

Abstract 33:

Association between academic performance and procrastination level among Grade 12 students in Jaffna Education Division

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Background and objective: Academic performance is a key determinant of an individual's success. However, procrastination, the intentional delay of tasks despite negative consequences, can hinder students' academic achievements. Understanding the relationship between procrastination and academic performance is essential for developing targeted interventions. This study aimed to assess the association between procrastination level and academic performance among Grade 12 (GCE A/L 2025 Batch) students in the Jaffna Education Division.

Methods: A descriptive cross-sectional study was conducted among 483 Grade 12 students in the Jaffna Education Division. Participants were selected using a cluster sampling method, and data were collected via a self-administered questionnaire. Procrastination was measured using the Academic Procrastination Scale (APS), while academic performance was assessed using the Results Score (RESCO), calculated based on GCE (O/L) results. Data were analyzed using SPSS, including independent t-tests and Pearson correlation analysis. Ethics approval was obtained from the Ethics Review Committee, Faculty of Medicine, University of Jaffna.

Results: The response rate was 91.1% (483 out of 530 distributed questionnaires). In the sample, 63.8% (n = 308) were female. The mean APS score was 62.2 (SD 17.1), with males scoring significantly higher (66.8 SD 18.2) than females (59.5 SD 15.8, $t = 4.57$, $p < 0.01$). The mean RESCO score was 35.5 (SD 8.6), with males scoring 32.6 (SD 7.9) and females 37.1 (SD 8.5). The Pearson correlation coefficient between APS and RESCO was -0.020 ($p = 0.677$), indicating a weak and non-significant negative association between procrastination and academic performance. Students engaging in extracurricular activities ($p=0.002$), higher social media use ($p<0.001$), and longer sleep hours ($p=0.014$) had significantly higher APS scores, indicating greater procrastination tendencies compared to their peers.

Conclusions and recommendations: This study found no significant association between procrastination and academic performance, suggesting that while procrastination is present, other factors may play a more substantial role in academic outcomes. Future research should explore additional influences on students' academic performance to develop targeted interventions.

Keywords: Academic Procrastination Scale (APS), Academic Performance, Adolescence, Jaffna