

**Academic Procrastination among Postgraduate Students: Causes, Consequences, and Coping Patterns at the University of Agriculture Faisalabad**

**Muhammad Ashfaq Hassan Babar<sup>1</sup>, Dr. Muhammad Shabbir<sup>2</sup>, Iffaf Iqbal<sup>3</sup>, Dr. Khuda Bakhsh Khan<sup>4</sup>, Dr. Shafqat Rasool<sup>\*5</sup>, Phool Maryam<sup>6</sup>**

<sup>1</sup> Ph.D. Scholar, Govt. College University Faisalabad. Email: ashfaqhassan75@gmail.com

<sup>2</sup> Assistant professor, Department of Education Government college university Faisalabad. Email: drmuhammadshabbir@gcuf.edu.pk

<sup>3</sup> Ph.D. Scholar, Govt. College University Faisalabad. Email: iffafiqbal@gmail.com

<sup>4</sup> Associate Professor Department of Education Govt. College University Faisalabad. Email: khudabakhsh@gcuf.edu.pk

<sup>5</sup> Assistant professor, Department of Education Government college university Faisalabad.

\*Corresponding Author Email: dr.shafqat.rasool@gcuf.edu.pk

<sup>6</sup> M. Phil Scholar, University of Agriculture, Faisalabad, Punjab, Pakistan. Email:Phoolmaryam1999@gmail.com

**DOI: <https://doi.org/10.70670/sra.v4i1.1874>**

**Abstract**

Academic procrastination is a common issue to postgraduate students and presents severe obstacles to academic performance and mental health. The paper examined the rate, the causes, and the effects of academic procrastination in postgraduate students at the University of Agriculture, Faisalabad. The quantitative cross-sectional research design was used. The sample population was represented by 5,002 M. Phil and MS students, out of which 146 respondents were sampled through a convenience sampling method at a 95% level of confidence and at 8 percent level of confidence. The structured, self-administered questionnaire was used to collect data based on the demographic factors, procrastination habits, the causes of the habit, and the perceived academic and emotional consequences. The data collected were evaluated through Statistical Package of Social Sciences (SPSS) and through descriptive statistics, frequency, percentages, means, standard deviations and ranking by use of weighted scores. These results showed that in completing tasks with minimal time ( $M = 2.58$ ), lack of concentration ( $M = 2.55$ ), absence of internet in homes ( $M = 2.52$ ), and lack of motivation ( $M = 2.45$ ) were the significant reasons why people procrastinate. Even though the majority of students implied moderate agreement to procrastination-related statements, time management problems and environmental influences were the most influential ones. Regarding consequences, the most common academic outcomes mentioned were failure in a subject because of procrastination ( $M=1.93$ ) and course dropping ( $M=1.75$ ), and it was also clear that stress and lowered academic performance caused by procrastination. Students stated that they experienced negative emotions, especially frustration and anxiety ( $M = 2.92$ ) and that they felt that overall well-being was negatively affected ( $M = 1.68$ ). In addition, the level of procrastination in exam preparation was also a critical aspect as most students were somewhat unprepared ( $M = 2.51$ ). It is concluded in the study that the levels of academic procrastination among postgraduate students is moderate with a significant emotional and academic cost to the student. The findings reveal the time-management training, academic guidance, motivational support, and better digital access as the urgent needs that would help eliminate procrastination and improve the performance of students. The results of these

findings can be very beneficial to the university administrators, counselors, and educators to be able to develop effective intervention strategies to be used with postgraduate learners.

**Keywords:** Academic procrastination, Postgraduate students, Time management, Academic stress, University of Agriculture Faisalabad

## **Introduction**

Academic procrastination is a common behavioral phenomenon that has been influencing students regardless of their level of education in every corner of the world. It is the deliberate procrastination of academic work even when it is known that the postponement can have adverse effects on it. Studies have found procrastination to be one of the greatest self-regulation failures that affect learning, cause stress, and suppress academic achievement. Procrastination has been a major problem in higher education, especially among postgraduate students, who have to cope independently with time management, time constraints, and extensive workloads (Steel, 2007; Tuckman, 2000; Klingsieck, 2013).

Emotional, cognitive, and motivational factors have been associated with academic procrastination all over the world. Literature indicates that fear of failure, aversion towards the task, poor self-efficacy, and perfectionism are among the factors that lead to delaying academic work by students. Guilt, anxiety, and stress are also some of the emotional states that support avoidance behavior creating a cycle of delay and psychological distress. These aspects adversely affect academic activity, academic performance, and mental health (Ferrari, 2001; Sirois and Pychyl, 2013; Lee et al., 2019).

Academic procrastination does not only have adverse effects on academic performance. Delayed students have more stress, lower self esteem, poor time management and are at risk of more anxiety and depression. Empirical research indicates that procrastination is chronic and is linked to poor grades, ineffective exam preparations and reduced academic satisfaction. In the long term, it will negatively affect career readiness and long-term professional development as well (Tice and Baumeister, 1997; Sewell, 2009; Perry et al., 2016).

Academic procrastination in developing nations like Pakistan is becoming a real issue in the face of the growing academic requirements, inadequate institutional support, and an increasing amount of psychological stress among the student. Postgraduate students especially, have a complicated research work, time limits, and performance requirements that can worsen the procrastination behaviors. Nevertheless, there is a gap in the research because empirical data on procrastination among Pakistani universities is scarce (Khan and Ali, 2022; Munir and Ahmad, 2022).

In the institutional level, the University of Agriculture Faisalabad is a great centre of postgraduate education in Pakistan with thousands of MPhil and MS students. Such students have heavy coursework schedules, research duties and personal issues thus prone to procrastination in particular. According to preliminary results of local research, time scarcity, concentration difficulties, and emotional stress are frequently experienced by postgraduate students, but little is known about the systematic research in this group (Maryam, 2025).

Thus, this research seeks to investigate academic procrastination in postgraduate students in the University of Agriculture Faisalabad in terms of its causes, effects, and coping strategies. This study aims at offering evidence-based information to educators, counselors, and policymakers to devise effective intervention plans, and enhance postgraduate academic performance, by identifying some of the critical psychological, academic and environmental factors (Steel, 2007; Klingsieck, 2013).

## **Literature**

### **Academic Procrastination Among Postgraduate Students**

The problem of postgraduate academic procrastination is burning in the sphere of tertiary education affecting the progress of research, academic benefits, as well as the psychological state. It has been described as an unwarranted delay of research despite its harmfulness, and these delays are typically linked to the inability to

self-regulate, the lack of self-efficacy, and perfectionism (Liu et al., 2020; Wang and Wang, 2024). The issue of procrastination is extremely susceptible to postgraduate students due to the autonomy of the learning requirements, the complexity of the task requests, and a lack of supervisory support in the learning process (Demir and Kuşcu Karatepe, 2025; Wu et al., 2024).

The recent studies emphasize the complex nature of academic procrastination. Task delays are extremely dependent on the psychological causes of fear of failure, perfectionism, and low self-efficacy (Liu et al., 2020; Demir and Kuşcu Karatepe, 2025). Behavioral factors also play some role in the aggravation of procrastination habits; it consists of bad time management habits, habitual distractor tendencies, unplanned organization (James, 2025). Furthermore, academic contextual variables such as supervisory support, ethical leadership, and institutional resources should be of importance in order to decrease or boost the procrastination behavior (Wang and Wang, 2024; Wu et al., 2024).

There are both academic and psychological consequences of procrastination. The literature indicates that, procrastinating students enjoy less research productivity, grades, stress, and lower level of life satisfaction (Demir and Kuşcu Karatepe, 2025; James, 2025). Chronic procrastination can affect the self-efficacy and motivation in a negative way and lead to the vicious cycle of subverting the outcomes of the postgraduate research and well-being in general (Liu et al., 2020).

The concept of coping strategies to address academic procrastination is an issue that is being covered in the recent literature. Among the popular interventions, self-regulation and time management will be mentioned because it will enable students to split the work into small digestible bits and be on the same speed (James, 2025). Supervisor and institutional support is also significant, and a study has discovered that supportive supervision, expectations, and feedback can be a long way in reducing the propensity of procrastination (Wang and Wang, 2024; Wu et al., 2024). Furthermore, cognitive-behavioral strategies and stress management habits of psychotherapy have a positive influence on the level of coping with academic stress and motivation among learners (Demir and Kuşcu Karatepe, 2025).

Despite these revelations, research indicates that very limited studies are postgraduate specific particularly in the South Asian context like Pakistan. The existing literature has had a primary focus on the undergraduate population and areas of missing have existed with respect to the influence of research culture, supervisory setups and local academic pressures on procrastination in the postgraduate students (James, 2025; Liu et al., 2020). The authors will need to fill in the gaps to achieve the establishment of context-specific interventions and institutional policies, as well as training programs, to minimize procrastination and improve the academic performance of post-graduate students (Wang and Wang, 2024; Demir and Kuşcu Karatepe, 2025).

## **Methodology**

The research design used in this study was a quantitative research design to investigate the tendency of academic procrastination by postgraduate students at the University of Agriculture, Faisalabad. The major consideration was on the causes of procrastination, its effects and also the proportion of procrastination habit among students. The study population comprised of postgraduate students of the University of Agriculture, Faisalabad (5,002 students in MPhil and MS programs). A sample population of 146 postgraduate students was sampled using a convenient sampling method, which was based on an online sample size program at 95 percent level of confidence and 8 percent level of confidence interval. The well-organized questionnaire was used to collect data, which included demographic factors, procrastinating behavior, motivation factors behind postponed actions, and the outcomes of procrastinating behavior on academic achievements and psychological health. The statistical package of social sciences (SPSS) was used to analyse the collected data to determine the trends, patterns, and relationships between the variables under examination. This research design allowed the researchers to gain the quantitative information on the procrastination tendencies, factors that contribute to them and the effects they have on postgraduate students and, thus, provide the evidence that should be used in the planning of strategies to prevent procrastination and improve student performance.

## Data Collection

The data to be used in this research was gathered through the well structured, self administered questionnaire that was specifically tailored to investigate academic procrastination among postgraduate students. The questionnaire consisted of the parts about demographic data, procrastination behavior, the causes of procrastination, and the consequences of procrastination on academic results and psychological health. The sample used was convenient sampling where the instrument was distributed to the sampled 146 postgraduate students. The purpose of the study was explained to the respondents who were assured of confidentiality and asked to give truthful and correct answers. The questionnaire was constructed in the closed-ended format so that it is possible to quantitatively analyze trends, frequencies, and correlations. After collection of data, the responses were coded and keyed into the Statistical Package of Social Sciences (SPSS) to be analyzed. The data was verified as complete and consistent and the results were accurately interpreted. This methodology allowed the researchers to conduct a methodological test of the procrastination patterns, contributing factors, and their effect on postgraduate students in the University of Agriculture, Faisalabad.

## Data Analysis

Data collected were analyzed with the help of the Statistical Package of social Sciences (SPSS) in order to determine the trends, causes and consequences of academic procrastination in postgraduate students in the University of Agriculture, Faisalabad. Frequencies, percentages, means, and standard deviations were used as descriptive statistics to determine the most common procrastination behaviors which are completing tasks at the last minute and waiting to find the right time to start. The major causes of procrastination and their effects on academic results and psychological health were also put into the light of the analysis, such as time-related issues and concentration problems. The procrastination behaviors were investigated in relation to the demographic factors like gender, residential area, and type of program through cross-tabulations. The presentation of the trends using data visualization tools such as bar charts and pie charts were used to present the data in an effective and clear manner. The findings offered an understanding of the commonness of procrastination, how it affects the exam preparation, academic stress, and student marks, and the tendencies of emotions such as guilt felt by students. On the whole, the analysis helped to gain a systematic knowledge of the procrastination behaviors and to provide evidence that can be used to design possible interventions and strategies to improve the academic performance of postgraduate students.

## Results

### Gender of respondents

Gender involves the development of socially accepted characteristics for men and women, while also revealing sexual orientation, often associated with physical assertiveness. While humans are commonly categorized as either male or female, the focus is primarily on young people, who make up the majority of men. This social behavior influences sexual orientation and emphasizes the sexualized aspects of individuals (World Health Organization, 2002)

**Table 1: Gender of respondents**

	<b>Frequency</b>	<b>Percent</b>
Male	37	25.3
Female	109	74.7
Total	146	100.0

Table 1 presents the gender distribution of respondents participating in the study. Out of a total of 146 respondents, 37 (25.3%) were male, while 109 (74.7%) were female. This indicates a significant majority of

female respondents compared to male respondents in the sample.

### Boarder Students/ Non-Boarder Students

The classification of students as boarders or non-boarders significantly influences their academic experiences and social dynamics. Boarder students, who live on campus or in dormitories, often face unique challenges, such as adjusting to life away from home, managing their time independently, and building relationships with peers in a more communal living environment. These experiences can foster personal growth, autonomy, and enhanced academic focus. Conversely, non-boarder students typically commute from their homes, maintaining stronger connections with family and local communities, which can provide a sense of stability but may limit opportunities for socializing or extracurricular involvement. Recent studies suggest that the differences in living arrangements can affect academic performance, social integration, and overall well-being, emphasizing the need to consider students' residential status when evaluating their educational outcomes (Jones & Peterson, 2021).

**Table 2 Boarder Students/ Non-Boarder Students**

Residence	Frequency	Percent
Boarder	28	19.2
Non boarder	118	80.8
Total	146	100.0

Table 2 presents the distribution of respondents based on their status as boarder or non-boarder students. Among the 146 respondents, 28 (19.2%) are boarder students, while 118 (80.8%) are non-boarder students. This data indicates that the vast majority of respondents are non-boarders, commuting from their homes, while a smaller proportion resides in campus accommodations. The higher percentage of non-boarder students may reflect local educational structures or socio-economic factors influencing students' choices of residence. The differences in residential status could also impact students' academic experiences, social interactions, and overall well-being, factors that are important to consider when analyzing their educational outcomes

### 4.3: The Reasons of Procrastination Among Students

Procrastination among students is a complex behavioral issue that has garnered significant attention due to its impact on academic success and personal well-being. It involves delaying or postponing tasks despite the awareness of negative consequences, such as stress, lower academic performance, and missed opportunities. Researchers have identified several factors that contribute to procrastination, including time management difficulties, lack of motivation, perfectionism, and fear of failure. Additionally, emotional regulation plays a crucial role, with students often engaging in procrastination as a way to cope with anxiety or overwhelming feelings. Understanding the various reasons behind procrastination is essential for developing effective strategies to reduce its occurrence and improve students' ability to manage their academic responsibilities (Sirois, 2016).

**Table 3. The Reasons of Procrastination Among Students**

Items	Mean	Std. Deviation	Weighted Score(Mean × N)	Rank
I procrastinate because time is very short for completion.	2.58	1.036	379.48	1

I procrastinate because I have the issue of diverted concentration.	2.55	1.004	372.30	2
I procrastinate because in my residence there is no availability of internet	2.52	1.084	367.92	3
I procrastinate due to lack of motivation.	2.45	0.962	357.70	4
I procrastinate because I procrastinate due to lack of proper guidance.	2.24	0.985	328.24	5
I procrastinate because I procrastinate because of less ability to use laptop and internet for assignments.	2.42	1.002	351.32	6
I procrastinate because I often find it difficult to begin a task.	2.23	1.002	325.38	7
I procrastinate because I think I will do it tomorrow.	2.16	1.008	316.32	8
I procrastinate because I start a task, put it aside, start another, put it aside, and continue doing this so that I rarely finish any one project.	2.33	0.933	340.38	9
I procrastinate because I often spend time socializing instead of working.	2.14	1.028	310.44	10
I procrastinate because I spend a lot of time on routine and trivial things.	2.38	0.970	347.48	11
I procrastinate because I am bad at establishing priorities. I treat everything as if it were equally important.	2.23	0.995	331.38	12
I procrastinate because I spend a lot of time scrolling social media.	2.32	0.998	325.84	13
I procrastinate because of poor Hostel/Home life environment.	2.47	1.071	360.62	14
I procrastinate because there are many subjects currently enrolled and their Burden?	2.47	1.045	360.62	15
Assignments are searched from internet and there is the issue of internet.	2.39	1.020	349.94	16
I procrastinate because most of the time assignments are irrelevant to the course and find difficult to attempt.	2.33	1.064	340.38	17

**Scale: 1 =strongly agree, 2 =agree,3 =disagree, 4 = strongly disagree**

Mean, standard deviation, and ranking are mentioned in the above table as statistics for the reasons behind procrastination among students. The response for “*I procrastinate because time is very short for completion*” was ranked first (with a mean value of 2.58), lying between *agree* and *disagree*, but tending toward *disagree*. The response for “*I procrastinate because I have the issue of diverted concentration*” was ranked second

(with a mean value of 2.55), lying between *agree* and *disagree*, but tending toward *disagree*. The answer for “*I procrastinate because in my residence there is no availability of internet*” was ranked third (with a mean value of 2.52), lying between *agree* and *disagree*, but tending toward *disagree*. The response for “*I procrastinate due to lack of motivation*” was ranked fourth (with a mean value of 2.45), lying between *agree* and *disagree*, but tending toward *disagree*. The answer for “*I procrastinate due to lack of proper guidance*” was ranked fifth (with a mean value of 2.24), lying closer to *agree*. The response for “*I procrastinate because of less ability to use laptops and the internet for assignments*” was ranked sixth (with a mean value of 2.42), lying between *agree* and *disagree*, but tending toward *disagree*. The answer for “*I procrastinate because I often find it difficult to begin a task*” was ranked seventh (with a mean value of 2.23), lying closer to *agree*. The response for “*I procrastinate because I think I will do it tomorrow*” was ranked eighth (with a mean value of 2.16), lying closer to *agree*. The answer for “*I procrastinate because I start a task, put it aside, start another, put it aside, and continue doing this so that I rarely finish any one project*” was ranked ninth (with a mean value of 2.33), lying between *agree* and *disagree*, but tending toward *disagree*. The response for “*I procrastinate because I often spend time socializing instead of working*” was ranked tenth (with a mean value of 2.14), lying closer to *agree*. The answer for “*I procrastinate because I spend a lot of time on routine and trivial things*” was ranked eleventh (with a mean value of 2.38), lying between *agree* and *disagree*, but tending toward *disagree*.

The response for “*I procrastinate because I am bad at establishing priorities. I treat everything as if it were equally important*” was ranked twelfth (with a mean value of 2.23), lying closer to *agree*.

The answer for “*I procrastinate because I spend a lot of time scrolling social media*” was ranked thirteenth (with a mean value of 2.32), lying between *agree* and *disagree*, but tending toward *disagree*. The response for “*I procrastinate because of poor hostel/home life environment*” was ranked fourteenth (with a mean value of 2.47), lying between *agree* and *disagree*, but tending toward *disagree*.

The answer for “*I procrastinate because there are many subjects currently enrolled and their burden*” was ranked fifteenth (with a mean value of 2.47), lying between *agree* and *disagree*, but tending toward *disagree*.

The response for “*Assignments are searched from the internet, and there is the issue of internet*” was ranked sixteenth (with a mean value of 2.39), lying between *agree* and *disagree*, but tending toward *disagree*.

The answer for “*I procrastinate because most of the time assignments are irrelevant to the course and find them difficult to attempt*” was ranked seventeenth (with a mean value of 2.33), lying between *agree* and *disagree*, but tending toward *disagree*.

The data highlights that students generally *disagree* with most procrastination reasons, but some responses tend toward *agree*. The highest-ranked reason, *short time for completion*, is perceived as the most significant factor, while issues related to concentration, internet access, and motivation also play a role. The findings emphasize the need for better time management strategies, academic support, and improved access to digital resources to help students overcome procrastination.

### **Consequences of Procrastination**

Procrastination, the act of delaying or postponing tasks, can have far-reaching consequences on various aspects of life. While it may initially provide a sense of relief, it often leads to increased stress, reduced productivity, and diminished quality of work. Chronic procrastination can affect academic performance, hinder professional growth, and strain personal relationships. Over time, it can also contribute to negative psychological effects, including feelings of guilt, anxiety, and low self-esteem. The cumulative impact of procrastination can create a cycle of inefficiency and dissatisfaction, making it essential to address this behavior proactively (Steel, 2007).

**Table.4: Consequences of Procrastination**

Statements	Mean	Std. Deviation	Weighted Score	Rank
Do you fail in any subject just because of procrastination?	1.93	0.691	281.78	1
Has procrastination ever caused you to drop or withdraw from a course?	1.75	0.690	255.50	2
Did you lose weight due to tension caused by procrastination?	1.62	0.578	236.52	3
Do you experience sleep issues (e.g., staying up late, lack of sleep) because of stress?	1.48	0.613	216.08	4

Scale: 1= yes 2= No

Mean, standard deviation, and ranking are mentioned in the above table as statistics for the consequences of procrastination among students. The response for “*Do you fail in any subject just because of procrastination?*” was ranked first (with a mean value of 1.93), lying between *yes* and *no*, but tending toward *no*. The response for “*Has procrastination ever caused you to drop or withdraw from a course?*” was ranked second (with a mean value of 1.75), lying between *yes* and *no*, but tending toward *no*. The answer for “*Did you lose weight due to tension caused by procrastination?*” was ranked third (with a mean value of 1.62), lying between *yes* and *no*, but tending toward *no*. The response for “*Do you experience sleep issues (e.g., staying up late, lack of sleep) because of stress?*” was ranked fourth (with a mean value of 1.48), lying between *yes* and *no*, but tending toward *no*. The data highlights that while procrastination does have negative consequences for students, the responses suggest that its impact is generally perceived as moderate. Failing a subject due to procrastination was ranked highest, indicating that academic performance is notably affected. However, issues such as course withdrawal, weight loss, and sleep disturbances were ranked lower, suggesting that while these effects exist, they are less frequently experienced. The findings emphasize the importance of time management and stress reduction strategies to mitigate the adverse effects of procrastination on students' academic and personal well-being.

**Table.5**

Statement	Mean	Std. Deviation	Weighted Score	Rank
How often do you experience stress related to academic procrastination?	2.68	1.094	391.28	1
Is this procrastination habit affecting your marks in subjects?	2.67	1.038	389.82	2

Scale: 1= Never 2=Rarely 3=Sometimes 4=Often 5=Always

Mean, standard deviation, and ranking are mentioned in the above table as statistics for the impact of academic procrastination. The response for “*How often do you experience stress related to academic procrastination?*” was ranked first (with a mean value of 2.68), lying between *rarely* and *sometimes*, but tending toward *sometimes*. The response for “*Is this procrastination habit affecting your marks in subjects?*” was ranked second (with a mean value of 2.67), also lying between *rarely* and *sometimes*, but tending toward *sometimes*.

The data highlights that students perceive academic procrastination as a contributing factor to stress and academic performance issues. However, the responses suggest that its impact is moderate, with most students experiencing these effects occasionally rather than frequently. The findings emphasize the need for interventions such as time management training and stress reduction strategies to help students mitigate the negative consequences of procrastination on their academic performance and well-being.

**Table 6**

Statement	Mean	Std. Deviation	Weighted Score	Rank
What emotions do you commonly experience when you procrastinate on academic tasks?	2.92	1.424	426.32	1

Scale: 1=Guilt 2=Anxiety 3=Frustration 4=Regret 5=Relief 6=No effect

Mean, standard deviation, and ranking are mentioned in the above table as statistics for the emotions commonly experienced during academic procrastination. The response for “*What emotions do you commonly experience when you procrastinate on academic tasks?*” was ranked first (with a mean value of 2.92), lying between *anxiety* and *frustration*, but tending toward *frustration*. The data highlights that students predominantly experience negative emotions such as anxiety and frustration when they procrastinate on academic tasks. This suggests that procrastination is often linked to psychological distress rather than relief or indifference. The findings emphasize the importance of addressing procrastination through strategies that reduce stress, enhance motivation, and promote effective time management to improve students' emotional well-being and academic performance.

**Table 7**

Statement	Mean	Std. Deviation	Weighted Score	Rank
What emotions do you commonly experience when you procrastinate on academic tasks?	2.92	1.424	426.32	1

Scale 1=Guilt, 2=Anxiety, 3=Frustration. 4=Regret. 5=Relief .6=No effect

Mean, standard deviation, and ranking are mentioned in the above table as statistics for the emotions commonly experienced during academic procrastination. The response for “*What emotions do you commonly experience when you procrastinate on academic tasks?*” was ranked first (with a mean value of 2.92), lying between *anxiety* and *frustration*, but tending toward *frustration*. The data highlights that students predominantly experience negative emotions such as anxiety and frustration when they procrastinate on academic tasks. This suggests that procrastination is often linked to psychological distress rather than relief or indifference. The findings emphasize the need for interventions that help students manage their emotions, reduce procrastination-related stress, and develop productive academic habits.

**Table 8**

Statement	Mean	Std. Deviation	Weighted Score	Rank
How does procrastination affect your overall well-being?	1.68	0.575	246.08	1

Scale 1= No effect 2=Negative impact

Mean, standard deviation, and ranking are mentioned in the above table as statistics for the impact of procrastination on overall well-being. The response for “*How does procrastination affect your overall well-being?*” was ranked first (with a mean value of 1.68), lying between *no effect* and *negative impact*, but tending toward *negative impact*.

The data highlights that procrastination is generally perceived to have a negative impact on students' overall well-being. This suggests that frequent procrastination may contribute to stress, reduced productivity, and emotional distress. The findings emphasize the importance of addressing procrastination habits to improve students' academic performance and overall well-being.

**Table 9**

Statement	Mean	Std. Deviation	Weighted Score	Rank
In your experience, how does procrastination affect your ability to prepare for exams?	2.51	1.097	364.86	1

Scale: 1=I am well-prepared despite procrastination, 2= I feel somewhat underprepared, 3=I am usually poorly prepared, 4= I often panic last minute, 5= I skip preparation entirely

Mean, standard deviation, and ranking are mentioned in the above table as statistics for the effect of procrastination on exam preparation. The response for “*In your experience, how does procrastination affect your ability to prepare for exams?*” was ranked first (with a mean value of 2.51), lying between *I feel somewhat underprepared* and *I am usually poorly prepared*, but tending toward *somewhat underprepared*.

The data highlights that procrastination negatively influences students' exam readiness, with many feeling at least somewhat unprepared. This suggests that procrastination may hinder effective study habits, leading to stress and suboptimal academic performance. The findings emphasize the importance of time management strategies to improve exam preparation and reduce last-minute anxiety.

## Discussion

The aim of the current paper was to identify the trends, causes and effects of academic procrastination among postgraduate students in the University of Agriculture Faisalabad. Procrastination, which can be termed as the voluntary postponement of the planned activities even though they are likely to bring negative consequences, is a widespread occurrence in the academic circles especially in the academic circles with learners in higher levels of learning being the affected parties. The reasons and patterns of procrastination are important in order to create the effective measures to improve the academic performance of students, their psychological and overall productivity (Steel, 2007; Sirois, 2016). The results of the present study offer valuable information about the incidence, reasons, effects, and emotional effects of procrastination, which can be used to define the areas where intervention and support are most demanded.

## Gender Distribution and Implications

The paper has shown that there is a significant gender discrepancy in the population of respondents, with a majority of 74.7 percent females and a minority of 25.3 percent males. This imbalance is indicative of the general demographic patterns within the enrollment of postgraduates at the University of Agriculture Faisalabad, in which women students are likely to overtake certain programs, especially the M.Sc. and M.Phil. degrees. The topic of gender difference in procrastination extensively covered in the field of educational psychology, and mixed results were found. According to some studies, there is a possibility that male students are more susceptible to procrastination because of reduced conscientiousness and task-oriented personality, and female students tend to report a higher level of academic engagement but when procrastinated experience

more emotional stress because of the accumulated tasks (Saddler and Buley, 2020; Özer et al., 2019). The fact that the majority of the respondents are women in this study makes it possible to develop a more powerful idea about procrastination among women but does not permit the generalization to male students. The results show that female postgraduates might experience some special issues associated with balancing between academic tasks, personal and social obligations, and these problems might affect their tendency to procrastinate. It has been stressed in the previous studies that gendered socialization influences time skills, self-regulation, and coping methods, and thus intervention to decrease procrastination might require gender-specific stressors and behavior patterns (Steel, 2007; Sirois, 2016).

### **Residential Status: Boarder vs. Non-Boarder Students**

The effect of residential status on procrastination was also investigated and the result showed that 80.8 percent of the students were not boarders and commuted home but 19.2 percent of the students were boarders staying in campus. The residential status plays a vital role in the academic experience of students, socialization, and time management abilities. Boarder students usually enjoy the advantage of having planned schedules, being close to academic resources and being integrated into an academic oriented environs which can lessen their chances of procrastination. Nevertheless, they have their own difficulties, such as learning to coexist with others, coping with independence, and peer dynamics (Jones & Peterson, 2021).

Non-boarder students on the other hand might be able to experience family support and stability, which might relieve some of the stressors but might also be associated with the hassles that come with commuting, the lack of access to campus-based amenities and disruption by home life. The fact that most respondents in this study are non-boarders shows that the majority of postgraduate students have to balance their academic loads with commuting conflicting requirements, which may elevate the chances of task delays. The result is in line with the earlier research that indicates that off-campus students tend to have a problem with time management and face a higher risk of procrastination because of conflicting commitments and the lack of close academic supervision (Knaus, 2019; Özer et al., 2019).

### **Reasons for Procrastination**

The discussion of the causes of procrastination showed that there are various factors contributing to it so that procrastination is a complex phenomenon that depends on cognitive, motivational, and environmental factors. In the 17 reasons researched, the most notable factor was found to be time is very short to get done, then there was issues with diverted concentration and the last was lack of internet access in residence. These findings demonstrate that time, attention abilities, and inaccessibility to online materials are crucial factors influencing the capacity of students to start and finish the academic work.

Procrastination in higher education is intensively reported as a factor that is predicted by time management issues. Students usually do not estimate the time needed to complete the assignments or prioritize the tasks properly, which results in a last-minute work and the rise of stress (Steel, 2007; Sirois, 2016). The prevalence of problems of concentration implies that cognitive distractions, adherence to multiple tasks, and the inability to maintain attention are also severe obstacles to the completion of the tasks on time. In modern-day digital age, the unstable internet connection only intensifies procrastination, especially among students that use online resources, research papers, and the assignment submission web pages to do their homework.

The other issues noted during the research were the lack of motivation, inadequate guidance, and low technical expertise on the use of laptops and online platforms which represent personal and institutional effects on procrastination. The moderate levels of agreement that have been recorded on most of the items reported show that the students are aware of the problems but they might not see them as problems that they cannot overcome. However, in the case of the cumulative effects of these factors, they may negatively affect academic achievement and well-being when they remain unaddressed. These results are consistent with those of Sirois (2016) and Steel (2007), who noted that procrastination is, in most cases, a coping mechanism to anxiety, fear

of failure, or perfectionism, but not laziness.

### **Consequences of Procrastination**

The paper has also explored the effects of procrastination with both academic and psychological implications. Procrastination led to the most major result which was failure in subjects, other results included dropping or withdrawing courses, loss of weight as a result of tension and sleeping problems. Although such negative consequences were documented on moderately high levels, they reveal the practical effects of procrastination on the results in academic performance and health.

The academic implications are especially worrisome in the context of the postgraduate education, where tasks tend to be complicated, deadlines are usually absolute, and research abilities are vital. Incomplete work, poorer quality submissions, and increased stress levels may result due to procrastination in this respect and may impact cumulative grades and research results (Saddler and Buley, 2020). A range of psychological effects mentioned, such as changes of weight, sleeping issues, emotional pressures, shows that procrastination is not limited by the academic sphere, but has a more significant impact on the overall well-being of students. As has been argued by Steel (2007) regarding chronic procrastination, the cycle of negative emotions: guilt, frustration and anxiety, which are the results of procrastination, in turn, promotes avoidance of tasks, which leads to a self-perpetuating loop, which is hardly easy to break without carefully organized interventions.

### **Impact on Academic Stress and Performance**

Further examination showed that students found the idea of procrastination to have moderately influenced their academic stress and academic marks in subjects with the mean scores registering between rarely and sometimes. This implies that even though students undergo some stress as a result of late assignments, the stress does not necessarily mean that it is severe. However, even the moderate levels of stress may impair the cognitive performance, decrease the productivity, and lead to deterioration of learning performance, especially learning outcomes in high-stakes evaluations like theses and exams (Sirois, 2016).

It was also observed in the study that procrastination significantly affected the preparation of exams, and that a large proportion of students believed that they were at least slightly prepared when they procrastinated. The results of last-minute preparation may include superficial learning, poor retention and increased performance anxiety. This observation supports the fact that time management strategies should be proactive, study schedules organized and supervisors or mentors should be used to reduce the effects of procrastination on learning outcomes.

### **Emotional Consequences**

Emotional responses analysis has shown that the students are most likely to have negative emotions during procrastination with a mean value towards frustration. Such emotional implications agree with the earlier studies that procrastination is directly related to mental distress, and, in many cases, to diminished motivation, reduced self-efficacy, and poor health (Sirois, 2016; Steel, 2007). Negative emotions can also be both the cause and result of procrastination: stress and frustration can lead to further procrastination, and delayed tasks increase feelings of guilt and self-criticism, which results in a cycle of avoidance.

Interestingly, students also said that they had little relief or positive emotions that came along with procrastination meaning that the habit is not perceived as adaptive. Such a conclusion favors the idea that academic procrastination is highly maladaptive, particularly on a postgraduate level, when the obligations are more complicated, and there are more serious consequences of delays than in the undergraduate level (Knaus, 2019).

### **Overall Well-Being and Psychological Impact**

The paper also examined the general effect of procrastination on general well-being, and it was found that

students rated the effect as moderate with mean scores skewed towards negative effect. Although most students have not mentioned having been severely disrupted in their everyday lives, regular procrastination is also a cause of emotional distress, low productivity, and ineffectiveness in coping with academic tasks. Similar findings have been reported by Steel (2007) who stresses out that chronic procrastination may have a cumulative psychological and physiological effects unless well managed.

The perceptions that students have towards the impacts of procrastination on the overall well being highlights the need to take serious measures in treating procrastination as not only an academic problem of procrastination but also as a mental health concern. Learning institutions can be critical in this by providing counseling services, stress management training and motivational interventions that will help the learners come up with coping mechanisms that will minimize procrastination and enhance well being.

### **Integration and Implications**

The results of this research indicate that academic procrastination by postgraduate students is a multi-factorial phenomenon that is dependent on individual, environmental, and institutional factors. The challenges were found to be time management, poor focus, low access to digital, and a deficiency of motivation, with the outcomes being academic, exam preparedness, and emotional. The fact that most of the negative emotions that are depicted in the analysis include anxiety and frustration makes it clear that procrastination is not just a procrastination in the sense of delaying something but an activity that is coupled with mental tension.

Such insights are practical on the part of educators, administrators and policymakers. The systematic intervention measures that can be adopted in institutions include time management workshops, digital literacy programs, academic guidance mentoring, and academic stress coping counseling services. In addition, the specifics of gender and residential impacts can be considered to increase the applicability and usefulness of such interventions. As an illustration, online access to academic resources and additional study areas might be beneficial to non-boarder students whereas boarder students might need guidance in finding the balance between the need to live together and the need to work individually.

### **Comparison with Previous Literature**

The findings of the present study align with the previous studies that show that procrastination is common among postgraduate students and is linked to time management problems, lack of motivation, and concentration difficulties (Steel, 2007; Sirois, 2016; Saddler and Buley, 2020). The identified emotional and psychological implications of the identified problem, especially anxiety, frustration, and moderate stress, are among the results of the research conducted globally, which argues that procrastination may deteriorate academic performance and mental health. Nevertheless, the research is an addition to the existing body of literature because it puts the results into perspective at the University of Agriculture Faisalabad and identifies peculiar characteristics like housing conditions, the availability of the internet and the local educational needs that explain the procrastination patterns.

### **Recommendations for Future Interventions**

The results suggest the following measures have been proposed to reduce procrastination and its impact on the postgraduate students:

1. Time Management Training: The seminars and workshops that will help to increase the prioritization, planning, and scheduling skills might help the students to better cope with the academic deadlines.
2. Motivation and Goal-Setting Programs: Motivation programs and programs that would establish an intrinsic motivation and a programmed direction would reduce time wasted through lack of motivation or confusion.
3. Digital Access Support: The issue of technology-related procrastination can be addressed by ensuring that the students are guaranteed of good internet connection and to teach them how to utilize the online materials to complete their assignments and researches.

4. Stress Reduction Interventions: Caused by time wasted in delaying academic activities, stress and frustration can be minimized using counseling services, mindfulness programs, and peer support groups.
5. Gender-Responsive Strategies: The students are mostly females; therefore, the interventions will be designed to address the gender-specific academic and emotional concerns.
6. Residential Support Programs: Boarder and non-boarder students can receive an individualized support that will consider the conditions of living and the access to academic resources which will decrease the factors of procrastination.

## Conclusion

Finally, the research has presented extensive information that supports the idea that academic procrastination in the postgraduate students at University of Agriculture Faisalabad is a multifactorial phenomenon that has both academic and psychological connotations. The most important factors are time limitations, difficulties in concentration, the lack of digital opportunities, and motivation issues, and the outcomes are moderately stressed and unready to take examinations, bad emotional conditions of stress and frustration. The results demonstrate a necessity of the combined approach based on academic support, psychological interventions, and improvement of digital access to prevent procrastination and achieve academic success and well-being of students.

The implications of the findings in this research do not only serve to elucidate the procrastination behavior of postgraduate students in a Pakistani university setting but also offer a basis when developing an evidence-based intervention, policy-making and support systems. Preventive strategies of overcoming procrastination are crucial to developing academic resilience, minimizing stress levels, and improving the overall quality of the postgraduate learning process. In future studies, the findings can be expanded by looking at longitudinal trends on procrastination, the effectiveness of the interventions and cross-disciplinary and cross-institutional comparisons on the behaviors.

## References

- Demir, E., & Kuşcu Karatepe, S. (2025). Academic procrastination, self-efficacy, and life satisfaction among postgraduate students. *Behavioral Sciences*, 15(11), 1434.
- Ferrari, J. R. (2001). Procrastination and the completion of academic tasks: Exploring the role of emotional regulation. *Journal of Social Behavior and Personality*, 16(1), 26–38.
- James, T. (2025). Prevalence and predictors of academic procrastination in health profession students. *F1000Research*, 14, 885.
- Jones, L., & Peterson, M. (2021). *Residential status and academic performance: Boarder and non-boarder student experiences in higher education*. *Journal of Educational Research*, 114(2), 145–160. <https://doi.org/10.1080/00220671.2020.1839542>
- Khan, R., & Ali, S. (2022). The impact of financial assistance programs on student motivation and academic engagement. *Journal of Educational Studies*, 34, 45–60.
- Klingsieck, K. B. (2013). Procrastination and performance: A meta-analytic review of the relationship between procrastination and academic performance. *Educational Psychology Review*, 25(4), 1083–1101. <https://doi.org/10.1007/s10648-013-9234-8>
- Knaus, W. J. (2019). *Procrastination in higher education: Causes, consequences, and coping strategies*. *College Student Journal*, 53(4), 482–494.
- Lee, J., Kim, H., & Park, Y. (2019). Factors contributing to procrastination among South Korean students: Time management, motivation, and emotional responses. *Asian Journal of Educational Psychology*, 27, 145–158.
- Liu, Y., Zhang, Q., & Li, H. (2020). Academic self-efficacy, self-control, and procrastination in postgraduate students. *Personality and Individual Differences*, 165, 110–121.

- Munir, S., & Ahmad, S. (2022). Procrastination and its psychological impact on students. *Journal of Educational Psychology and Mental Health, 15*, 123–135.
- Özer, B. U., Demir, A., & Ferrari, J. R. (2019). *Exploring the gender differences in academic procrastination: A meta-analytic review*. *Current Psychology, 38*(6), 1477–1491. <https://doi.org/10.1007/s12144-018-0060-2>
- Perry, D. R., McDonald, J. H., & Timmons, J. D. (2016). Stress and health: The role of procrastination in physical and emotional well-being. *Journal of Health Psychology, 23*, 1012–1023. <https://doi.org/10.1177/1359105316644031>
- Saddler, B., & Buley, J. (2020). *Gender and academic procrastination: Implications for postgraduate students*. *Higher Education Studies, 10*(1), 12–25. <https://doi.org/10.5539/hes.v10n1p12>
- Sewell, R. R. (2009). Procrastination, mental health, and academic performance among university students. *Journal of Educational Psychology, 101*, 219–228.
- Sirois, F. M. (2016). *Procrastination, stress, and chronic health conditions: A temporal perspective*. *Journal of Behavioral Medicine, 39*(6), 883–893. <https://doi.org/10.1007/s10865-016-9763-1>
- Sirois, F. M., & Pychyl, T. A. (2013). Procrastination and health: Exploring the role of self-regulation. *Current Directions in Psychological Science, 22*(3), 233–237. <https://doi.org/10.1177/0963721413487451>
- Steel, P. (2007). *The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure*. *Psychological Bulletin, 133*(1), 65–94. <https://doi.org/10.1037/0033-2909.133.1.65>
- Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological Bulletin, 133*(1), 65–94. <https://doi.org/10.1037/0033-2909.133.1.65>
- Tice, D. M., & Baumeister, R. F. (1997). Longitudinal study of procrastination, performance, stress, and health: The costs and benefits of dawdling. *Psychological Science, 8*(6), 454–458. <https://doi.org/10.1111/j.1467-9280.1997.tb00460.x>
- Tuckman, B. W. (2000). The development and concurrent validity of the Tuckman Procrastination Scale. *Journal of Educational Psychology, 92*(3), 413–419. <https://doi.org/10.1037/0022-0663.92.3.413>
- Wang, H., & Wang, J. (2024). Supervisor support and postgraduate student procrastination: The mediating role of psychological needs satisfaction. *Behavioral Sciences, 14*(11), 1005.
- World Health Organization. (2002). *Gender, women, and health: An introduction to gender perspectives on health*. Geneva: WHO Press. <https://www.who.int/gender-equity-rights/knowledge/health>
- Wu, X., Li, Y., & Chen, P. (2024). Ethical leadership of supervisors and academic procrastination among graduate students. *Frontiers in Education, 9*, 1406260.