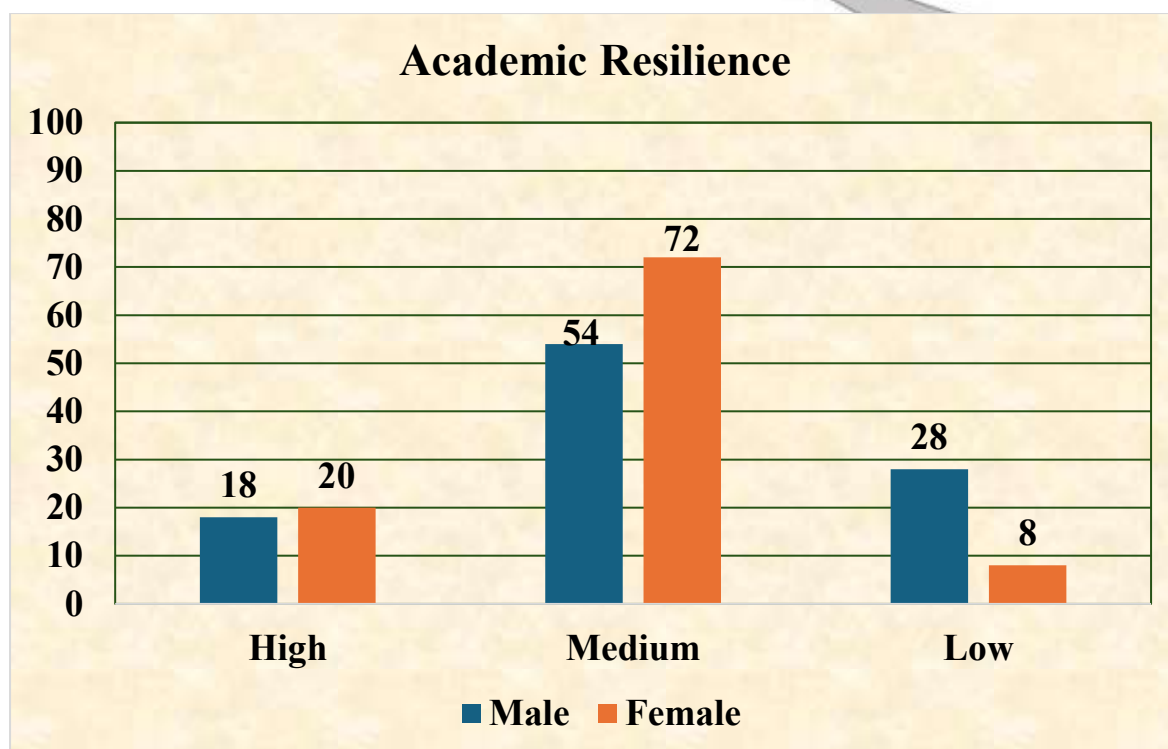


Figure 2 Percentage distribution of the respondents on the basis of levels of academic resilience

Table 3 illustrates the gender-wise distribution of respondents across different levels of academic resilience. The data reveal that the majority of both male (54%) and female (72%) respondents were classified as having a moderate level of academic resilience. A higher proportion of female respondents (20.00%) was classified under the higher resilience category compared with their male counterparts (18.00%). In contrast, lower academic resilience was more prevalent among male respondents (28.00%) than among female respondents (8.00%). Overall, the distribution indicates that moderate academic resilience was the most prevalent level among both genders, while female respondents demonstrated a comparatively more favourable distribution across the moderate and higher resilience categories.

Table 4 Mean Scores and Rank of reasons for Academic Procrastination among the respondents
(n=100)

S. No.	Reasons Responsible for Academic Procrastination	Mean Score	SD	Rank
1	Evaluation anxiety	5.81	1.92115	IV
2	Difficulty Making Decisions	6.13	1.44008	III
3	Peer pressure	5.66	1.68906	VII
4	Time management	6.13	1.40457	II
5	Dependency	6.17	1.77556	I
6	Rebellion against control	5.66	1.2888	VI
7	Low self-esteem	5.48	1.69658	IX
8	Aversiveness of Task	5.08	1.30794	XII
9	Lack of assertion	5.56	1.40216	VIII
10	Risk taking	5.39	1.72267	X
11	Laziness	5.67	1.61467	V
12	Perfectionism	5.24	1.89161	XI
13	Fear of success	4.96	1.81976	XIII

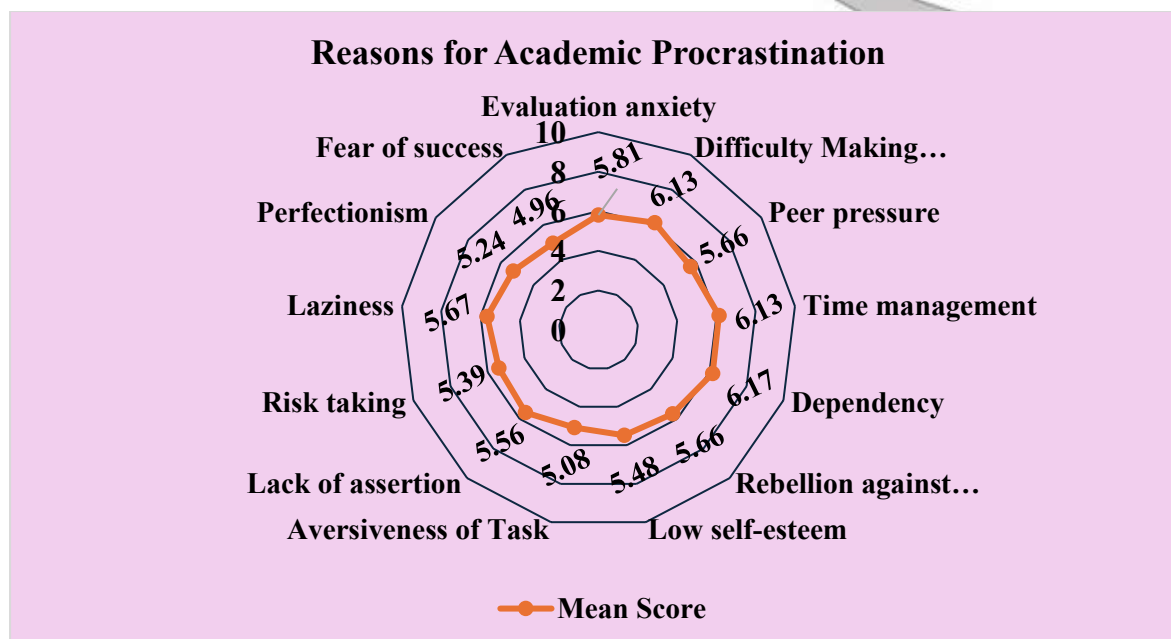


Figure 3 Mean scores of the respondents for the reasons responsible for academic procrastination

Table 4 presents the mean scores and corresponding ranks of the reasons associated with academic procrastination among the respondents. Dependency recorded the highest mean score (6.17 ± 1.78), securing the first rank, followed by time management (6.13 ± 1.40) and difficulty making decisions (6.13 ± 1.44), which ranked second and third, respectively. Evaluation anxiety (5.81 ± 1.92) and laziness (5.67 ± 1.61) occupied the fourth and fifth ranks, respectively. Peer pressure (5.66 ± 1.69), rebellion against control (5.66 ± 1.29), lack of assertion (5.56 ± 1.40) and low self-esteem (5.48 ± 1.70) were ranked sixth, seventh, eighth and ninth, respectively. Risk taking (5.39 ± 1.72), perfectionism (5.24 ± 1.89), aversiveness of task (5.08 ± 1.31) and fear of success (4.96 ± 1.82) occupied the tenth to thirteenth ranks, respectively. Overall, dependency emerged as the highest-ranked factor associated with academic procrastination, whereas fear of success recorded the lowest mean score among the factors assessed. The present findings are in line with the study conducted by Özer et al. (2014), who reported self-regulation difficulties and related psychological factors as important correlates of academic procrastination. Similarly, the systematic review by Salguero-Pazos and Reyes-de-Cózar (2023) reported that time management, motivational difficulties and self-regulatory factors were important dimensions associated with academic procrastination.

Table 5 Correlation analysis between academic procrastination and academic resilience among the respondents

Pearson Correlation		Academic Procrastination	Academic resilience
Academic Procrastination	Pearson correlation	1	-0.839**
	Sig. (2 tailed)		<0.001
Academic resilience	Pearson correlation	-0.839**	1
	Sig. (2 tailed)		<0.001

Pearson's product-moment correlation analysis revealed a strong negative and statistically significant relationship between academic procrastination and academic resilience ($r = -0.839$, $p < 0.001$). The negative correlation indicates that respondents with higher levels of academic resilience tended to report lower levels of academic procrastination, whereas those with lower academic resilience tended to exhibit higher levels of academic procrastination. The findings demonstrate a significant inverse association between academic resilience and academic procrastination among the respondents. The present findings are in line with Zhang et al. (2024) and Toripa and Huwae (2023), who reported a significant negative relationship between resilience and

academic procrastination among university students. Their findings suggest that higher resilience is associated with a lower tendency to postpone academic tasks, which is consistent with the present study.

Table 6 ANOVA analysis for academic procrastination and academic resilience among the respondents

ANOVA		(n=100)					
Model	Variable		Sum of Squares	df	Mean Square	F	Sig.
1	Academic Resilience	Regression	8151.444	1	8151.444	288.072	<0.001
		Residual	2773.066	98	28.297		
		Total	10924.51	99			

Table 6 presents the ANOVA analysis of the regression model predicting academic procrastination from academic resilience among the respondents. The regression model was statistically significant ($F = 288.072$, $p < 0.001$), indicating that academic resilience significantly explained variation in academic procrastination. The regression sum of squares was 8151.444, while the residual sum of squares was 2773.066. The present findings are consistent with Shinta et al. (2022), who reported a significant negative association between academic resilience and academic procrastination among university students. Their findings similarly indicated that greater academic resilience was associated with a lower tendency towards academic procrastination, supporting the predictive relationship observed in the present study.

Table 7 Regression coefficients showing the effect of academic resilience on academic procrastination among respondents

Dependents						
Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.342	1.823		12.807	<0.001
	Academic Resilience	-0.323	0.019	-0.864	-16.973	<0.001

Table 7 presents the regression coefficients for academic resilience as a predictor of academic procrastination among the respondents. The findings revealed that academic resilience was a negative and statistically significant predictor of academic procrastination ($B = -0.323$, $\beta = -0.864$, $t = -16.973$, $p < 0.001$). A one-unit increase in the academic resilience score was associated with a 0.323-unit decrease in the predicted academic procrastination score. The constant of the regression model was 23.342 and was also statistically significant ($t = 12.807$, $p < 0.001$). Overall, the findings indicate that greater academic resilience was associated with a lower tendency towards academic procrastination among the respondents.

Conclusion

The objective of the present study was to assess the level of academic procrastination, identify the factors associated with academic procrastination and examine the relationship between academic procrastination and academic resilience among university students of Chandra Shekhar Azad University of Agriculture and Technology, Kanpur. Hence, the study showed that a moderate level of academic procrastination was prevalent among both male and female students. The study also revealed that moderate academic resilience was more common among the respondents, with female students showing a comparatively higher proportion of moderate and higher resilience than male students. Among the factors considered, dependency emerged as the most prominent factor associated with academic procrastination, followed by time management and difficulty in making decisions.

The findings further showed a strong negative and statistically significant correlation between academic procrastination and academic resilience ($r = -0.839$, $p < 0.001$). The regression analysis also indicated that academic resilience was a significant negative predictor of academic procrastination ($\beta = -0.864$, $p < 0.001$), with the regression model explaining 74.6 per cent of the variance in academic procrastination. This suggests that students with greater academic resilience tend to report lower levels of academic procrastination. The ability to cope with academic difficulties, manage setbacks and continue with academic responsibilities may therefore be closely related to students' tendency to postpone academic tasks.

The present study provides useful insight into the relationship between academic procrastination and academic resilience among university students. However, the study was conducted among a limited sample from a specific university and relied on self-reported responses, which may not fully capture the complexity of students' academic behaviour. Future studies may include students from different universities, academic disciplines and geographical regions to provide a broader understanding of the issue. Longitudinal studies may also provide further insight into how academic procrastination and academic resilience develop and change over time. The findings may be useful for teachers, academic counsellors and university authorities in developing appropriate strategies to help students manage academic demands more effectively. Greater attention to resilience-building activities, time management, decision-making and coping with academic difficulties may help students deal with procrastination in a more constructive manner. Thus, the study contributes to a better understanding of academic procrastination and emphasizes the importance of academic resilience in supporting students' academic functioning and consistent engagement with their academic responsibilities.

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