

Impact of Gender on Procrastination and Quality of Life among College Students

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ABSTRACT

This study investigates the impact of gender on procrastination and quality of life among junior college students. The objective is to examine whether there are significant gender differences in procrastination levels and quality of life perceptions among male and female students. A total of 100 junior college students (50 males and 50 females) from Chhatrapati Sambhajnagar City, Maharashtra, aged 15-18 years, participated in the study. Procrastination was measured using Samvaidna's Procrastination Scale (Abraham, 2013), while quality of life was assessed using the Quality of Life Scale (Nasreen Sharma & Nakhat Nasreen, 2014). The study employed purposive non-probability random sampling and analyzed the data using t-tests for statistical significance. The results revealed that male students exhibited significantly higher levels of procrastination than female students ($t = 6.84, p = 0.01$). Both male and female students showed similar levels of variability in procrastination scores ($SD \approx 5.63$). In terms of quality of life, female students reported a significantly higher quality of life compared to male students ($t = 7.17, p = 0.01$). Female students also demonstrated slightly higher variability in their quality of life perceptions ($SD = 4.72$ vs. 4.18). Furthermore, a strong negative correlation of -0.83 was found between procrastination and quality of life, suggesting that higher procrastination is associated with a lower quality of life among both male and female students.

Keywords: Procrastination, Quality of Life, Gender Differences, College Students, Junior College

College life is a transitional period where students face various academic, social, and personal challenges. As they navigate through their studies, many students find themselves grappling with procrastination—putting off tasks until the last minute despite knowing the negative consequences. Procrastination has long been a subject of research in psychology and education due to its potential impact on academic performance, mental health, and overall well-being. Interestingly, procrastination does not affect all students equally. Gender differences in procrastination behavior have been observed in several studies, suggesting that male and female students may experience and manage procrastination in distinct ways. This variation in procrastination behavior may also be linked to different perceptions of quality of life, which encompasses not only academic satisfaction but also emotional, physical, and social well-being.

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Procrastination is often linked to a range of psychological and behavioral factors, such as time management skills, self-regulation, and motivation. However, it also has emotional and social dimensions. The tendency to procrastinate can result in heightened stress, anxiety, and feelings of guilt, which in turn can affect students' mental health and overall quality of life. Quality of life (QoL) in the context of college students refers to their subjective well-being, which includes aspects such as academic satisfaction, life balance, emotional health, and social relationships. Previous research suggests that procrastination negatively correlates with quality of life, meaning that students who procrastinate more often tend to report lower levels of life satisfaction and higher stress levels.

Gender has been shown to influence both procrastination behaviors and quality of life outcomes. Research has generally found that male students tend to procrastinate more than female students, although the reasons for this difference are multifaceted. For instance, male students are often reported to have lower levels of self-control, greater impulsivity, and a higher tendency to delay tasks compared to females. On the other hand, female students tend to be more conscientious and organized, which may contribute to their tendency to procrastinate less. However, the relationship between gender and procrastination is complex, and several moderating factors, such as personality traits, academic discipline, and external pressures, may influence these behaviors.

Regarding quality of life, gender differences have also been documented, though these differences may manifest in different domains. Female students, for example, often report higher levels of stress and anxiety, which may stem from societal expectations, gender roles, and greater emotional labor in both academic and social settings. However, they may also report higher levels of social support and life satisfaction, particularly in terms of relationships and emotional well-being. Male students, conversely, may face different challenges related to emotional expression, mental health, and academic performance, which can impact their quality of life in distinct ways. These gendered experiences may influence how procrastination affects students' perceived quality of life.

Given the significant impact that both procrastination and quality of life can have on students' academic success and overall well-being, understanding the role of gender in these areas is crucial. This research aims to explore the differences in procrastination and quality of life between male and female college students, providing insights into how gender may shape these important aspects of student life. By investigating these differences, we can better understand the interplay between procrastination behaviors and quality of life, ultimately informing strategies that support all students in managing procrastination and improving their overall well-being during their college years.

Jan, R., & Kuchy, A. H. (2018) Procrastination is a common challenge among college students, defined as the voluntary delay of an intended action despite anticipating negative consequences. This study investigates gender and age differences in procrastination behaviors among 100 college students (50 males and 50 females) from South Kashmir. Using the General Procrastination Scale (GPS), the research examines procrastination tendencies across two age groups: 18-20 years and 21-23 years. The findings reveal minimal gender differences in overall procrastination levels, suggesting that males and females exhibit similar procrastination tendencies. However, significant age-related differences are observed, with older students (21-23 years) demonstrating higher and more consistent procrastination scores compared to younger students (18-20 years). A strong positive correlation between age and procrastination is found across both age groups, indicating that

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procrastination tendencies increase with age. These results highlight the importance of considering age-specific factors when designing interventions to address procrastination in college students, as older students may require different strategies to manage procrastination effectively. The study contributes to the growing body of research on procrastination by emphasizing the role of age in shaping procrastination behaviors, offering insights for targeted interventions aimed at improving time management and academic performance.

Lu, D., He, Y., & Tan, Y. (2022) Procrastination, the voluntary delay of intended activities despite anticipating negative consequences, is a widespread phenomenon with significant academic and personal implications. Previous research has identified various sociodemographic factors that may influence procrastination, but findings have been inconsistent, making it difficult to draw definitive conclusions. This study seeks to clarify the role of sociodemographic variables—such as gender, socioeconomic status, cultural differences, education, family size, and nationality—on procrastination tendencies. A quantitative meta-analysis of 193 studies ($k = 193$, total $n = 106,764$) was conducted to examine the impact of these factors on procrastination. The results indicate that males tend to procrastinate more than females, both in general and academic contexts, with a small but statistically significant effect ($r = 0.04$, 95% CI: 0.02–0.05). However, no significant differences were found based on socioeconomic status, cultural background (Han vs. minority populations), nationality (China vs. other countries), family size, or educational background (science vs. arts). Additionally, the gender differences in procrastination were found to be moderated by the measurement tool used, with stronger effects observed using the Aitken Procrastination Inventory (API) compared to the General Procrastination Scale (GPS). These findings suggest that while gender plays a consistent role in procrastination tendencies, sociodemographic factors such as socioeconomic status and family size do not significantly influence procrastination. This study provides robust evidence on gender differences in procrastination and highlights the need for future research to explore the nuances of how sociodemographic variables interact with procrastination tendencies across diverse populations.

Objective of the study

1. To examine the impact of gender on procrastination among college students.
2. To examine the impact of gender on quality of life among college students.

Hypotheses

1. There will be no significant difference between male and female college students on dimension procrastination.
2. There will be no significant difference between male and female college students in the dimension of quality of life.

Samples

For the current research, 100 junior college students from Chhatrapati Sambhajnagar City, located in Maharashtra State. This sample comprised 50 male college students and 50 female college students. The selected students fell within the age range of 15 to 18 years. The sampling method employed in this study was Purposive non-probability random sampling.

Variable:

- **Independents Variables:**

- **Gender**

1. Male

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2. Female

• Dependent Variables

- Procrastination
- Quality of Life

Research Tools

- 1. Samvaidna's Procrastination Scale (Abraham, 2013):** Abraham, 2013 constructed Procrastination Scale. The response was measured on a 5-point Likert Scale. A weight of 5 was assigned to the strongly agree response, 4 for agree, 3 for undecided, a weight for disagree and 1 for the strongly disagree response. The total scores are obtained by adding the weights assigned. The total range is from 30-150. If scores between 110-150 indicate high procrastination, 71-109 indicate average procrastination, 30-70 indicate low procrastination—a highly reliable and valid tool.
- 2. Quality of Life Scale:** Quality of Life Scale was given by Nasreen Sharma and Nakhat Nasreen in 2014. The scale consist of 42 items out of which 34 items are positive and 8 items are negative with three responses i.e., Always, Seldom and rarely. The score for positive item is given as 3,2,1 and for negative item as 1,2,3 respectively. The scale has 11 dimension and they are; life satisfaction, goals and motivation, spirituality, happiness, hopes and wishes, stress reduction, frustration/depression/anxiety, adjustment, physical well-being and self-care, effectiveness/efficiency of myself, personal development/personal evolution.

Statistical Analysis:

“t” value Statistics was used for the present study.

STATISTICAL INTERPRETATION AND DISCUSSION

Table No-1 Mean Std. Deviation and t value of Procrastination and Quality of Life among junior college students.

Factors	Male Students		Female Students		df	t	r
	Mean	SD	Mean	SD			
Procrastination	113.45	5.63	105.87	5.44	98	6.84**	-0.83**
Quality of Life	89.90	4.18	96.30	4.72	98	7.17**	

*Significant at 0.01** = 2.62, 0.05* = 1.98*

Procrastination: Male students exhibit a higher level of procrastination than female students. This difference is statistically significant ($t = 6.84$, $p = 0.01$). Both groups show similar variability in procrastination scores ($SD \approx 5.63$).

Quality of Life: Female students report a higher quality of life than male students, which is also statistically significant ($t = 7.17$, $p = 0.01$). Female students show slightly more variability in quality-of-life perceptions than male students ($SD = 4.72$ vs. 4.18).

Correlation Between Procrastination and Quality of Life: A strong negative correlation of -0.83 indicates that higher procrastination is associated with lower quality of life among male and female students.

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Overall, the data suggests that male junior college students tend to procrastinate more than female students, and this higher level of procrastination is associated with a lower quality of life.

CONCLUSION

1. Male junior college students exhibit significantly higher levels of procrastination compared to their female counterparts.
2. Female junior college students report a significantly higher quality of life compared to male students.
3. There is a strong negative correlation between procrastination and quality of life. This means that as procrastination increases, quality of life tends to decrease.

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Conflict of Interest

The author declared no conflict of interest.

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