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## **Procrastination among Male and Female College Students**

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### **Abstract**

Procrastination, defined as the voluntary delay of an intended course of action despite expecting to be worse off for the delay, is a prevalent issue among college students. This study explores gender and age differences in procrastination behaviors among 100 college students (50 males and 50 females) from South Kashmir. Utilizing the General Procrastination Scale, the research examines the procrastination tendencies across different age groups (18-20 and 21-23). The findings indicate minimal gender differences in overall procrastination levels but highlight significant age-related variations, with older students (21-23 years) showing higher and more consistent procrastination scores than younger students (18-20 years). Additionally, a strong positive correlation between age and procrastination score is observed in both age groups. These insights underscore the importance of age-specific interventions to mitigate procrastination among college students.

**Keywords:** Procrastination, College Students, Gender Differences, Age Differences, General Procrastination Scale, Academic Performance

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### **Introduction**

Procrastination, the voluntary delay of an intended course of action despite expecting to be worse off for the delay, is a prevalent phenomenon among college students. Research indicates that approximately 80-95% of college students engage in procrastination to some degree, with about 50% procrastinating consistently and problematically (Steel, 2007). This behavior can have detrimental effects on academic performance, mental health, and overall well-being (Tice & Baumeister, 1997). The exploration of procrastination among male and female college



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students reveals notable differences in how each gender experiences and manages procrastination.

Studies suggest that men are more likely to procrastinate than women (Steel & Ferrari, 2013), attributed to factors such as differing motivational strategies, time management skills, and coping mechanisms (Eerde, 2003). Understanding these differences can help develop targeted interventions to mitigate procrastination among college students. Self-regulation, personality traits, academic self-efficacy, stress, anxiety, social context, and technological distractions are identified as significant factors influencing procrastination behaviors.

### **Rationale of the Study**

This study aims to explore procrastination behaviors among male and female college students, seeking to understand the underlying factors contributing to these behaviors and whether they differ by gender. By examining gender-specific tendencies in procrastination, the study will provide insights that could inform tailored interventions to help students manage their time more effectively and reduce the negative impacts of procrastination on their academic performance and overall well-being.

### **Methodology**

#### **Objectives**

1. To examine the gender differences in academic procrastination.
2. To study the academic procrastination among different age groups.

#### **Hypotheses**

1. Procrastination will be higher in male students as compared to female students.
2. Procrastination will be higher in students of age less than 20 years than above 20 years.



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## Instrument

The General Procrastination Scale (GPS) developed by Lodha et al., (2016) measures procrastination in four domains: academic, workplace, medical, and civic responsibilities. The scale comprises 23 items rated on a 5-point Likert scale. Scores range from 23 to 115, with higher scores indicating higher levels of procrastination.

## Sample

The sample consists of 100 college students (50 males and 50 females) from different colleges in South Kashmir (Pulwama, Shopian, Kulgam, Anantnag).

## Procedure

Data was collected through questionnaires filled out by the participants after obtaining informed consent. Scoring and analysis were conducted afterward.

## Results and Analysis

**Table 1: Average Procrastination Scores by Gender**

Gender	Frequency	Avg. Procrastination Score	SD	Min. Score	Max. Score
Male	50	79.5	19.0	23	115
Female	50	80.6	19.7	23	115



Table 2: Procrastination Scores by Age Group

Age Group	Frequency	Avg. Procrastination Score	SD	Min. Score	Max. Score
18-20	81	76.0	18.1	23	115
21-23	19	97.2	14.2	79	115

Table 3: Cross-Tabulation of Procrastination Scores by Gender and Age Group

Age Group	Avg. Score (Male)	Avg. Score (Female)	SD (Male)	SD (Female)
18-20	72.3	79.9	15.6	19.9
21-23	110	85.7	6.4	7.8

Table 4: Distribution of Procrastination Levels

Level	Frequency
Low	4
Medium	41
High	55

Table 5: Correlation between Age and Procrastination Score

Age Group	Correlation Coefficient
18-20	0.78
21-23	0.68



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## Conclusion

The analysis reveals minimal gender differences in overall procrastination levels but significant age-related variations. Older students (21-23 years) show higher and more consistent procrastination scores than younger students (18-20 years). A strong positive correlation between age and procrastination score is observed in both age groups. These findings highlight the need for age-specific interventions to address procrastination among college students, with particular attention to older students and the distinct patterns observed in male and female procrastination behaviors. Further research should explore the socio-psychological factors driving these trends and develop tailored approaches to manage procrastination effectively, enhancing productivity and well-being.

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