

**INFLUENCE OF ACADEMIC BURNOUT AND  
DISENGAGEMENT ON ACADEMIC PERFORMANCE OF  
COLLEGE STUDENTS: THE MEDIATING ROLE OF  
ACADEMIC PROCRASTINATION**

Thesis Submitted for the Award of the Degree of

**DOCTOR OF PHILOSOPHY**

in

**Education**

By

**Gagandeep Kaur**

**Registration Number: 42000213**

**Supervised By**

**Dr. Nimisha Beri (16084)**

**School of Education (Professor)**

**Lovely Professional University**



**LOVELY PROFESSIONAL UNIVERSITY, PUNJAB**

**2025**

## **DECLARATION**

I, Gagandeep Kaur, hereby declared that the presented work in the thesis entitled, **“INFLUENCE OF ACADEMIC BURNOUT AND DISENGAGEMENT ON ACADEMIC PERFORMANCE OF COLLEGE STUDENTS: THE MEDIATING ROLE OF ACADEMIC PROCRASTINATION”**, in fulfillment of degree of **Doctor of Philosophy (Ph.D.)** is outcome of research work carried out by me under the supervision of Dr. Nimisha Beri, working as a Professor and Head of the Department in the School of Education of Lovely Professional University, Punjab, India. In keeping with general practice of reporting scientific observations, due acknowledgements have been made whenever work described here has been based on findings of other investigator. This work has not been submitted in part or full to any other University or Institute for the award of any degree.

**Gagandeep Kaur**

Reg. No. 42000213

School of Education

Lovely Professional University,

Phagwara, Punjab, India

Dated:

## **CERTIFICATE**

This is to certify that the work reported in the Ph.D. thesis entitled, **“INFLUENCE OF ACADEMIC BURNOUT AND DISENGAGEMENT ON ACADEMIC PERFORMANCE OF COLLEGE STUDENTS: THE MEDIATING ROLE OF ACADEMIC PROCRASTINATION”**, submitted in fulfillment of the requirement for the award of degree of **Doctor of Philosophy (Ph.D.)** in the Education/School of Education, is a research work carried out by Gagandeep Kaur, Registration number 42000213, is a bonafide record of her original work carried out under my supervision and that no part of thesis has been submitted for any other degree, diploma or equivalent course.

**Dr. Nimisha Beri**

Professor

School of Education

Lovely Professional University

Phagwara, Punjab, India

Dated:

## **ABSTRACT**

Students are the most important part of any educational institution. They act as a pioneer in schools, colleges and universities. They get admission in educational institutions to gain some knowledge and understanding. Their knowledge and understanding is reflected in their examinations through grades or percentages which reflects their performance. It is the result of students' intellectual and cognitive abilities. Performance of students in academics are influenced by various other components. Environment in classrooms and regular habits of an individual to study, disinterest in subject matter, teachers' behavior in the class and outside, curriculum framework, financial obstacles and hindrances, methods of teachings and poor time management in academic tasks leads to disengagement among students.

Disengagement acts as a barrier in the progress of students' life. It is a process of non-involvement or withdrawal from various academic activities or groups inside and outside the class. Disengagement is accompanied by personality and behavioral disorders which leads to dropout conditions. Too much stress due to academic chores, lack of social protection, anxiety and frustration due to pressure of timely submission of academic tasks, academic load and work burden, personal characteristics leads to academic burnout. Disengagement and Academic Burnout results in no goal setting which results in irritable behavior and disappointment among students.

Lack of interest to do academic work, excessive workload, pressure of assignments submission and activities completion leads to postponement of academic tasks to near future. This postponement of academic activities and chores results in procrastination. It means an individual enjoys those tasks or activities which give them pleasure and happiness, he avoids negative emotions by delaying stressful tasks. It is an intentional delaying of a particular task i.e. assignment, activity or project despite an individual knowing its negative outcomes. This looks into how undergraduates' educational achievement gets impacted from academic burnout and disengagement, with academic procrastination as a mediator.

The objectives are to study the level of academic burnout, disengagement, academic performance and academic procrastination among undergraduates; To find the differences in the academic burnout, disengagement, academic performance and academic procrastination among students with regard to gender, locale and stream; Discover the relationship of academic burnout and disengagement with performance of students in academics; Examine how academic procrastination relates to academic performance; learn how academic burnout and disengagement from academic procrastination are related to one another; confirm how academic burnout, disengagement, and academic procrastination affect college students' performance; to confirm academic procrastination's function as a mediator in the relationships between academic burnout and students' performance and between academic performance and disengagement.

In this investigation, Descriptive Survey method was used to reach the objectives. The population for this study was first year undergraduate students (Semester I & Semester II) of different colleges of various universities in Punjab state. In the present investigation, multistage sampling technique was used where data was collected randomly. The areas selected were Majha, Doaba and Malwa region of Punjab. There are total 23 districts in Punjab. The selection criteria for districts was 50% of districts were taken from each region based on these four conditions i.e. Districts was selected on the basis of highest enrolment of undergraduate students, it represented both urban and rural area on the basis of stream and co-education, College selected was co-education, they were selected where Arts, Commerce and Science Stream is available. On the basis of these conditions, from Majha region Amritsar and Gurmukh were selected out of 4 districts, from Doaba region Jalandhar and Hoshiarpur were selected out of 4 districts while from Malwa region Patiala, Ludhiana, Bathinda, Sangrur, Sri Mukhtar Sahib, Rupnagar and Fatehgarh Sahib will be selected out of 15 districts. From each district, one college from rural area and one from urban area was selected randomly through lottery system where arts, commerce and science stream were present. Sample comprised of 1320 undergraduate students of Punjab state. From each college, 60 students were selected with alternate roll numbers Data was collected from 20 students from science stream, 20 from commerce and 20 from arts stream.

The tools used in this research study to measure Academic Burnout, Disengagement, Academic Procrastination and Academic Performance are The Copenhagen Burnout Inventory Student Version (2012) by Campos, Juliana & Carlotto, Mary & Maroco, João, Student Disengagement Scale (2017) by Saito, Akihiro & Smith, Michael, Academic Procrastination Scale (2016) by Dr. Alok Kumar Upadhyay and Dr. Meenu Singh were used and for assessing the performance of students previous year percentage was taken as reported by students and simultaneously validated from institutional records. For revalidating all the scales as per Indian context, reliability and validity were calculated using SPSS 23. EFA and CFA were calculated. Average Variance Extracted, Composite Reliability, Scoring and norms were set up for all tools.

Statistical techniques provide solid base to all research activities. It plays a major role in analyzing data and drawing out conclusions. In this study, statistical tools like mean value, S.D., T-test, and ANOVA were computed to determine trends and identify significant differences based on gender, location, and stream. The relationship amid the factors was ascertained through correlation techniques. Utilizing regression analysis, the study's model was analyzed.

In this study, first year college pupils exhibit low academic burnout level while dimensions of academic burnout possesses average level of academic burnout. 58.9% undergraduate college students have low level of disengagement and dimensions of disengagement namely emotional disengagement, social disengagement, behavioral disengagement and cognitive disengagement have average level of disengagement. Majority of the undergraduates have low performance level. Results showed freshmen have low academic procrastination level and its dimensions i.e. time management, task aversiveness and laziness possess average level.

No significant difference is found in academic burnout and its dimensions on the basis of gender among college undergraduates. Females have significantly high level of disengagement than male students. When emotional disengagement was studied it was found no significant difference in emotional disengagement on the

basis of gender among undergraduates. In social disengagement, behavioral disengagement and cognitive disengagement, it was found a significant difference in social disengagement, behavioral disengagement and cognitive disengagement among college students with regard to gender. Females have substantially greater achievement level than males. Moreover, male college pupils have noticeably greater academic procrastination level than females. But, no variation exists in time management of academic procrastination amid gender-based college students with regard to gender. Males are more lazy and have higher task aversiveness.

On the basis of locale, no significant difference exists in academic burnout and disengagement of urban and rural undergraduates. Furthermore, no significant difference amid academic burnout of urban and rural college students is observed in the areas of personal, study, classmate, and instructor-related burnout. Among college students in urban and rural areas, no discernible difference in the dimensions of emotional and cognitive disengagement. whereas in social disengagement and behavioral disengagement, there is significant difference in these dimensions with respect to locale. But an essential variation in performance of undergraduates in academics on the basis of gender. Urban undergraduates have significantly high level of performance than rural college students. Furthermore, there is a notable variation in college students' academic procrastination scores based on their location. Rural undergraduates have significantly high level of academic procrastination than urban college students. The finding revealed no significant difference in dimension time management and laziness of academic procrastination of urban and rural college undergraduates whereas a significant difference is found in dimension task aversiveness of academic procrastination of urban and rural pupils.

Findings revealed that a significant inverse correlation was discovered between academic burnout and performance of undergraduates in academics with respect to gender, locale and streams. A notable opposite relationship exists amid academic burnout and performance among college students. In this research, no significant relationship was revealed amid disengagement and performance in academics among male undergraduates and a noteworthy link between female students' performance and disengagement. On the basis of locale and streams, no

significant relationship exists between disengagement and performance of undergraduates. A significant direct connection is found amid disengagement and performance among freshmen. A significant opposite relationship exists amid academic procrastination and performance with regard to gender and locale whereas on the basis of streams, no significant relationship exists amid academic procrastination and performance among humanities (Arts) stream undergraduates and a notable inverse relationship exists amidst academic procrastination and performance among science stream college students and commerce stream. Result showed a strong inverse correlation between college students' academic achievement and their academic procrastination scores.

In correlation analysis, a favorable correlation exists amid academic burnout and academic procrastination among college undergraduates. In this research, a significant negative relationship is revealed amid disengagement and academic procrastination among college students. Regression analysis revealed that academic burnout and disengagement showed significant influence on performance of first year students in academics. It is found that academic procrastination has significant impact on performance of college students. While verify the impact of academic burnout, disengagement and academic procrastination on performance of college students, it is found that disengagement and academic procrastination have no significant impact on freshmen performance in academics, while academic burnout has a major impact on their performance.

It is revealed, high levels of academic burnout is linked with high levels of academic procrastination and with lower levels of performance. A positive relationship is found amid academic burnout and academic procrastination. There is no mediation effect of any other variable between academic burnout and academic procrastination. A negative relationship between academic burnout and performance in academics is found with a small indirect effect of other variables mediated through academic procrastination. A negative relationship is found amid academic procrastination and performance with no mediation effect of any other variable between academic procrastination and performance.



Through the analysis of mediation, it was discovered that disengagement was not associated with higher level of academic procrastination whereas higher level of disengagement are associated with lower performance. It revealed a negative relationship between disengagement and academic procrastination with no mediation effect of any other variable between disengagement and academic procrastination. A positive relationship exists among disengagement and performance. Along with a small indirect effect of other variables mediated through academic procrastination. It is concluded a negative relationship is found amid academic procrastination and performance with no mediation effect of any other variable between academic procrastination and performance of students in academics.

**Keywords:** Academic Burnout, Disengagement, Academic Performance, Undergraduate Students, Academic Procrastination.

## **ACKNOWLEDGEMENT**

Primarily, I would like to thank the Almighty who always shown directions and way out when I faced hurdles in the process of completing this thesis. During my tenure I would like to thank my mother Mrs. Harbhajan Kaur and father S. Daljit Singh for their intense co-operation, motivation, guidance and unending support. Their words, "When you have a dream, you have to grab it" encourages me at every new step of my life.

This doctoral degree is not only a degree for me, it's a promise I made with my grandfather Late S. Balbir Singh Ji, at the age of twelve years, when I was unaware how to achieve this. I would like to pay humble regards to my grandfather for visualizing that spark in me.

I take the honor and privilege to express my deep sense of gratitude to Dr. Nimisha Beri, Head of Department, School of Education, Lovely Professional University Phagwara Punjab India. Her assistance at every level of the research was like a 'light house' in the deep sea. She has always been a source of inspiration and confidence for me. Without her timely support, encouragement and guidance, it would have been very difficult to accomplish this goal. I wish to express my sincere thanks to Dr. Preeti Bala, ex-Associate Professor, School of Education, Lovely Professional University Phagwara Punjab India for her consistent efforts and support to choose the area of research, topic of the thesis and directing my research journey on the right track.

I owe my sincere thanks to Dr. Vijay Kumar Chechi, Dean, School of Education, Lovely Professional University Phagwara Punjab India for providing me the opportunity to work on the present research study and equipping conducive environment during the course of investigation both online and offline mode. I am contented to Mr. Rajib Chakraborty, Assistant Professor, School of Education, Lovely Professional University Phagwara Punjab India for his valuable guidance for exploratory and confirmatory factor analysis in the present research study. I wish to put on record my sincere gratitude and appreciation to all faculty members,

librarians, research scholars, administrative staff and other stakeholders of Lovely Professional University for rendering every foundation for my study.

My sincere thanks to all subject experts who remain behind the scene for their constructive feedback and recommendations, their work often been consulted and referred to in this support. I owe my regards and thanks to all college authorities, principals, faculty members and dear students for contributing their time, energy and efforts in collecting the required data and information, without which it is impossible to achieve this target.

I am highly indebted to my sister Dr. Varinder Kaur from the bottom of my heart for helping me in my research journey with her own research ideas and experiences. Her co-operation and supportive attitude motivates me a lot in achieving my goal. I am thankful to my college management members, colleagues and friends for always boosting my morale and co-operating with me at every step. No great work in any field is possible in solitude.

Finally I devote my special thanks to my daughter Krishnoordeep Kaur and son Tanveer Singh as they played a pivotal role for pursuing my research journey. I would like to thank my husband S. Jagtar Singh and brother-in-law S. Amritpal Singh for motivating and helping me in finding research tools. It needs a mix of inspiration, guidance and support at every step, so I must preface my research thesis by giving sincere and deep gratitude to those who made it possible for me to complete my thesis.

Date:

**Gagandeep Kaur**

Investigator

## TABLE OF CONTENTS

Title	i
Declaration	ii
Certificate	iii
Abstract	iv
Acknowledgement	x
Table of Contents	xii
List of Tables	xvii
List of Figures	xxiv
Description of Acronyms	xxviii
List of Appendices	xxxi

S.No.	Description	Page No.
<b>1.</b>	<b>Chapter 1 : Introduction</b>	<b>1 - 44</b>
1.1	Introduction	1
1.1.1	Academic Burnout	2
1.1.2	Disengagement	12
1.1.3	Academic Performance	21
1.1.4	Academic Procrastination	29
1.2	Significance of the Study	39
1.3	Rationale	41
1.4	Statement of the Problem	41
1.5	Operational Definition	41
1.6	Objectives	42

<b>S.No.</b>	<b>Description</b>	<b>Page No.</b>
1.7	Hypotheses	43
1.8	Delimitations	43
<b>2.</b>	<b>Chapter 2 : Review of Related Literature</b>	<b>45 - 79</b>
2.1	Studies related to Academic Burnout	46
2.2	Studies related to Disengagement	50
2.3	Studies related to Academic Performance	52
2.4	Studies related to Academic Procrastination	56
2.5	Studies related to Academic Burnout and Academic Performance	61
2.6	Studies related to Disengagement and Academic Performance	65
2.7	Studies related to Academic Procrastination as a mediating Variable	66
2.8	Studies related to Academic Burnout and Academic Procrastination	68
2.9	Studies related to Disengagement and Academic Procrastination	71
2.10	Studies related to Academic Performance and Academic Procrastination	72
2.11	Studies related to Punjab Regions i.e. Majha, Malwa and Doaba	76
2.12	Research Gap	78
<b>3.</b>	<b>Chapter 3 : Method and Procedure</b>	<b>80 - 122</b>
3.1	Methodology	80
3.2	Population of the Study	81

<b>S.No.</b>	<b>Description</b>	<b>Page No.</b>
3.3	Sample	81
3.4	Tools Used	87
3.5	Description of the Copenhagen Burnout Inventory – Student Version	88
3.5.1	EFA - Exploratory Factor Analysis	89
3.5.2	CFA - Confirmatory Factor Analysis	93
3.5.3	Reliability Statistics	96
3.5.4	Scoring Procedure	97
3.5.5	Scoring and Norms of the CBI-S	97
3.5.6	Interpretation	100
3.6	Description of the Student Disengagement Scale	100
3.6.1	EFA - Exploratory Factor Analysis	101
3.6.2	CFA - Confirmatory Factor Analysis	105
3.6.3	Reliability Statistics	107
3.6.4	Scoring Procedure	108
3.6.5	Scoring and Norms of the Student Disengagement Scale	108
3.6.6	Interpretation	111
3.7	Description of the Academic Procrastination Scale	111
3.7.1	EFA - Exploratory Factor Analysis	112
3.7.2	CFA - Confirmatory Factor Analysis	115
3.7.3	Reliability Statistics	117
3.7.4	Scoring Procedure	118

<b>S.No.</b>	<b>Description</b>	<b>Page No.</b>
	3.7.5 Scoring and Norms of the Academic Procrastination Scale	118
	3.7.6 Interpretation	120
3.8	Design of the Study	121
3.9	Procedure	121
3.10	Statistical Techniques	122
<b>4.</b>	<b>Chapter 4 : Analysis and Interpretation of Data</b>	<b>123 - 204</b>
4.1	Normality of Data	123
4.2	To Study the Level of Academic Burnout, Disengagement, Academic Performance and Academic Procrastination among College Students.	126
4.3	To Find out the Difference in the Academic Burnout, Disengagement, Academic Performance and Academic Procrastination among College Students with regard to their Gender, Locale and Stream.	146
4.4	To Find out the Relationship of Academic Burnout and Disengagement with Academic Performance.	166
4.5	To Find out the Relationship of Academic Procrastination with Academic Performance.	180
4.6	To Find out Inter-relationship of Academic Burnout and Disengagement with Academic Procrastination.	186
4.7	To Verify the Influence of Academic Burnout, Disengagement and Academic Procrastination on Academic Performance of College Students.	192
4.8	To Verify the Mediating role of Academic Procrastination on the Relationship between Academic Burnout and Academic Performance of College Students.	200

<b>S.No.</b>	<b>Description</b>	<b>Page No.</b>
4.9	To Verify the Mediating role of Academic Procrastination on the Relationship between Disengagement and Academic Performance of College Students.	202
<b>5</b>	<b>Chapter 5 : Conclusions, Implications, Limitations and Suggestions</b>	<b>205 – 216</b>
5.1	Conclusions	205
5.1.1	Results pertaining to Descriptive and Inferential Statistics	205
5.1.2	Results pertaining to Correlation	208
5.1.3	Results pertaining to Regression	211
5.1.4	Results pertaining to Mediation	211
5.2	Recommendations	212
5.3	Limitations	215
5.4	Suggestions for Future Research	215
	<b>Summary</b>	<b>217 – 233</b>
	<b>Bibliography</b>	<b>234 - 265</b>
	<b>Appendices</b>	<b>i - vii</b>



## LIST OF TABLES

<b>Table No.</b>	<b>Description</b>	<b>Page No.</b>
3.1	Total population of Undergraduate students in different districts of Punjab	82
3.2	Total population of Undergraduate students in different districts of Punjab with Inclusion and Exclusion Criteria	83
3.3	District wise list of total number of colleges, co-educational colleges with Science, Arts and Commerce stream and colleges to be selected from where data will be collected.	84
3.4	Total population of Undergraduate students in selected 11 districts of Punjab.	85
3.5	Selected district wise enrolment of students in different streams in Undergraduate courses in Punjab	86
<b>The Copenhagen Burnout Inventory</b>		
3.6	Adequate Sample Measure and Sphericity Test	89
3.7	Total Variance Explained by Principal Component Analysis	90
3.8	Table depicting Rotated Component Matrix Illustration	92
3.9	Table showing the Fitness Estimates	96
3.10	Reliability Statistics of the Scale	97
3.11	z-value of The Copenhagen Burnout Inventory	98
3.12	Norms for interpretation of the levels of academic burnout and its dimensions	99
<b>The Student Disengagement Scale</b>		
3.13	Adequate Sample Measure and Sphericity Test	101
3.14	Total Variance Explained by Principal Component Analysis	101
3.15	Table depicting Rotated Component Matrix Illustration	103

<b>Table No.</b>	<b>Description</b>	<b>Page No.</b>
3.16	Table showing the Fitness Estimates	107
3.17	Reliability Statistics of the Scale	108
3.18	z-value of The Student Disengagement Scale	109
3.19	Norms for interpretation of the levels of Student Disengagement and its dimensions	110
<b>The Academic Procrastination Scale</b>		
3.20	Adequate Sample Measure and Sphericity Test	112
3.21	Total Variance Explained by Principal Component Analysis	113
3.22	Table depicting Rotated Component Matrix Illustration	114
3.23	Table showing the Fitness Estimates	117
3.24	Reliability Statistics of the Scale	118
3.25	z-value of Academic Procrastination Scale	119
3.26	Norms for interpreting the Academic Procrastination levels and its dimensions	120
4.1	Descriptive Statistics for Academic Burnout, Disengagement, Academic Performance and Academic Procrastination	123
4.2	Table showing statistical description of Academic Burnout	126
4.3	Descriptive Statistics of Dimensions of Academic Burnout	128
4.4	Frequency Distribution of Scores on Academic Burnout	130
4.5	Frequency Distribution of Scores on Dimension Personal Burnout of Academic Burnout	130
4.6	Frequency Distribution of Scores on Dimension Study Related Burnout of Academic Burnout	131

<b>Table No.</b>	<b>Description</b>	<b>Page No.</b>
4.7	Frequency Distribution of Scores on Dimension Classmate Related Burnout of Academic Burnout	131
4.8	Frequency Distribution of Scores on Dimension Instructor Related Burnout of Academic Burnout	132
4.9	Table showing statistical description of Disengagement	132
4.10	Descriptive Statistics of Dimensions of Disengagement	133
4.11	Frequency Distribution of Scores on Disengagement	136
4.12	Frequency Distribution of Scores on Emotional Disengagement Dimension	136
4.13	Frequency Distribution of Scores on Social Disengagement Dimension	136
4.14	Frequency Distribution of Scores on Behavioral Disengagement Dimension	137
4.15	Frequency Distribution of Scores on Cognitive Disengagement Dimension	137
4.16	Descriptive Statistics of Academic Performance	138
4.17	Frequency Distribution of Scores on Academic Performance	139
4.18	Table showing statistical description of Academic Procrastination	139
4.19	Descriptive Statistics of Academic Procrastination and its dimensions	140
4.20	Frequency Distribution of scores on Academic Procrastination	142
4.21	Frequency Distribution of scores on Time Management	143
4.22	Frequency Distribution of scores on Task Aversiveness	143
4.23	Frequency Distribution of Scores on Laziness	144

<b>Table No.</b>	<b>Description</b>	<b>Page No.</b>
4.24	Significance of Gender Difference in dimensions of Academic Burnout among college students	146
4.25	Significance of Location Difference in dimensions of Academic Burnout among college students	147
4.26	Table summarize ANOVA for dimensions of Academic Burnout among college students with regard to streams	149
4.27	Summary of ANOVA for Academic Burnout among college students on the basis of Streams	150
4.28	Significance of Gender Difference in Disengagement and its dimensions among college students	151
4.29	Significance of Location Difference in Disengagement and its dimensions among college students	153
4.30	Summary of ANOVA for Disengagement and dimensions among college students on the basis of Streams	154
4.31	Significance of Gender Difference in Academic Performance among college students	156
4.32	Significance of Location Difference in Academic Performance among college students	157
4.33	Summary of ANOVA for Academic Performance among college students on the basis of Streams	158
4.34	Significance of Gender Difference in Academic Procrastination and its dimensions among college students	159
4.35	Significance of Difference in Academic Procrastination and dimensions among college students with respect to Locale	161
4.36	Summary of ANOVA for Academic Procrastination and its dimensions among college students on the basis of Stream	162
4.37	Correlation Coefficient of Academic Performance with Academic Burnout and dimensions categorized by Gender	166

<b>Table No.</b>	<b>Description</b>	<b>Page No.</b>
4.38	Correlation Coefficient of Academic Performance with Academic Burnout and dimensions categorized by Locale	168
4.39	Correlation Coefficient of Academic Performance with Academic Burnout and dimensions categorized by Stream	169
4.40	Correlation Coefficient of Academic Performance with Academic Burnout and dimensions	171
4.41	Correlation Coefficient of Academic Performance with Disengagement and dimensions categorized by Gender	173
4.42	Correlation Coefficient of Academic Performance with Disengagement and dimensions categorized by Locale	174
4.43	Correlation Coefficient of Academic Performance with Disengagement and dimensions categorized by Stream	175
4.44	Correlation Coefficient of Academic Performance with Disengagement and dimensions	177
4.45	Correlation Coefficient of Academic Performance with Academic Procrastination and dimensions categorized by Gender	180
4.46	Correlation Coefficient of Academic Performance with Academic Procrastination and dimensions categorized by Locale	181
4.47	Correlation Coefficient of Academic Performance with Academic Procrastination and dimensions categorized by Stream	182
4.48	Correlation Coefficient of Academic Performance with Academic Procrastination and dimensions	184
4.49	Correlation Coefficient of Academic Procrastination with Academic Burnout and Disengagement	186
4.50	Correlation Coefficient between dimensions of Academic Burnout and dimensions of Disengagement	189

<b>Table No.</b>	<b>Description</b>	<b>Page No.</b>
4.51	Model Summary for verifying the impact of Academic Burnout on Academic Performance	192
4.52	Summary of ANOVA for the model	193
4.53	Summary of coefficient of significance to verify the influence of Academic Burnout on Academic Performance of college students	193
4.54	Model Summary for verifying the influence of Disengagement on Academic Performance of college students	194
4.55	Summary of ANOVA for the model	194
4.56	Summary of coefficient of significance to verify the influence of Disengagement on Academic Performance of college students	195
4.57	Model Summary for verifying the influence of Academic Procrastination on Academic Performance of college students	195
4.58	Summary of ANOVA for the model	196
4.59	Summary of coefficient of significance to verify the influence of Academic Procrastination on Academic Performance of college students	196
4.60	Model Summary for verifying the influence of Academic Burnout, Disengagement and Academic Procrastination on Academic Performance of college students	197
4.61	Summary of ANOVA for the model	197
4.62	Summary of coefficient of significance to verify the influence of Academic Burnout, Disengagement and Academic Procrastination on Academic Performance of college students	198

<b>Table No.</b>	<b>Description</b>	<b>Page No.</b>
4.63	Mediation effect between Academic Procrastination, Academic Burnout and Academic Performance of college students	201
4.64	Mediation effect between Academic Procrastination, Disengagement and Academic Performance of college students	203

## LIST OF FIGURES

<b>Figure No.</b>	<b>Description</b>	<b>Page No.</b>
1.1	Causes of Burnout	3
1.2	Dimensions of Burnout	4
1.3	Outcomes of Academic Burnout	8
1.4	Three R's Approach	10
1.5	Student Engagement Theory	13
1.6	Dimensions of Disengagement	16
1.7	Classification of Moral Disengagement	19
1.8	Factors responsible for Disengagement	20
1.9	Factors responsible for Academic Performance	25
1.10	Predictors of Academic Performance	26
1.11	Indicators of Academic Performance	28
1.12	Characteristics of Active Procrastination	30
1.13	Types of Procrastination	30
1.14	Negative impact of Academic Procrastination	37
3.1	Sampling Tree	87
3.2	Confirmatory Factor Analysis Model of the Copenhagen Burnout Inventory - Student Version	93
3.3	Second Confirmatory Factor Analysis	94
3.4	Confirmatory Factor Analysis Model of Student Disengagement Scale	105
3.5	Confirmatory Factor Analysis Model of Academic Procrastination Scale	115



<b>Figure No.</b>	<b>Description</b>	<b>Page No.</b>
3.6	Design of the Study	121
4.1	Normality curve and histogram of Academic Burnout	124
4.2	Normality curve and histogram of Disengagement	125
4.3	Normality curve and histogram of Academic Performance	125
4.4	Normality curve and histogram of Academic Procrastination	126
4.5	Graphical Representation of Mean Scores of Academic Burnout among College Students	127
4.6	Graphical Representation of Mean Scores of Dimensions of Academic Burnout among College Students	130
4.7	Graphical Representation of Mean Scores of Disengagement among College Students	133
4.8	Graphical Representation of Mean Scores of Dimensions of Disengagement among College Students	135
4.9	Graphical Representation of Mean Scores of Academic Performance	138
4.10	Graphical Representation of Mean Scores of Academic Procrastination	140
4.11	Graphical Representation of Mean Scores of Dimensions of Academic Procrastination among College Students	142
4.12	Mean of Academic Burnout represented graphically on the basis of gender	147
4.13	Mean scores of Academic Burnout represented graphically with regard to location	148
4.14	Mean scores of Academic Burnout represented graphically with regard to streams	151

<b>Figure No.</b>	<b>Description</b>	<b>Page No.</b>
4.15	Mean scores of Disengagement represented graphically among college students gender wise	152
4.16	Mean of Disengagement represented graphically among college students with regard to locale	154
4.17	Mean scores of Disengagement represented graphically among college students with regard to stream	156
4.18	Mean scores of Academic Performance represented graphically among college students with respect to gender	157
4.19	Mean of Academic Performance represented graphically among college students with respect to locale	158
4.20	Mean of Academic Performance represented graphically among college students with respect to stream	159
4.21	Mean of Academic Procrastination represented graphically among college students with respect to gender	160
4.22	Mean of Academic Procrastination represented graphically among college students with respect to locale.	162
4.23	Mean of Academic Procrastination represented graphically among college students with respect to streams	164
4.24	Graphical representation of correlation coefficient of Academic Performance with Academic Burnout and its dimensions	172
4.25	Graphical Representation of Coefficient of Correlation of Academic Performance with Disengagement	178
4.26	Graphical Representation of Coefficient of Correlation of Academic Procrastination with Academic Burnout	187
4.27	Graphical Representation of Coefficient of Correlation of Academic Procrastination with Disengagement	189

<b>Figure No.</b>	<b>Description</b>	<b>Page No.</b>
4.28	Mediation Model of Academic Procrastination, Academic Burnout and Academic Performance of College Students	200
4.29	Mediation Model of Academic Procrastination, Disengagement and Academic Performance of College Students	202

## DESCRIPTION OF ACRONYMS

ACRONYM	DESCRIPTION
<b>AB</b>	Academic Burnout
<b>AP</b>	Academic Procrastination
<b>Performance</b>	Academic Performance
<b>SSD</b>	Social Situation of Development
<b>R</b>	Rural
<b>U</b>	Urban
<b>M</b>	Male
<b>F</b>	Female
<b>S</b>	Science
<b>C</b>	Commerce
<b>A</b>	Arts
<b>CBI-S</b>	The Copenhagen Burnout Inventory - Student Version
<b>GPA</b>	Grade Point Average
<b>Avg.</b>	Average
<b>N</b>	Number of Students
<b>CVR</b>	Content Validity Ratio
<b>KMO</b>	Kaiser-Meyer-Olkin Measure of Sampling Adequacy
<b>EFA</b>	Exploratory Factor Analysis
<b>CFA</b>	Confirmatory Factor Analysis
<b>RMSEA</b>	Root Mean Square Error of Approximation
<b>IFI</b>	Incremental Fit Index

<b>ACRONYM</b>	<b>DESCRIPTION</b>
<b>GFI</b>	Goodness of Fit Index
<b>AGFI</b>	Adjusted Goodness of Fit Index
<b>CFI</b>	Comparative Fit Index
<b>NFI</b>	Normed Fit Index
<b>RFI</b>	Relative Fit Index
<b>TLI</b>	Tucker - Lewis Index
<b>RMR</b>	Root Mean Square Residual
<b>AVE</b>	Average Variance Extracted
<b>CR</b>	Composite Reliability
<b>R</b>	Correlation Coefficient
<b>ANOVA</b>	Analysis of Variance
<b>%</b>	Percentage
<b>S.D.</b>	Standard Deviation
<b>SS</b>	Sum of Squares
<b>Df</b>	Degree of Freedom
<b>MS</b>	Mean Square
<b>IV</b>	Independent Variable
<b>DV</b>	Dependent Variable
<b>R</b>	Coefficient of Correlation
<b>R<sup>2</sup></b>	Coefficient of Determination
<b>RCM</b>	Rotated Component Matrix
<b>TVE</b>	Total Variance Explained

ACRONYM	DESCRIPTION
<b>PCA</b>	Principal Component Analysis
<b>S.E.</b>	Standard Error
<b>X</b>	Mean
<b>x<sup>2</sup></b>	Mean Square
<b>Z</b>	Z value/Z score
<b>API</b>	Academic Performance Index
<b>PV</b>	Percentage Variance
<b>CP</b>	Cumulative Percentage
<b>I</b>	Inclusion
<b>E</b>	Exclusion
<b>T</b>	T-value

## LIST OF APPENDICES

Description	Page No.
Appendix A: The Copenhagen Burnout Inventory – Student Version (CBI-S)	i - ii
Appendix B: Student Disengagement Scale	iii – v
Appendix C: Academic Procrastination Scale	vi vii

## **Chapter – 1**

# **INTRODUCTION**

## **1.1 INTRODUCTION**

Without students, there is no importance for schools, colleges, and universities. Students are the most important treasure for any educational organization. It is of utmost importance that families and institutions should take care of the performance of students. Our education system revolves around the performance of the students in academics as the success and failure of an educational institution depends upon the marks and grades of their students. It is considered as the most pivotal element in students' life. It reflects the hardcore efforts of students to obtain marks in different subjects in a particular term. It is the result of students' intellectual and cognitive abilities. Performance of students in academics are influenced by various other components. Classroom environment and students' study habits, disinterest in subject matter, teachers' behavior, curriculum framework, financial stability, distractions, methods of teaching, and poor time management Arora (2017). These factors in academic tasks lead to disengagement among college students.

Disengagement results in withdrawing or non-involvement in academic activities which creates stress and frustration in the mind of the students. It is linked with behavior and learning disorders leading to dropout among students. Excessive stress related to academic activities, social protection failure, anxiety and frustration due to the pressure of timely academic burnout. When stress, anxiety, and frustration are poorly managed, they are the primary reason behind burnout conditions. Studies revealed that students who undergoes high intensity of stress leads to academic burnout, may possess alarming physical, emotional, and mental symptoms Heidari (2011). Burnout indicators vary from person to person and from situation to situation at any point in time.

Disengagement and academic burnout result in no goal-setting in students' lives. It creates irritability and disappointment among students. Their life without a



goal is just like a ship without a sailor. Disengagement acts as a major barrier to the growth and progress of a student's life. No interest among students in academic work along with the pressure of assignment submission and activity completion leads to delay or postponement of academic tasks to the near future. Lack of personal commitment towards a particular task, assignment, or activity results in procrastination.

General procrastination was an important indicator of academic procrastination as both are associated with each other Sirin (2011). Academic procrastination reflects the prevalent desire of students to postpone their work as they consider academic tasks boring Vodanovich (1999) and redundant. Poor organizational skills and time management, high stress Sirois et al. (2003), anxiety Lay (1994), failure in planning, physical and mental tiredness, depression Saddler (1993), workload, and lack of technical knowledge lead to academic procrastination. These factors have a collective impact on students' achievement. The students' performance in academics is influenced by these variables collectively. In this study, the researcher has chosen to study the impact of academic burnout and disengagement on the performance in academics of college students with the mediating role of academic procrastination.

### **1.1.1 ACADEMIC BURNOUT**

Burnout refers to the state of mind that occurs due to long-term stress and energy depletion that leads to a negative impact on one's work and life. In an idealistic world, no one suffers from burnout but in a realistic world, signs of burnout are increasingly prevailing among individuals day by day. It can affect any person living in our society, at any point in time. Burnout indicators vary from person to person and situation to situation. Forty years ago, the psychological concept of burnout was recognized by Herbert Freudenberger, who was one of the pioneers in the field of burnout research. Freudenberger established the clinical construct of burnout. He called the condition "burnout" in an article published in the Journal of Social Issues in 1974 by Freudenberger (1974). Earlier, burnout condition was seen in different occupations such as health care, teaching, social work, counseling, and law enforcement Maslach & Schaufeli (1996). According to the World Health

Organization, Burnout is included in the 11th Revision of the International Classification of Diseases (ICD-11) as an occupational phenomenon. It is not categorized as a medical condition or medical illness. Burn-out in ICD-11 is defined as a syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed.

The definition of burnout was first coined by psychologist Herbert Freudenberger in 1974. Freudenberger (1974) states that burnout is a depletion or exhaustion of a person's physical or mental resources attributed to his or her prolonged, yet unsuccessful striving toward unrealistic expectations, internally or externally derived. Merriam-Webster Dictionary defines burnout as an exhaustion of physical or emotional strength or motivation usually as a result of prolonged stress or frustration. Kahill (1988) Burnout is defined as failing, wearing out, or becoming exhausted by making excessive demands on energy, strength, or resources. Maslach (2001) explained burnout as a psychological syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that occurs as a response to emotional and interpersonal stressors among individuals. Bridgeman, Bridgeman, & Barone, (2018). Burnout is an occupational phenomenon where employees experience a mix of physical and psychological symptoms that result in decreased job satisfaction and productivity.

Thus, burnout reflects the condition of an individual when he/she is having no energy or enthusiasm due to working too hard and for a longer duration at their workplace. Burnout is not only confined to one occupation, it is also reflected among students at any level in the form of Academic Burnout.



**Figure 1.1 : Causes of Burnout**

There are multiple reasons responsible which causes burnout. Sometimes when stress, anxiety, and frustration are poorly managed, it is the primary cause of burnout. When workers or students perform their assigned tasks for a longer duration within a certain timeframe, it leads to severe burnout. The unrealistic expectation at the workplace or in schools and colleges includes overburdening, time pressure, and perfectionism. To work efficiently, it is of utmost importance to start micromanagement. But when an individual has no control over their internal and external factors, it will lead to burnout. Poor instructions and unclear communication from the higher authority result in multiple rejections in work which arouses frustration, anxiety, and stress. Sometimes due to discrimination or bias at the workplace or in school colleges, the level of stress and anxiety rises. Being human, every individual wants to benefit from their socializing group, but sometimes when due to excessive workload they are unable to contact their peers or friend group, and they feel alone and more prone to burnout conditions.

### **Dimensions of Burnout**



**Figure 1.2 : Dimensions of Burnout**

These three dimensions of burnout reflect an intensive understanding of an individual's reaction towards their workplace and its environment. Exhaustion is an emotional exhaustion where an individual feels tired, drained, fatigued, and restless at the workplace which results in frequent absence from the workplace. It is a predictor of stress-related health outcomes. Feelings of cynicism are also known as depersonalization which means lacking cognitive and emotional attachment at the

workplace and it reflects the interpersonal distance dimension Maslach (2015). Detachment from the assigned task at the workplace, frequent absenteeism, deciding to quit the job, and finally leaving the job. If an individual is retained at the same place due to some reasons, there is a lack of commitment towards work, and job satisfaction deteriorates. It results in poor relations and a lack of healthy understanding with colleagues at the workplace and arouses daily new conflicts with each other.

Maslach's Burnout theory provides a base for the concept of Academic Burnout. It refers to a psychological syndrome that constitutes emotional depletion, depersonalization, and a decreasing sense of individualistic accomplishments. An individual suffering from burnout feels himself undervalued and faces problems in concentration and decision-making.

- He undergoes a lack of control, restlessness, anxiety, stress, frustration, and nervousness.
- Give preference to live in isolation and humor is lacking behind in him.
- Too much work at the workplace leads to exhaustion, fatigue, energy depletion, and health issues. Not only do physical health issue arises but also psychological imbalance takes birth.
- Feeling under-rewarded not only in terms of money but also in non-monetary terms. He feels a lack of work recognition and appreciation by higher authorities.
- Increased conflicts with colleagues, superiors, or students which further leads to decreasing friendliness.
- An individual faces difficulties in performing complex tasks and feels dissatisfied with one's performance.
- Feels like never having time for personal chores. Escapism from social contact and function.
- Difficulty in managing cordial relationships with family, friends, teachers, and college authorities.

- Increased consumption of alcohol and drugs leads to guilt and a lack of confidence.
- He is unable to say no to any work given at the workplace which results in overburden of work.

Thus, "David Ballard of the American Psychological Association defines burnout as a period where someone experiences exhaustion and a lack of interest in things, resulting in a decline in their performance", to some extent, stress leads to cognitive performance but when it affects academic life, social life, and overall well-being, it reflects burnout conditions.

Academic Burnout is not only confined to a particular country but it is global problem that bothers students at every phase of education. It is a serious issue that commonly prevails among students around their academic year but it is in full swing during the time of their examinations. It is the pinnacle when a person studies the identical stuff or completes the same assignment for a number of weeks or months, or after years of continuous education. Academic Burnout leads to psychosomatic disorder as fatigue, hypertension, indigestion, and depression. It is not only frequent among college students, it can occur at any time in an individual's life, so it is important to be familiar with the symptoms and develop healthy mechanisms for survival. Nikodijevic et al. (2012) "reported that about half of students are at risk of Academic Burnout and 20% of them already suffer from Academic Burnout."

Zhang (2007) and Dyrbye (2014) state "Academic Burnout is the feeling of overtiredness caused due to compulsion to study (exhaustion), pessimism toward the assignments (cynicism), and feeling incompetent as a student (inefficacy)." Schaufeli (2002) defined "Academic Burnout as a feeling of fatigue caused by high academic requirements which develops negative and depressing attitudes about assignments among learners." "Students who experience Academic Burnout reflect symptoms like a lack of participation in classroom activities, an inability to maintain a steady presence in classroom learning, and a lack of interest in lessons going on during class" Asghari et al., (2015).

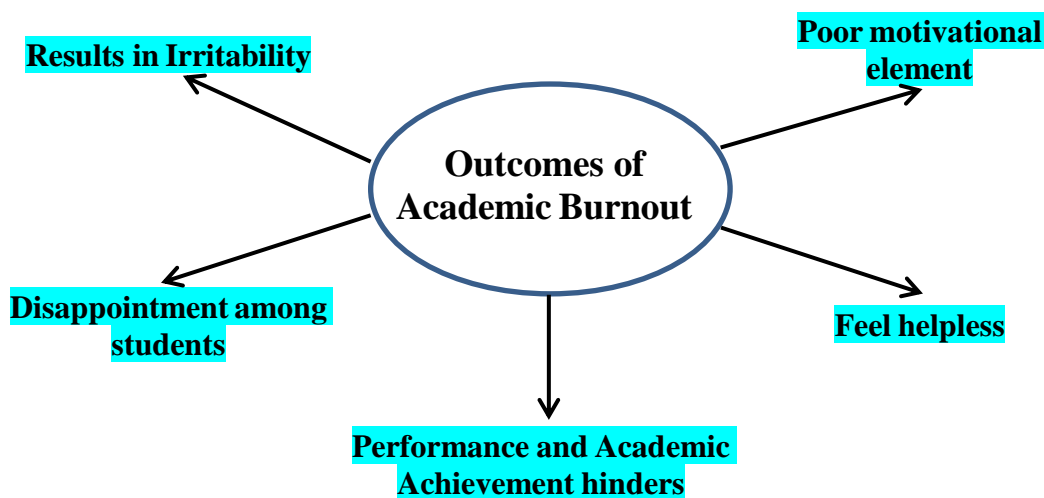
Different indicators of Academic Burnout are as follows:

- More prone to illness or health issues due to stress and fatigue.
- Dominance of unwanted habits like nail biting, over thinking, overeating, and staying up too late.
- Unable to focus on academic and extracurricular activities.
- Predominantly bored and uninterested in institutional activities.
- They are unable to finish their significant school assignments within the allotted time frames.
- Low confidence and motivation level among students while performing their institutional work.

Along with these indicators, various physical and behavioral symptoms reflect burnout among individuals as stated by Freudenberg (1974) when he first observed. Different physical symptoms include feelings of exhaustion, tiredness, and fatigue which leads to a lack of interest in the workplace. An individual suffering from burnout undergoes frequent headaches and recovery from the problem of the common cold is not an easy task. Stress, anxiety, and frustration give rise to many gastrointestinal problems which reflect burnout symptoms. Sleeplessness, insomnia, and sleep disturbances result in burnout conditions. When an individual is enduring burnout, he generally faces the problem of shortness of breath and his pulse rate rises frequently. Behavioral symptoms include irritability, and emotional responses are at the peak point where an individual is quick to cry, quick to anger, quick to happy, and quick to sad. He possesses a negative attitude towards persons, places, or things and generally sounds depressed.

There are various reasons and causes behind the Academic Burnout among students. High workload among college students, timely pressure to complete their assignments and sessional work of different subjects, library visits, and frame answers on their own, add to their work burden. Poor relationship with friends and teachers is the main cause behind burnout as it creates stress and anxiety in the minds

of the students. Lack of rewards and recognition on the part of hardworking students leads to Academic Burnout as they feel neglected. Sometimes unbiased behavior of teachers results in academic stress and pressure among students which further leads to Academic Burnout. In addition to this, individuals have some core values but sometimes these values are mismatched with their studying habits which creates burnout conditions in their mind. Lack of personal motivation leads to Academic Burnout among students as they feel distracted from their studies. Physical and mental health are the major reasons due to why students feel the unwanted burden of study. In a few families, financial crisis prevails, due to these crises students are forced to do part-time jobs and no one understands the reason behind their struggle which leads to stress, anxiety, and frustration and results in burnout conditions. The family environment plays an important role in students' academic lives, but sometimes when the family does not understand the real importance of education, it creates frustration which results in burnout situations. Expectations of parents from their children to score high marks, less time for playing, and more focus on over-study results in unnecessary burden which leads to traumatic burnout. Not only parents but when teachers give examples of intelligent students in front of average or dull students, it de-motivates them. Peer groups are the most important part of student life but when one friend scores more marks than the other, the latter feels distressed and insecure which gives birth to burnout situations. These multiple reasons behind Academic Burnout result in adverse outcomes as well.



**Figure 1.3 : Outcomes of Academic Burnout**

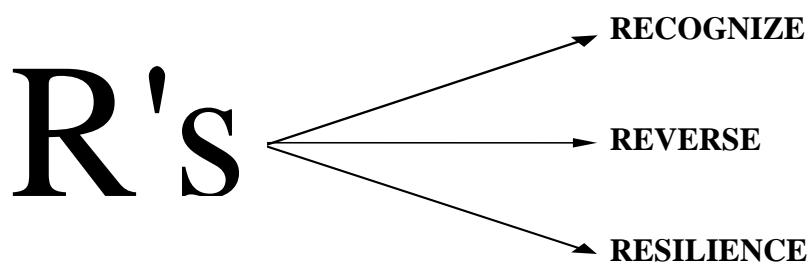
#### Measures to overcome Academic Burnout:

- Schedule time for enjoyable activities during the week - Fix some time with family and friends for various recreational events during the weekend to overcome work stress. It is very essential to allot time for entertaining events.
- Eat healthy food and live with a positive attitude - Appropriate eating habits and positivity help to fight against work stress and frustration.
- Spend time in nature's lap - Nature is a stress reliever and spending time in nature's lap helps to fight against negativity. Yoga and meditation keep one's mind fresh healthy and free from stress and frustration.
- Build healthy relationships with teachers and classmates - Conducive relationships with teachers and classmates help to fight against academic work burden.
- Avoid Procrastination - Students should avoid postponing their academic tasks and work. Schedule time for every task to avoid burnout.
- Proper time management - Tasks to be done at the proper time ensure less workload.
- Step back when an individual is not satisfied - It's better to step back rather than continue the task as it creates stress and frustration in an individual's mind which leads to Academic Burnout.
- Determine your goals or objectives - To avoid Academic Burnout, it is very essential to stick to achieving your targets or goals. Prefer flexible education courses and seek professional assistance.
- Practice mindful activities and never ignore an individual's problems relating to work overload.
- Take proper sleep - Sufficient sleep is very important for physical as well as mental health. It relaxes one's mind and neutralizes stress and burden.
- Talk with family and friends - Discussing academic problems with family and friends helps to curb the adverse effects of burden and workload among students.



- A person learns to say 'No', even learn to set boundaries and not over-committed to any task if he wants to live freely without any burden or workload.
- Break down long-term or big goals into smaller ones that are easy to achieve and avoid the stress, anxiety, and frustration that arise at the last minute.
- Fix reasonable targets and focus fully on achieving these goals. Stick to goals until or unless they are achieved.
- “Go Dark” with a Social-Media Shutdown - It is recommended for students as well as for workers to avoid using social media. Not only does the information that runs on social media interrupt but also screen light in electronic gadgets adversely affect the physical as well as mental health of an individual.
- Respect personal needs - Eat nutritious food, do daily exercise and enough sleep are the basic requisites for a healthy body and sound mind. It is very important to devote some time and energy to fulfilling personal needs.
- Self-assessment after regular intervals - It is recommended for students as well as for workers to assess themselves after fixed intervals of time to identify their strengths, weaknesses, opportunities, and threats.
- Solid support network - Burnout conditions are neutralized if an individual has having solid support network at the workplace or in colleges. Moral support helps to overcome the problem of Academic Burnout.
- Know the warning signs related to burnout conditions.

To deal effectively and safely with burnout, it is required to follow the Three R approach:



**Figure 1.4 : Three R's Approach**

It is of utmost importance to watch and recognize the warning symptoms of burnout. It is essential on the part of an individual to learn to say NO and be OK with it. Secondly, identify the damage and reverse it by tackling stress and frustration and seeking timely support. Restrict your availability to others, if an individual is 24X7 available to others, he will surely become a victim of burnout. Disconnecting and taking regular breaks leads to the accumulation of energy and channelize that energy for more productive tasks. It is very important to build up your resilience take care of physical, emotional, and mental health, and manage time for yourself.

If timely measures are not adopted, an individual completely indulges in Academic Burnout, then also his life does not stop. Still, students can take the initiative to reverse burnout before it becomes a serious threat. Initially, they have to identify stress conditions and adjust in unhealthy ways and then take some time out to reset and reflect on their situation. Recognizing the symptoms of Academic Burnout and taking necessary measurements rather than ignoring it. Secondly, seeking out help and support by depending on friends and family, talking with professors and academic advisors, and utilizing college help centers and counseling services. Thirdly, develop a plan by identifying the burnout conditions, the sources of the stress and reason behind frustration and anxiety, and strategies and measures for addressing it at every level of functioning. Fix some time every day to decompress, rest, relax, and recharge the mind and body. Evaluating the situation and making the changes necessary to reduce their stress and reestablish work-life balance, which may include scaling back on commitments.

Academic Burnout has been related to low levels of academic engagement and academic self-efficacy Navarro- Abal (2018), poor performance Usan (2020), and low levels of personal well-being and academic happiness, factors that may lead to school failure DeRosa (2017). Academic Burnout is one of the major challenges in our present educational system, it is very important to study the predictors, reasons, and causes of Academic Burnout. If an individual indulges in burnout conditions, it is important to adopt measures to overcome the situation of Academic Burnout. Thus, Burnout reduces productivity among individuals and sucks one's energy, leaving an

individual helpless, hopeless, cynical, and resentful. One who is suffering from Academic Burnout feels that he has nothing to give or share with others.

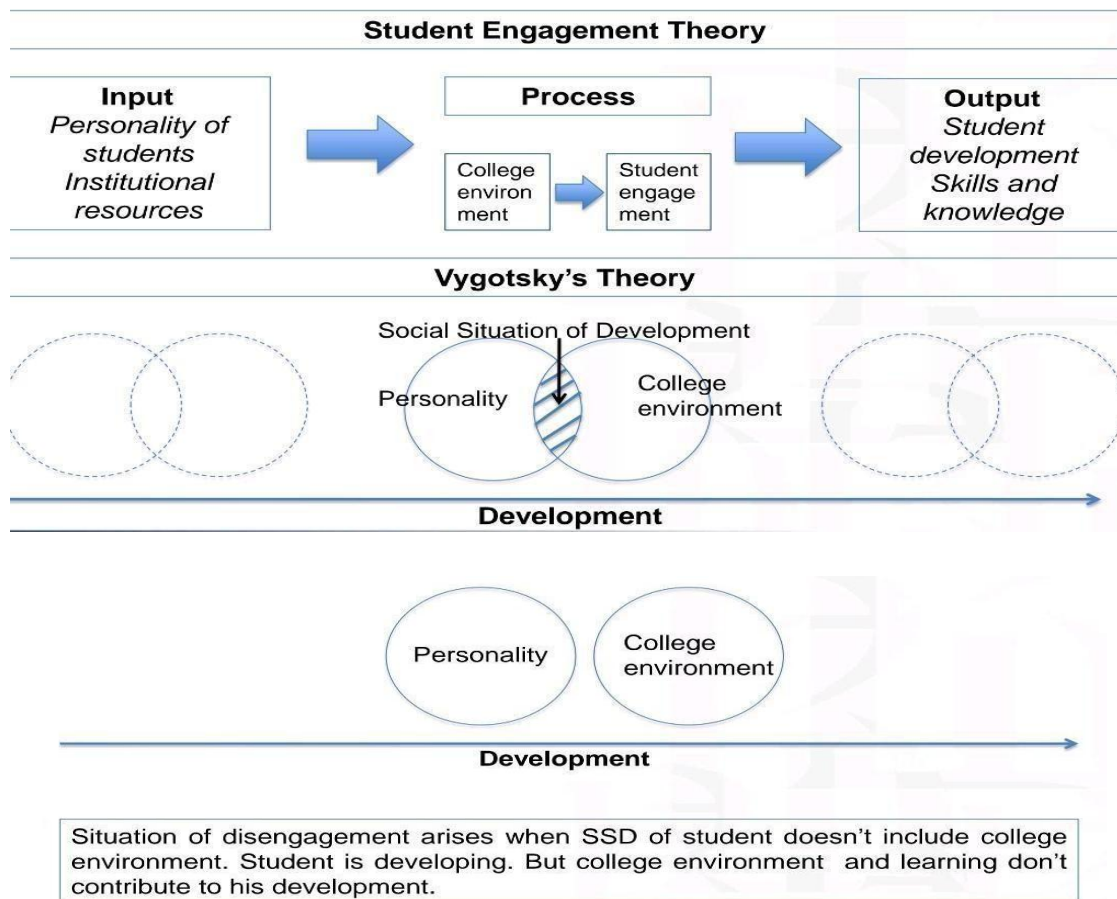
### **1.1.2 Disengagement**

In India, educational institutions like colleges are formal agencies where students go to learn from their teachers. It provides an educational environment for teachers as well as students to enhance the effective teaching-learning process. It not only reflects the future of a child but the present standard of an individual's life. But due to certain reasons, youth become isolated or disconnected from colleges which leads to disengagement in different academic tasks. Disengagement acts as a hindrance to the progress of students' lives. Disengagement is a process of non-involvement or withdrawal from various activities or groups. It is a complex term to define as students can disengage at different levels or in different domains. Disengagement is associated with behavior problems, and behavior and learning problems may eventually lead to dropouts Fredricks, Blumenfeld, and Paris (2004).

According to the Oxford Dictionary, the action or process of withdrawing from involvement in an activity, situation, or group refers to disengagement. Collins Dictionary states that disengagement is a process by which people gradually stop being involved in any conflict, activity, or organization. UNESCO defined disengagement from education refers to a situation where a person does not feel included, does not participate in school activities, is not enrolled, or has poor attendance. Disengagement from education means when a person feels excluded from college, does not participate in curricular and co-curricular activities, is not enrolled in higher education, or has poor attendance in class. Disengagement from education is connected with individual values and can be affected by family, peer group, society, community, and media. There are various reasons which contribute to dropping out of school among girls.

Disengagement among female students arises due to early marriage or child marriage, poverty, sexual harassment, influence of peer group, illness or death in the family, lack of female teachers in educational institutions, and security reasons. The conceptualization of student disengagement is broadly classified into two parts i.e.

lack of engagement and has own structure and sources. In student disengagement, Vygotsky's theory holds that the situation of disengagement arises when the social situation of development (SSD) of a student does not include the college environment as a student is developing. But the college environment and learning don't contribute to his development.



**Source:** SERU International Research Conference, May 15-17, 2014

**Figure 1.5 : Student Engagement Theory**

There are various risks related to disengagement among students:

- **Less or no attendance** - Disengagement results in very nominal or no presence of students in the classroom. They do not want to attend their classes regularly.
- **Lack of interest in institutional activities or functions** - Disengagement reflects when students are not willing to engage themselves in any activity or function organized in an institution.

- **Lack of connectivity or interaction with friends, classmates, peers, and teachers-** Connection with friends, peers, classmates, and teachers declines when a student is not present in his/her class.
- **Behavioral problems like aggression, violence, and social withdrawal -** Disengagement from college activities creates several behavioral problems among students. They suffer from aggression, anxiety, and frustration and prefer to live in isolation.
- **Change in behavior, attitude, and performance of students -** Disengagement affects the performance of students. Behavioral problems, changes in their attitude, not being engaged in college activities, give preference for isolation have negative impacts on students' academic results.
- **Issues related to life -** Sometimes students get disengaged from their educational institution due to several issues related to their personal life. Out of several issues, sometimes money is the most important constraint in students' lives. Unable to pay fees results in student disengagement from academic tasks.
- **Academic failure -** Frequent failure in academic tasks results in disinterest in the mind of a student. Academic failure gives birth to the problem of disengagement.
- **Lack of readiness for school and college -** Parents and society force students to school and college but they are not ready to attend classes in schools or college, due to this the risk related to disengagement increases.
- **Students with mental illness and abnormal health status -** Physical and mental health plays a pivotal role in students' lives. Sometimes when a student undergoes mental illness and poor health status, the risk of disengagement commences.
- **Students living in slum or backward areas -** For Students living in slum or backward areas, their primary priority is food, for them education is secondary. The problem of disengagement arises due to financial or transportation barriers.

The reasons and causes of disengagement among students are studied from two different perspectives i.e. Individual and Institutional.

### **Individual Disengagement**

(1) **Educational Performance** - Low performance or poor academic achievement of students in their classroom results in low self-confidence. Students' poor educational performance is the important reason behind individual disengagement. Less participation in the classroom affects individuals' performance adversely which leads to disengagement.

(2) **Behaviors** - Work shirkers or students with escape mechanisms usually disengage from their academic tasks or activities conducted in schools or colleges. Disruptive behavior in the classroom is one of the causes behind disengagement.

(3) **Attitudes** - Students are generally disengaged from academic work when they show low interest or enjoyment or feel boredom in the classroom, their attitude towards institutional work is not favorable.

(4) **Background** - If family circumstances are conducive, then students are engaged in their academic activities efficiently. But if adverse happens, it leads to dropout or non-completion of educational activities or tasks.

### **Institutional Disengagement**

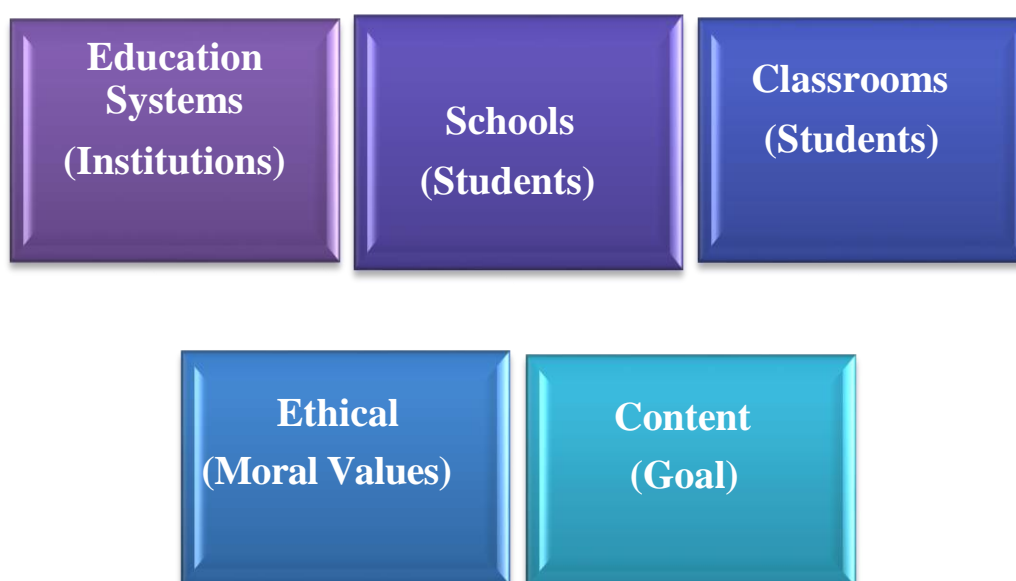
(1) **Students' families** - Family structure is the important reason behind student disengagement in an institution. If the family is educated they realize the importance of educational institutions but if not they prefer their children to do labor work to earn their livelihood then adverse happens. Sometimes family circumstances are the reason behind students' institutional disengagement.

(2) **Schools** - Minimal connection with school and increased absenteeism from school reflects institutional disengagement. Disposition towards academic tasks and activities in schools or colleges shows their cognitive aspect of disengagement.

(3) **Communities and Peers** - Students have minimal or no connection with their peers and community members and they are not friendly with their peer group and

feel hesitation while talking with their teachers which causes institutional disengagement.

In addition to this, there are different dimensions of disengagement which leads to no or less attendance of students or not being engaged in academic activities in their educational institution.



**Figure 1.6 : Dimensions of Disengagement**

“Disengaged students may entered college without adequate cognitive or social skills, find it difficult to learn basic engagement behaviors, and fail to develop positive attitudes that perpetuate their participation in the classroom, or they may have entered college with marginal or positive habits that become attenuated due to unaddressed academic difficulties, dysfunctional interactions with teachers or administrators, or strong ties to other disengaged students” Finn and Zimmer (2012).

### **1. Academic Disengagement**

Academic Disengagement can be defined "as a multifaceted, complex yet fluid state, which has a combination of behavioral, emotional, and cognitive domains Trowler (2016)." There is a lack of student interaction with educators and other students. During the initial level, students are not paying attention to their work, not completing their school work, disruptive behavior in the classroom, withdrawal

tendency, underachievement of students, truancy, and school refusal. Non-attendance and truancy are indicators of disengagement. Disengagement among students' is seen from their interaction style, body language, ambitious nature, and eagerness to participate in college activities or tasks. It is linked with threats to feelings of incompetence, lack of confidence, lack of preparedness, or family issues leading to disengagement in colleges. Low interest and enjoyment, and easily feeling boredom in the classroom reflects their emotional domain. As per the behavioral domain of disengagement, students usually skip classes while the cognitive domain shows a lack of attention to do a particular task. Students have minimal or no connection with their peers and teachers while in the behavioral domain of disengagement, they are not friendly with their peer group and feel hesitation while talking with their teachers. They face a lack of attention or focus while working in group activities given by their teachers. There are different indicators of students' academic disengagement low or no attendance in class, coming to class without any preparation or completing assigned tasks, never contributing to class discussions, lack of enough time and sufficient effort while studying, not accessing the learning management system, do not review notes after class and blank with homework and assignment accomplishment.

## **2. Goal Disengagement**

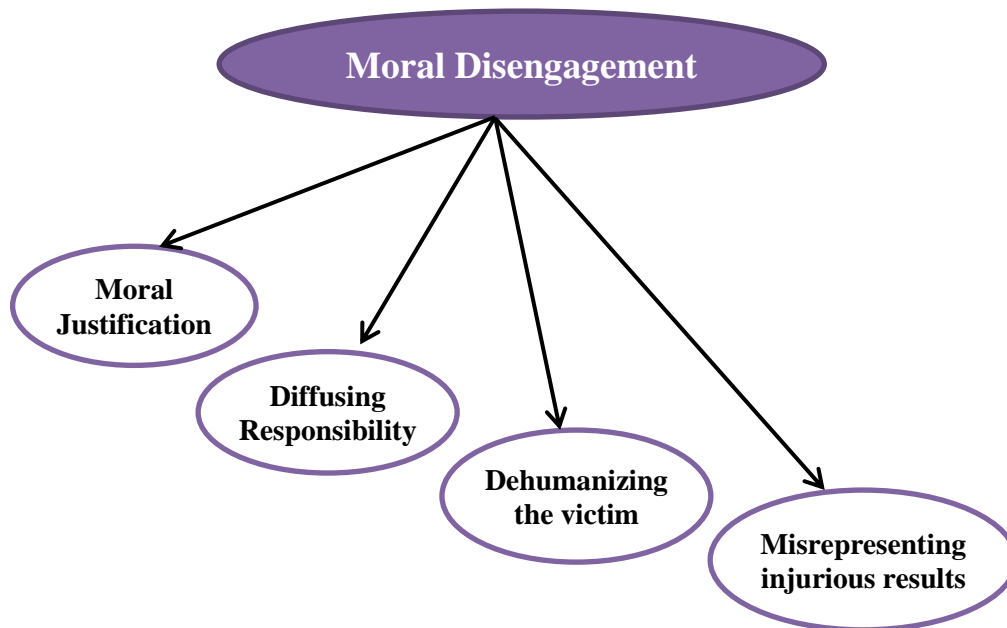
The ability for learners to cease committed efforts and mental energy towards a goal when it is not possible to achieve is known as goal disengagement. Dr. Carsten Wrosch gave "the concept of Goal Disengagement. Goal disengagement is the reduction of effort and goal commitment Wrosch, Scheier, Carver, & Schulz, (2003)." "Disengagement from goals is knowing when to stop and abandon a goal. Students face subject anxiety as per the emotional domain of disengagement while in their behavioral domain, students show disruptive behavior towards their content or goal. The cognitive domain shows poor self-regulation". Goal disengagement forms an essential aspect of effective self-regulation Wrosch, Scheier, Carver,& Schulz, (2003). There are various factors that lead to goal disengagement among students as follows:



- **Change in present circumstances** - Sometimes present circumstances distract an individual's attention from achieving a particular goal. Unable to reach towards goal leads to goal disengagement among students.
- **Time and effort** - Enough time and sufficient effort on the part of the student are necessary to achieve a particular goal. But when he fails to put effort and time into doing a particular task, he feels disengaged.
- **Persistence** - Persistence is mandatory to attain a particular goal. Lack of persistence often results in a lack of achieving the set targets.
- **Lack of strategic planning** - It is important to break the long-term goal into small targets to make its assurance to be achieved. However, a lack of strategic planning while accomplishing a particular goal leads to disengagement.
- **Attention diversion** - When the attention of an individual is diverted from the set target, he will not be able to achieve his aim. Attention diversion results in goal disengagement.
- **Goal conflicts with another goal** - Accomplishment of one goal acts as a barrier in the way of achieving another goal, it leads to goal disengagement.
- **Too many goals to pursue** - When there are too many goals to achieve, then focus is diverted and the student is not able to prioritize which goal is to be achieved. Too many goals to pursue often lead to goal disengagement.

### 3. Moral Disengagement

Moral disengagement can contribute to unethical behavior depending on the mechanism used. Moral disengagement is divided into eight parts. "It is the process by which an individual convinces himself that ethical standards do not apply to himself within a particular situation or context" according to world-renowned social psychologist Albert Bandura. "Moral disengagement is a term from social psychology for the process of convincing the self that ethical standards do not apply to oneself in a particular context" Bandura (1999) and Moore (2015). "This is done by separating moral reactions from inhumane conduct and disabling the mechanism of self-condemnation" Fiske (2004). Classification of Moral Disengagement as:



**Figure 1.7 : Classification of Moral Disengagement**

Moral disengagement refers to the psychological process by which individuals avoid personal responsibility for their actions and involves denying behavior that is wrong Bandura (1996). Moral disengagement theory is used as a mechanism to explain unethical behavior in the institution. According to this theory, those who are involved in unethical practices will think that these unethical acts are acceptable or even beneficial to them. Moral disengagement also impacts an individual's decision to be involved in unethical tasks. Moreover, higher levels of moral disengagement lead to decreased empathy towards others. It is important because it gives consent to people to behave immorally without feeling guilty for the sake of themselves.

Disengagement from educational institutions gives birth to various obstacles in the lives of students. These educational institutions are not only connected with their future but also associated with their physical and mental well-being. When an individual is disengaged from the educational institution, he becomes alone, isolated, and deprived. Disengaged students feel they are of the least importance to the family, society, community, and nation and are not able to serve and contribute to different domains of their lives. Various socio-cultural factors are responsible for disengagement among the youth of society.



**Figure 1.8 : Factors Responsible for Disengagement**

### **1. Education of girls**

"Post-basic education is significant for both girls and women, but it faces challenges and difficult choices to continue with education" Subrahmanian (2005). Being equal opportunities for both boys and girls in schools and colleges still, multiple factors are responsible for girls' disengagement as uneducated parents, stereotypes, customs, orthodox society and gender-based violence act as obstacles in the education of girls.

### **2. Economic situations**

Finance is the major hindrance in educating children for families. The economic situation of a few parents is not sound, in these cases, students are not able to retain their education. In several countries, primary education is free but still, parents have to bear transport expenses, uniform, and book costs. It is difficult for parents to bear the cost of higher education.

### **3. Families and communities**

Divorce amid parents, death of parents, migration of parents to other country or area, and conflicts among parents are the reasons responsible for student disengagement.

#### **4. Culture and religion**

Cultural and religious practices prevailing in our society affect the education of both boys and girls. Not only traditional cultural practices but also modern practices affect the students. The behavior of the young mind is the most important reason for youth disengagement from education.

#### **5. Disadvantaged communities, schools and youth**

There are several deadly diseases like HIV and AIDS prevailing in society which affect the enrollment of students in educational institutions. It reflects an adverse influence on the quality of education and performance in academics. Students suffering from these diseases are unable to cope with studies and feel disengaged Anangisye (2010).

Measures to connect disengaged students with education:

- Aware of the youth of the importance of education discuss with students that education is a powerful agent of change in society, and acknowledge the opportunities prevailing in the society.
- Educational institutions establish linkage with the parents, community, and society to promote the importance of education. Promote curricular and co-curricular activities and empower families in promoting education.
- More and more gender sensitization programs and policies, involve communities and parents to improve the education of girls.
- Proper planning, implementation, and evaluation of out-of-school programs where the importance of education is discussed.

#### **1.1.3 Academic Performance**

In the 1830s, the initial start of measuring performance was done in the United States. In Boston, Horace Mann and Samuel Gridley used standardized tests to measure student progress. In 1914, Fredrick J. Kelly used the Kansas Silent Reading Test with the idea of advanced standardized testing. In 1934, a grading machine was developed by R.B. Johnson which could grade test sheets by using

pencil marks. The Scholastic Assessment Test was developed by H. Chauncey in 1934 and in 1959 American College Test was created. In the mid-60s's The Elementary and Secondary Education Act was developed.

It is a multidimensional task that includes the performance of curricular as well as co-curricular activities. Performance comprises two words i.e. academic means specialization in knowledge, education, and research and performance means how one performs his/her activity or tasks. Thus, it means the measurement of student achievement in different subjects during a particular course of time. It refers to quantitative and qualitative assessment of students' knowledge and skills during their course period. Quantitative marks of students are considered as most strong indicators of performance. Quantitative assessment is measured in terms of numbers using subjective and objective questions which include multiple choice questions whereas qualitative assessment is not measured in terms of numbers, it includes trait analysis, observation, or qualitative rubrics. It's analysis is done from two angles i.e. result-focused approach which is based on students' marks and results and the personal approach reflects the student's behavior and his social environment. "The student's achievement will become a great leader and manpower for the country thus responsible for the country's development" Ali et.al (2009).

Martha (2009) states "Academic Performance is educational attainments of learners, marks in tests, and grades in coursework", Narad and Abdullah (2016) defined "Performance as the knowledge acquired which is measured marks or grades given by a teacher over a particular time period", Yusuf, Onifade, and Bello (2016), "A quantifiable and noticeable behavior of a pupil within a duration is termed as Academic Performance".

Characteristics of Performance are as follows:

- The educational achievements was calculated using the percentage or grades
- It is the result of students' intellectual as well as cognitive abilities.
- It is measured using examinations and continuous assessment in the form of summative and formative assessments.
- Performance reflects Quantitative and Qualitative Assessment of Students.

Without students, there is no importance for schools, colleges, and universities. Students are the most important treasure for any educational organization. It is of utmost importance that families and institutions should take care of the performance of students in academics. Various factors contribute to students' performance are:

### **1. Class Environment and Curriculum Framework**

A conducive class environment, systematic curriculum, and proper planning on the part of the teacher ensure a sense of security and confidence among students. When a proper learning environment is maintained in the classroom, it gives a feeling of security and soundness, which adds to the performance of students.

### **2. Teacher Behavior while dealing with Students**

If there is bias in a teacher's behavior toward students, it creates an adverse impact on students' psychology and de-motivates him/her. This behavior affects negatively on performance of students as well.

### **3. Teaching Methods and Techniques**

Teaching methods and techniques arouse interest and curiosity among students and prevent students from getting bored and tired. New teaching methods satisfy individual differences among students and ensure a better understanding of the concept.

### **4. Peer Relationships**

Peer relationships act a part in determining the performance of the students in academics. It grows with the age of students. If there is a sound and friendly relationship among peers, it creates a sense of security but if adverse happens, it de-motivates the students which results in an adverse impact on students' performance in classroom.

### **5. Learning Environment in an Institution**

The learning environment in an institution contributes a lot towards the performance of the students. If the environment is strict and rigid, chances of growth

and development are very less which deteriorates the performance of students in academics.

#### **6. Time, Effort and Energy**

The performance of a student depends upon the quantity of time, energy, and effort he devotes to his/her studies. The more time and effort he devoted to education, the more good will be their academic results.

#### **7. Financial Stability**

If a student has enough money to buy food, clothes, and books only then he/she can concentrate on his/her studies without any distractions. Financial Stability act a part in uplifting the performance of students in academics.

#### **8. Proper sleep**

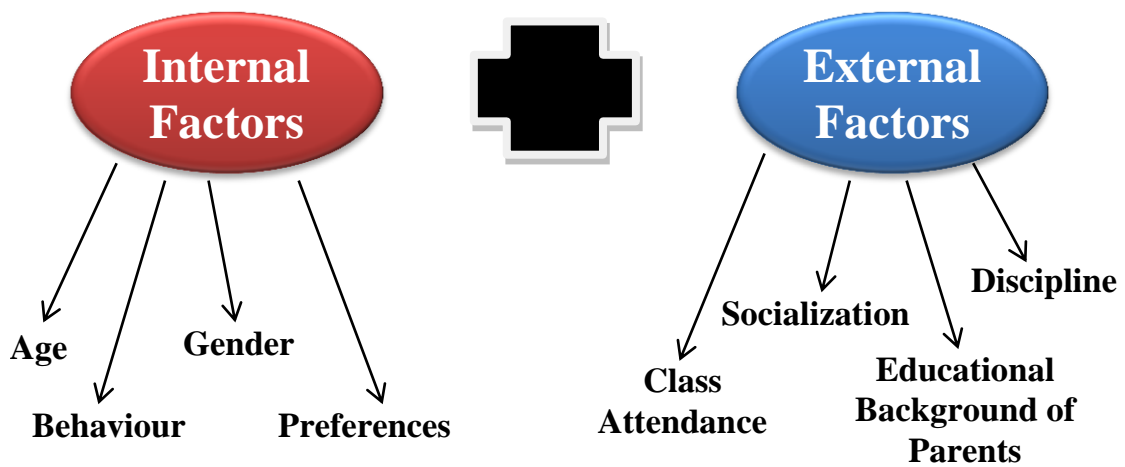
Proper sleep during the night relaxes an individual's mind, body, and soul. Proper sleep results in better focusing and more concentration in subjects like mathematics and sciences. At least 8 hours of sleep during the night has a positive impact on students' performance.

#### **9. Interest in Subject matter**

Interest in a subject plays a vital role in attaining good marks in examinations. Students will get more marks in those subjects which fascinate them as compared to other subjects. Academic Performance will be high if the subject is according to the interest of the students.

#### **10. Distraction and Time Management**

In today's scenario, TV, video games, social media, internet easily distract students' attention towards academics. If a student gets distracted, his performance will fall in examinations. Proper time management helps students to get high scores in academics.



**Figure 1.9 : Factors Responsible for Academic Performance**

In addition, Students' attendance in the classes are highly responsible for his performance. Attendance along with attentiveness in class linked with concept understanding as well as his performance. The educational status of the mother and father is an important factor. Educated parents understand the real significance of education, their guidance and moral and emotional support motivates their children to excel in their examinations. The teacher-student ratio in the class is a very important factor to be looked at. If there are more than enough students in the class, a teacher cannot give sufficient time to every student. Ideal teacher-student ratio is essential to be maintained in the classroom for upgrading the performance of the students in academics. The presence of trained and qualified teachers in the classroom uplift the performance of the students. They are trained enough to identify gifted children, slow learners, and children with special needs. Right remedial teaching supports students' performance. The gender of a student is an important factor that impacts their performance. Girls are supposed to do a little bit of household work as well along with their study, which sometimes distract them and their achievements. Distance of educational institutes from home affects the overall performance of students. Daily too much travelling from home to college results in fatigue which adversely affects students' performance. "Family circumstances has a negative impact on student performance" Mushtaq (2012).

It is also influenced by individual differences which are connected with intelligence and personality. Students with high intelligence quotient have higher



achievement motivation which enhances academic achievement. Moreover, there are non-cognitive factors that promote the performance of the students includes various attitudes, behaviors, and plan of action that promote the performance of the students in academics.



**Figure 1.10 : Predictors of Academic Performance**

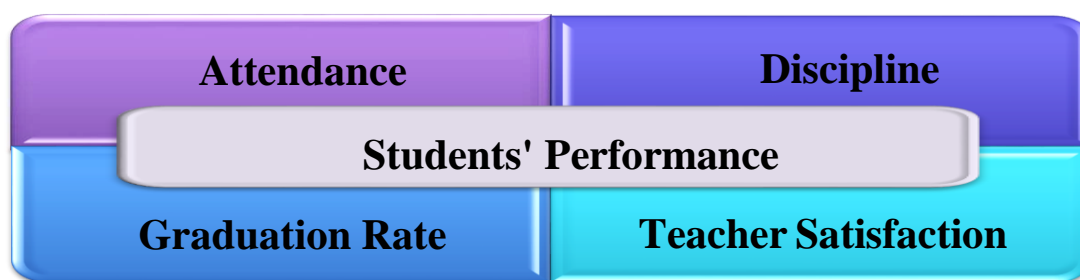
Self-efficacy is an important predictors of performance of pupils in academics. Self-efficacy refers to the belief of being able to do something. "Self-efficacy will increase students' performance" Tiyuri (2018). "Students who are motivated tend to perform better academically than those students who are less motivated. High self-control has a positive relationship with high grades among college students" Hannon (2014). Along with this, there are multiple ways in which the performance of an individual can be improved.

- **Developing a positive attitude-** It is very important on the part of the student to develop a positive attitude towards studies to ensure good marks in their subjects. Many students consider mathematics as a tough subject and this attitude towards mathematics deteriorates their achievements as well.

- **Understand the reason for your failure** - Enjoy your success but never go down during failure. Students need to understand the reasons behind their failure. Understanding these reasons helps them to improve their performance in different subjects.
- **Ask more and more questions while you are in class** - Clearing your doubts in the classroom, asking more and more questions and proper discussion with teachers and peer groups leads to concept clarity which proves to be fruitful in improving the performance of students.
- **Organize your life in a better way** - Proper preparation of notes, assignments, and sessional work is very important on the part of a learner. Along with this, it is necessary to organize your academic work as well as personal tasks to avoid unnecessary hindrances in life. Well- organized student life improves their performance as well.
- **Do the noting work very carefully** - It is very important to pen down the work correctly in the classroom. Sometimes students note down wrong spellings in their copies which further continues in their answer sheets as well which affects their marks. On the part of students, it is essential to be careful while noting in the classroom.
- **Improve your writing speed as well as handwriting** - Good and legible handwriting is key to getting good marks. Marks can be improved when students pay effort towards their handwriting as well as speed.
- **Avoid Procrastination** - Delaying tasks to the near future is the major barrier to students' performance. To get good marks, students need to avoid procrastination.
- **Revise as much as you can** - Revising your entire syllabus before the examination and revising after completion of the written paper is necessary to improve students' grades.
- **Identify your learning style** - Few are auditory learners, others are visual learners and the rest are kinesthetic learners. It is of utmost importance to identify own learning style as it directly contributes to performance.

Thus, academic performance means a student, teacher and educational institutions has achieved their educational goals. Academic Performance is reflected in terms of completion of diplomas, graduation degree and post-graduation benchmarks. In California, achievement of educational institutions is measured by Academic Performance Index based on 4 parameters. The Academic Performance Index is an important element of Public Schools Accountability Act passed in 1999. It is best evaluated on the part of procedural knowledge (skills) and declarative knowledge (facts) whereas in India academic performance of students' was measured by GPA i.e. Grade Point Average

Indicators of Performance are as follows:



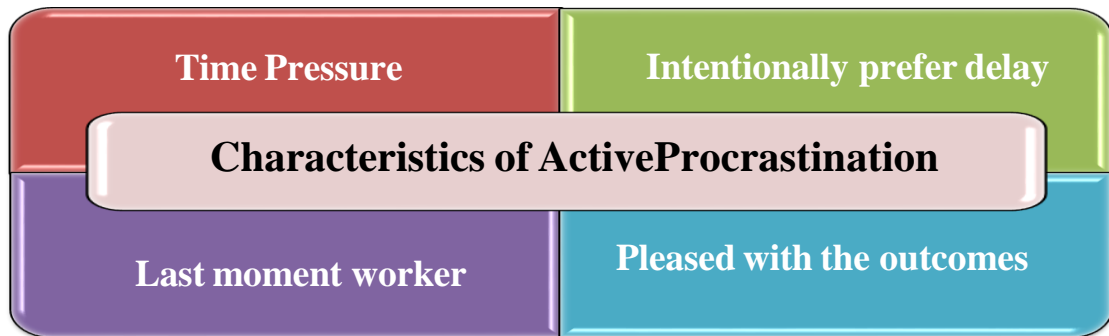
**Figure 1.11 : Indicators of Academic Performance**

- **Attendance in the classroom** - The presence of a student in the classroom is the main indicator of his/her performance. Individuals must present physically as well as mentally in the classroom to ensure good grades.
- **Teacher satisfaction rate** - If a teacher is satisfied with her students' performance she gives more opportunities to her students to succeed but if not then teachers complaint increases and adversely affect students' performance.
- **Graduation rate** - Graduation rates are directly linked with students' marks. If the graduation rate is high, parents and students see educational institutions as a place where they get skill- oriented training and make them capable of a job, but if adverse happens then the dropout rate increases, and crime in society increases which adversely affects students' performance.
- **Discipline** - A disciplined child is always appreciated by teachers. Teachers and students feel happy and the teaching environment is conducive for all which promotes a better understanding of concepts.

➤ **Student Achievement in the Classroom** - Student achievement in the classroom is the major indicator of overall students' performance.

#### **1.1.4 Academic Procrastination**

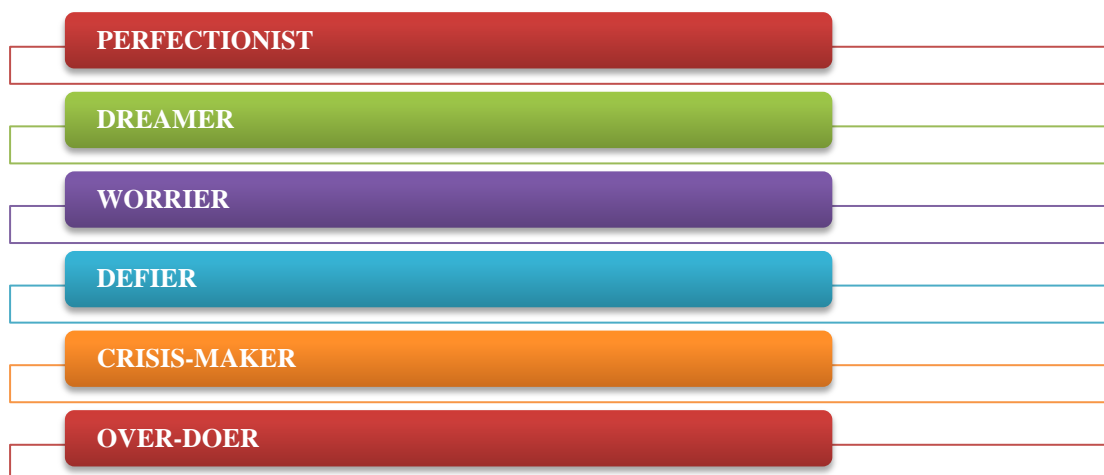
Lack of efficiency on the part of a person to complete an assigned task is a reason behind the non- completion of assigned work. This habit is known as procrastination. In today's era, Procrastination is a practice that most individuals follow in their daily lives corresponding to their situations and circumstances. Generally, Procrastination commences from early childhood and continues through adulthood whether in school or out of school, and may be in later life as well. "Procrastination tendency does not differ according to gender" Sirin (2011) but "procrastination and increase in age have a closer relationship" Yaakub (2000). The word procrastination has its origin in the Latin word 'Procrastinatus' which consists of two words i.e. Pro means 'forward' and Crastinus means 'of tomorrow'. Thus procrastination means putting the things for tomorrow. Procrastination is a common phenomenon not only among human beings but "it is also observed among animals as well as birds like pigeons" Mazur (1996). An individual procrastinates, sometimes due to his behavior to achieve perfection in a particular task or at times due to practicing escape mechanisms. Procrastination is called an avoidance archetype. It is a psychological disorder that hinders one's productivity and efficiency and it is connected with higher stress Sriois et al. (2003), higher anxiety Lay (1994), guilt, depression Saddler (1993), low self-esteem, and boredom proneness Vodanovich (1999). Ferrari (2005) "defines procrastination or postponing as a habit that is observed in a lot of people as far as researchers believe that it is one of the inherent tendencies of the human" whereas Van Wyk (2004) "states procrastination is with us in many cases and is expressed in a variety of conditions influenced by the culture". Ferrari (2018) "Procrastination is a habitual or intentional delay of starting or finishing a task despite knowing it might have negative consequences." Choi and Moran (2009) discussed "active procrastination and stated four distinct characteristics for it":



**Figure 1.12 : Characteristics of Active Procrastination**

- **Time Pressure** - Students' prefer time pressure to do a particular task. When they are in a condition of pressure, then it is easy to complete their assigned work.
- **Intentionally prefer delay** - Sometimes students indulge in dilatory activities rather than completing their assigned tasks, they procrastinate intentionally in such situations.
- **Last moment worker** - Students think they are capable of doing their work at the last moment efficiently, due to which they delay or postpone their activities.
- **Pleased with the results** - Whatever results they got from their assignment or projects, they are satisfied. Due to this, students usually procrastinate as they are not concerned about their results.

Different procrastinators are as follows:



**Figure 1.13 : Types of Procrastination**

Perfectionists are reluctant to commence or cease any task or work until that task or work is perfect. He puts too much stress on details. They are concerned about getting every minute detail right and up to the mark. Perfectionists are also similar to fancy procrastinators. It is required on the part of the perfectionist to stay focused and complete their assigned tasks within the allotted timeframe.

Dreamers enjoy a lot while making plans rather than taking action. They complete their work first in their dreams, actual implementation is secondary for them. They love to fix their aims and live in fantasy about achieving those goals. They are very creative and imaginative. But it's required to focus on their assigned task rather than on their endless imagination. It is advised to set their targeted goals and break their goals into small tasks and then take action in the right direction.

Worriers are of the view that it's better to do nothing rather than to complete the assigned tasks with several mistakes. Worriers are advised to complete their assigned tasks into sub-tasks for easy and early completion. It is required on the part of the worrier to break their goals into sub-tasks understand the time and energy required for given tasks and make calculations regarding the same.

Defiers set their own rules and regulations, they set their schedule. However, they failed to prioritize the important tasks and consequently failed to get them done on time. No one can predict or control their schedule. They have difficulty in making decisions.

Crisis-makers have poor time management because they enjoy deadlines and think that working under pressure is when they perform their best. Work is completed in case of crisis maker but the quality of work is compromised. They focused the working in short intervals.

Over-Doer believes that if they don't accomplish the assigned tasks well on time then they believe that they are not good enough. They feel trouble while saying 'NO' to others for the task assigned.

Procrastination is very common in our day-to-day life such as postponing a doctor's appointment, submitting a job report, delaying filling up the form, submitting up the form, delays household tasks like cleaning the houses and phone

calls Milgram et al 1998., Ferrari and Scher (2000) postponed our visits and many more. In addition, there are three different factors such as individual factors, organizational factors, and environmental factors. Individual factors include personality, success and failure whereas organizational factors include work culture that leads to procrastination. Not only individual and organizational factors but environmental factors like family pressure, economic pressure, social culture, and unpredictable events are also responsible for procrastination. However, it is usually seen in the educational field among students in the form of Academic Procrastination. General procrastination was determined as an important indicator of Academic Procrastination as both are associated with each other Sirin (2011).

Academic procrastination occurs when students postpone their projects, assignments, tasks, or completion of activities unnecessarily. It is considered to be a permanent and prevalent desire to postpone educational activities by the student. It is based on the pleasure principle Laplanche (2018). It means an individual enjoys those tasks or activities that give them pleasure and happiness, he avoids negative emotions by delaying stressful tasks. It is an intentional delaying of a particular task i.e. assignment, activity, or project despite an individual knowing its negative outcomes. Gender variables had no impact on Academic Procrastination tendencies Kasim (2015). "High level of Academic Procrastination have lower performance in academics" Gupta (2018). There are different theories such as the psychoanalytic, psychodynamic, behaviouristic, cognitive, and temporal motivation theories. Temporal Motivation Theory (TMT) provides a base for Procrastination as human beings prefer to do those tasks or activities that give them pleasure and put off tasteless tasks to the near future. This theory also reflects the procrastination equation.

$$\text{Motivation} = (\text{Expectancy} \times \text{Value}) / (\text{Impulsiveness} \times \text{Delay})$$

Expectancy reflects the possible chances of occurrence of an outcome whereas value means how valuable that particular outcome is. Impulsiveness means sensitivity towards delay and delay refers to moving or acting slowly to fall behind. TMT has a close association with procrastination as it helps in making decisions among various courses of action. To select one out of studying or watching T.V., an

individual will prefer to watch T.V. as it yields more pleasure compared to studying. He procrastinates on difficult or unfavorable tasks in the future. Human beings procrastinate either due to fear of failure or perhaps success matters to them. To achieve perfectionism or overcome negative self-belief, a person may delay his tasks.

Steel and Klingsieck (2016) Academic Procrastination is a delay in tasks or activities related to or dependent on learning and studying. Rothblum (1986) "Procrastination has been defined as the tendency to postpone academic activities and is almost always associated with anxiety. An obvious example is delaying studying the lessons until the night of the exam and the resulting hurry affects the student" where Akbay and Gizir (2010) defined Academic Procrastination as delaying the academic tasks for some reasons.

Academic Procrastination possesses various qualities which are as follows:

- People have a psychological belief that they are capable of working effectively during the last moment or even under pressure. They are also able to prepare for their exam one night before.
- An individual who is a procrastinator is easily deviated from their path either due to dilatory behavior or escapes from his responsibilities.
- Socialization and peer influence are responsible for Academic Procrastination. Peer involvement in recreational activities distracts an individual's attention.
- Escaping from doing any task, laziness, and fear of failure leads to Academic Procrastination.
- Lack of personal commitment towards a particular task, assignment, or activity results in procrastination.
- Time is of vital importance in completing particular tasks on time. However, a lack of time management to do a particular academic work results in Academic Procrastination.
- Procrastinator have low self-esteem and low self-efficacy which let down their self-confidence.



- An individual who is a procrastinator has low impulsivity and conscientiousness.

There are various examples of Academic Procrastination in which student undergoes escapism in academic work.

- When a student has two weeks to study for an exam, he/she keeps on postponing their study unnecessarily until the night before the exam, even though he/she wants to get started his studies.
- A student delays working on an important assignment which is a part of his curriculum for an entire semester, before it's due.
- A student gives importance to household chores, such as cleaning their room, baking snacks, involved with their pets, or washing clothes rather than studying for a house test to be conducted in a class.
- To complete their homework assignment or project, A student wastes a lot of time browsing social media before they finally start with their tasks.
- Dilatory behavior acts as a hurdle in the way of academic success. Students prefer sleeping, watching T.V., playing video games, or surfing the net rather than showing attentiveness to complete their academic work.
- Academic Procrastination is not only confined to students. It is also seen among faculty and staff. Sometimes teachers procrastinate to prepare lectures or lessons for their upcoming classes.

Different factors that predict Academic Procrastination are:

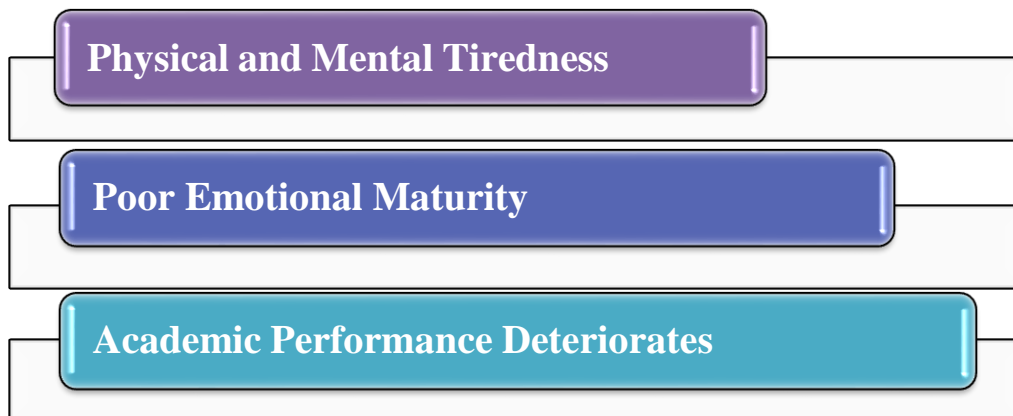
- **Difficulty in focusing** - Students are unable to concentrate and they feel distracted while doing their assignments or projects.
- **Academic tasks are boring** - Sometimes they consider academic tasks as boring and vague.
- **Planning fallacy** - When a student underestimates or overestimates the amount of time required to complete a particular task, it results in Academic Procrastination Balkis (2013).

- **Teachers' behavior** - A harsh manner of approaching is used by teachers, due to this students are unable to discuss their queries regarding their projects or assignments.
- **Redundancy** - Redundancy refers to something which is not needed. Students considered assignments, tasks, or projects as useless work.
- **High stress and Anxiety-** Too much stress, anxiety, and frustration to complete a particular task leads to Academic Procrastination.
- **Poor organizational skills** - Students are unable to organize their tasks efficiently. Lack of planning and organizing results in Academic Procrastination.
- **Poor time management** - Time is a pivotal element in accomplishment of a particular work but improper time management leads to delays in completing assignments and projects Hussain (2010).
- **Lack of motivation** - Motivation acts as a powerful tool in building up confidence among students but lack of motivation acts as a barrier to completing academic tasks within the allotted period.
- **Coping Strategies are Poor** - Inappropriate coping strategies lead to delaying tasks, assignments, and projects.
- **Preferring exhilarating activities** - Exhilarating activities give more pleasure than work. Students generally prefer adventurous activities rather than completing their assigned work which leads to Academic Procrastination.
- **Financial crisis** - Sometimes, money acts as a hurdle in the path of an individual's development. The financial crisis is a reason responsible for Academic Procrastination.
- **Health issues** - A person procrastinates when he is facing health issues.
- **Perfectionism** - To be perfect in all aspects while doing a particular task is the reason behind procrastination.

- **Physical and Mental tiredness** - Tiredness or fatigue whether physical or mental results in unintentional delaying of academic work.
- **Academic overload** - When several assignments or projects are assigned to students, they are unable to fix the priority, and this results in delaying work Hussain (2010).
- **Poor study environment** - An environment that is overcrowded or filled with distractions leads to a lack of concentration which further results in procrastination.
- **Lack of clarity regarding date of submission** - A student procrastinates when clear-cut information regarding due dates of assignment submission is missing.
- **Lack of communication** - When an instructor is not responding to a student's requests for clarification of his doubts, it results in delaying their academic work due to lack of communication.
- **Lack of technical know-how** - When technical knowledge about computers and the internet is not known to students, they prefer to postpone the completion of their assignments or projects. Rahardjo (2013)
- **ADHD** - When an individual is suffering from ADHD, it can easily get distracted. They generally forget to complete their routine tasks within due course of time.

In addition, Grunschel (2013) concluded "there are internal reasons (8 categories) and external reasons (3 categories) that cause Academic Procrastination among students. Internal reasons include affective, mental, and physical state, cognitive, personal belief, personality, competencies, previous learning experiences, and perceived task characteristics while external reasons refer to individual working conditions, lecturers' characteristics, and institutional conditions".

The negative impact of Academic Procrastination leads to different consequences as follows:



**Figure 1.14 : Negative Impact of Academic Procrastination**

- Procrastination hurts the physical and mental well-being of pupils as it creates tension, anxiety, depression, and frustration among students. "It causes higher stress, low self-esteem, depression, cheating, and higher use of alcohol, cigarettes, and caffeine" Goode (2008).
- It influences the emotional stability of students. Academic Procrastination results in poor emotional maturity as students are unable to make their decisions wisely Balkis (2013).
- "Procrastination affects the performance of students in terms of classroom learning" Hussain (2010). Further results in delays in submitting assignments, exam preparation, and participation in activities.
- In addition, "Academic Procrastination leads to embarrassment and an inferiority complex among students" Thompson (1995).
- Academic Procrastination results in reduced productivity and efficiency of students in various academic tasks and activities.
- When a student generally procrastinates in their routine life, they face adverse academic results and worse career prospects in their life.

To tackle the problem of Academic Procrastination among students, the following strategies can be applied by the student community:

1. Avoid exhilarating activities that lead to procrastination.
2. Manage fear, anxiety, frustration, and emotion efficiently so that it automatically provides a solution to a problem.
3. Fix some goals and work efficiently.
4. By working in a systematic and organized manner.
5. Prefer a work-friendly environment where it is possible to concentrate.
6. Proper planning regarding routine activities is a must on the part of students to avoid unnecessary delays.
7. Self-motivation is a powerful tool to handle the problem of procrastination.
8. Proper time management to achieve these goals.
9. Conducting a self SWOT analysis.

In addition, three more approaches are followed to overcome the problem of Academic Procrastination.

- In a student-led approach, students are fully responsible for reducing unnecessary delays. External guidance in a student-led approach is minimal.
- Externally led approach, educators and administrators overcome the problem of procrastination without discussing it with students regarding the same. Students are not actively involved in this approach.
- In a Joint approach, both external guidance and the active role of students can help to tackle the problem of delay.

Procrastination to some extent keeps our brain in its happy place but if an individual keeps it up, it leads to chronic procrastination which results in low self-esteem, low self-confidence, low energy level, depression, anxiety, quality of life worsened guilt, stress and frustration. It is very important to understand the reason behind procrastination and find appropriate measures to tackle the problem of procrastination. Academic Procrastination is linked with dysfunctional learning

results. It leads to end-time pressure, lack of perfection in work, and low academic achievement, those individuals either leave the course or extend the course of study.

It is very important to select anti-procrastination techniques as per the problem of the student. Teach students about motivation-regulation strategies, time management skills, follow cognitive behavioral therapy, educational interventions, or most importantly planning and organizing tasks on the part of students. They could challenge and reframe task characteristics that students perceive as provoking Academic Procrastination Grunschel (2013). "Providing proper guidance and counseling services at the campus, positive comments on students' assignments, rewarding students for their good performance, assigning tasks as per capability, developing healthy relationships amid students and teachers, and sharing problems minimize the procrastination among students" Hussain (2010). Moreover, "focuses on student support and prevention of procrastinating behavior through programs that enhance first of all student's proactive attitude, planning skills, self-monitoring, and effective as well as efficient time management, and secondly emotional awareness and regulation of emotional response in situations of stress and performance anxiety" Diotaiuti (2021).

## **1.2 SIGNIFICANCE OF THE STUDY**

In today's competitive scenario, an individual needs to be successful in life. During the last years in schools, pressure among adolescent students to choose the right discipline in the right institution has commenced. It further continues from school life to college life as in colleges students are more prone to self-study and library visits rather than spoon-feeding by teachers. They have to prepare their notes, assignments, and sessional work in due course of time. In addition, this age period has been thought of as a period of 'stress and storm' where multiple thoughts enter and exit from an individual's mind which sometimes results in the postponement of various tasks.

This postponement in education is termed Academic Procrastination which has a negative impact on student's grades and health leading to depression, low self-esteem, frustration, guilt, stress, and anxiety. This study will emphasize the need on

the part of students to manage delays and prioritize their tasks to avoid Academic Procrastination which may adversely influence the achievement of students. This study will help the teachers how to handle those students who generally procrastinate in classrooms and understand the causes behind their procrastination.

In addition, Academic Burnout is the main reason behind the different behaviors among students. It influences the relationship between teachers and students. The problem of burnout in colleges is difficult to recognize as college students are used to high levels of stress related to their work but if this problem is ignored it leads to severe health issues such as depression. The results pertaining to types of disengagement on the part of students may highlight it as one of the causes behind poor performance which may consequently help in improving their grades by making decisions wisely. This study will help teachers as well as college administrators to keep an eye on burnout issues and frame guidelines to manage the workload of students to improve their grades. This study will provide a sound base for policymakers to determine the appropriate curriculum load for the students.

Moreover, disengagement when studied with Academic Burnout and Academic Procrastination, helps parents and teachers to identify the reasons why students feel disengaged from academic tasks and how to overcome their problem. This study will help the teachers to use innovative methods and techniques in the classroom to make teaching interesting and innovative which may further solve the problem of academic disengagement among students. The study shall be very useful for the planners and policymakers of the educational system to frame the policies in light of the recommendations of this study. Lastly, the study will be very much helpful to the administrators in understanding the psychological needs of the students and making efforts to adjust them properly in college, especially first-year students. Guidance Cell may be set up in colleges to solve the emotional and stress-related problems of students.

Academic Procrastination is a novel idea and therefore not much research has been done in this area, especially in Punjab state. This study is of pivotal importance for students, teachers, parents, administrators, and policymakers. Keeping these factors in mind, the investigator resolved to study the influence of Academic Burnout

and Disengagement on the academic performance of college students with the mediating role of Academic Procrastination.

### **1.3 RATIONALE**

In this competitive world, an individual needs to be successful in life. During the last years in schools, pressure among students to choose the right discipline in the right institution has commenced. It further continues from school life to college life as in colleges, students are more prone to self-study, note preparation, and library visits rather than spoon-feeding by teachers. They have to prepare their notes, assignments, and sessional work in due course of time. In addition, this age period has been thought of as a period of 'stress and storm' where multiple thoughts enter and exit from an individual's mind. Very few studies are evidenced where researchers had taken samples of undergraduate students. There is a need to study, particularly first-year undergraduate students because after school first year in college is a period where they have to make multiple adjustments in their personal life as well as in the academic field.

### **1.4 STATEMENT OF THE PROBLEM**

INFLUENCE OF ACADEMIC BURNOUT AND DISENGAGEMENT ON ACADEMIC PERFORMANCE OF COLLEGE STUDENTS: THE MEDIATING ROLE OF ACADEMIC PROCRASTINATION.

### **1.5 OPERATIONAL DEFINITION**

#### **➤ ACADEMIC BURNOUT**

Academic Burnout is defined as a serious illness that leads to physical and emotional depletion of energy and results in frustration and anxiety caused due to long-term study or college assignments or activities.

#### **➤ DISENGAGEMENT**

Disengagement refers to student disengagement which means disconnection, detachment, or non-involvement of students from different activities or a particular



domain or tasks conducted in their classroom. It refers to the permanent behavior of the students and their passivity towards academic tasks.

➤ **ACADEMIC PERFORMANCE**

It refers to marks or results obtained by a student in all subjects at the end of his/her semester or term.

➤ **ACADEMIC PROCRASTINATION**

Academic Procrastination refers to a special form of delaying or postponing the college tasks and activities assigned to students as they show disinterest in performing these academic activities.

## **1.6 OBJECTIVES**

1. To study the level of Academic Burnout, Disengagement, Academic Performance, and Academic Procrastination among college students.
2. To find out the difference in Academic Burnout, Disengagement, Academic Performance, and Academic Procrastination among college students with regard to their gender, locale, and stream.
3. To find out the relationship of Academic Burnout, and Disengagement with Academic Performance.
4. To find out the relationship of Academic Procrastination with Academic Performance.
5. To find out the inter-relationship of Academic Burnout and Disengagement with Academic Procrastination.
6. To verify the influence of Academic Burnout, Disengagement, and Academic Procrastination on the Academic Performance of college students.
7. To verify the mediating role of Academic Procrastination on the relationship between Academic Burnout and the Academic Performance of college students.
8. To verify the mediating role of Academic Procrastination on the relationship between Disengagement and the Academic Performance of college students.

## **1.7 HYPOTHESES**

1. There exists no significant difference in Academic Burnout among college students with regard to their gender, locale, and stream.
2. There exists no significant difference in Disengagement among college students with regard to their gender, locale, and stream.
3. There exists no significant difference in Academic performance among college students with regard to their gender, locale, and stream.
4. There exists no significant difference in Academic Procrastination among college students with regard to their gender, locale, and stream.
5. There exists no significant relationship between Academic Burnout and Disengagement with Academic performance.
6. There exists no significant relationship between Academic Procrastination with Academic performance.
7. There exists no statistical significance difference among inter-relationship of Academic Burnout and Disengagement with Academic Procrastination.
8. Academic Burnout, Disengagement, and Academic Procrastination do not influence the Academic performance of college students.
9. Academic Procrastination does not mediate the relationship amid Academic Burnout and the Academic performance of college students.
10. Academic Procrastination does not mediate the relationship amid Disengagement and the Academic performance of college students.

## **1.8 DELIMITATIONS**

- Taken into account, time and physical resources this study was limited to 50% of districts from Majha, Doaba, and Malwa region of Punjab.
- The research was restricted to first-year undergraduates only.

- The study was delimited to those colleges where Arts, Commerce, and Science Stream is available.
- The investigation was limited to co-educational colleges.
- The study was limited to regular students.

## **Chapter – 2**

### **REVIEW OF RELATED LITERATURE**

In this study, the main sources from which the review of related literature was done were journals indexed in SCOPUS, Web of Science, UGC - Care List, Shodhganga@INFLIBNET, Shodhgangotri, book chapters and e-resources subscribed by University library available on University Management System.

Just as skilled medical professionals need to stay up to date on the most novel developments in their field, diligent educators, intellectuals, and investigators should also familiarize themselves with the foundations of research concerning education. The term "literature" refers to the body of information concerning a particular field of study in any discipline, while the word "review" refers to a structure of knowledge about a particular field of research. Research is expert, systematic, and accurate investigation John W. Best. The literature available in any subjects forms the grounds on which construction will be done in future. Walter R. Borg. The researcher is aware of current research regarding the problem and the past records.

By reading through relevant literature, researchers can familiarize themselves with the state of the art in the discipline in which they plan to carry out their study. It is beneficial to be knowledgeable about the recommendations made by previous investigators for extra investigations that have been incorporated in their studies. It provides directional hypotheses. Understanding the appropriate literature keeps the researcher apprised of previous research and helps to articulate the goals. The researchers gain a knowledge of the research methodology which outlines the way the investigation is to be carried out—through the review of the related literature. The knowledge concerning scale and tools that may have been helpful in earlier studies is beneficial to the researchers.

Relevant literature is an helpful asset for illustrating the problem, evaluating its importance, outlining potential data collection techniques, and putting forward a suitable study design. It helps the researcher establish limitations within his field. The investigator needs to review the related literature to determine what has already

been done. Even though a review of the related literature is time-consuming it is a very important and fruitful phase of the research project. It makes it feasible for the researcher to enhance his work. It forms the foundation upon which all future work will be built. It helps in locating comparative data useful in the interpretation of results.

## **2.1 STUDIES RELATED TO ACADEMIC BURNOUT**

**Werther (2012)** explored college adjustment and burnout among undergraduate transfer and native students. The sample comprised 365 students. The results indicated a significant connection across burnout and adjustment, and they imply that students who are more adjusted may be less susceptible to Academic Burnout symptoms.

**Charkhabi (2013)** examined the Academic Burnout, quality of learning experience and self-efficacy and its relationship amid undergraduate students. 233 undergraduate students selected through a stratified random sampling method. Correlation coefficients were used. The study's conclusions showed substantial correlation within self-efficacy and Academic Burnout and its different components.

**Lin (2014)** studied Academic Burnout and life stress among college undergraduates and assessed life stress as a indicator of Academic Burnout. A sample consisted of 2640 students from whom data was collected. T-tests, and multiple regression analyses were applied. Findings revealed females and upper-year students were identified with higher life stress values.

**Rahmati (2015)** studied Academic Burnout and self-efficacy among university students. The sample comprised of 120 university students. T-test and correlation were used. Findings showed negative relationships amid self-efficacy, Academic Burnout and its components.

**Cheraghian (2016)** Academic Burnout, Mental Health and Self-Compassion as a moderator among 200 university students. Results indicated that there was a negative association among Academic Burnout and both mental health and self-compassion. Furthermore, a positive association amidst the mental health and self-compassion.

**Munko (2017)** examined "the connection amidst high school students' Academic Burnout, academic motivation components, and Big Five Personality Factors". The average academic burnout level was attained by high school students. Burnout was more common among female students than male students.

**Vahabi (2018)** studied "student stressor factors and academic burnout amid 500 students is the university. Tools used were student stressor factors and academic burnout questionnaires. Data were analyzed using SPSS software. A significant direct correlation exists amid academic burnout with three domains of stressors. Findings indicated the important role of stressors in Academic Burnout".

**Korsopets (2019)** explored the issue of emotional and academic burnout amid working students. Questionnaire for working students was used. The findings demonstrated a correlation among the frequency of burnout symptoms and their degree of severity.

**Rezaei (2019)** studied the academic burnout prevalence rate and its factors among 382 students. Not only a strong correlation between academic burnout and major of study is found, but also between gender, university location, and Academic Burnout. A significant portion of pupils encounter Academic Burnout. Additionally, students may have varied Academic Burnout experiences depending on their major of study.

**Christy (2019)** sought to determine "the impact of problematic smart phone use, self-evaluations, and academic achievement on Academic Burnout amid 401 medical students". The study showed that problematic smart phone use and self evaluations has a significant role in predicting Academic Burnout among medical students. No significant association amidst problematic smart phone use, self-evaluation, and Academic Burnout.

**Long (2020)** "studied burnout and engagement amid Pharmacy students' perception of their academic ability". Results revealed that 162 students accomplished the survey and found emotional exhaustion and professional inefficacy were reciprocal associated with students' academic self-perception whereas dedication showed direct correlation with academic self- perception.

**Vinter (2020)** examined "Academic Burnout with cognitive emotion regulation strategies of 326 Estonian middle school students" Academic Burnout was measured with six items and Cognitive emotion regulation strategies were measured with 12 items. Results showed girls reported significantly higher burnout level.

**Hao (2021)** examined the impact of anxiety and resilience among Academic Burnout and smart phone use during COVID-19. The sample consisted of 748 Chinese undergraduate students. The results indicated that academic burnout both directly and indirectly by way of anxiety substantially predicted problematic smart phone use.

**Karimi (2021)** studied academic burnout, shame, intrinsic motivation, and teacher affective support SEM approach. The sample comprised 306 learners selected through convenient sampling. Descriptive statistics and Confirmatory Factor Analysis were used. academic burnout was directly predicted by teacher affective support, intrinsic motivation, and shame.

**Singh (2021)** "aimed to assess the relationship between academic burnout -student engagement relationships among management students of the Delhi-NCR region of Northern India and studied the moderating impact of internal locus of control and the mediating impact of loneliness on the Academic Burnout- student engagement relationship. The sample was collected from 264 students. Descriptive statistics, correlation, and moderated-mediated regression analysis were used. Findings showed a negative association between student engagement Academic Burnout and loneliness. A positive association between Academic Burnout and loneliness and a moderating impact of internal locus of control on Academic Burnout and student engagement relationship. Loneliness acted as a partial mediator for the moderated relationship between Academic Burnout and student engagement relationship".

**Naderi (2021)** explored the benefits of adequate sleep and a healthy lifestyle among academic burnout of 143 nursing students. A direct relationship exists amid students' burnout and PSQI score. An inverse correlation exists amid students' burnout and healthy lifestyles. Adequate and good sleep along with healthy lifestyle, students experience less academic burnout.

**Ye (2021)** studied a moderated mediation model of social support and academic burnout amid University Students. The sample comprised of 503 students from a Chinese university. Tools used were the Social Support Rating Scale, Satisfaction with Life Scale, The Academic Burnout Scale, and SES using three statements. Descriptive statistics and correlation were used. Social support had inverse attachment with academic burnout. Life satisfaction acts as a partial mediator on the relationship amidst social support and academic burnout.

**Tomaszek (2022)** studied Student Burnout and PTSD Symptoms: The Role of Existential Anxiety and Academic Fears on Students during the COVID-19 Pandemic. The sample consists of 199 respondents. Mean, S.D., Cronbach's  $\alpha$ , and Correlation were used. Results confirmed that academic burnout, existential anxiety, and academic fear were significantly associated with higher posttraumatic symptoms.

**Purwanti (2022)** "studied the correlation between academic self-awareness and self-regulation with Academic Burnout during an online lecture among students at the University Negeri Yogyakarta (UNY). The sample consisted of all the students from seven faculties of the university selected through a random sampling method. Tools used for data collection were questionnaires i.e. academic self- awareness, self-regulation, and Academic Burnout scale. Descriptive statistics were used for data analysis. The findings revealed that there exists negative significant correlation between academic self- awareness and Academic Burnout among the students of UNY and there was a negative and significant correlation between self-regulation and Academic Burnout among the students of UNY In addition to it, there was a significant correlation of academic self-awareness and self-regulation with the Academic Burnout".

**Liu et. al. (2023)** explored a cross-sectional study of factors concerned with academic burnout. A sample comprised 22,983 university students in China. Tools used were structured questionnaires, the Maslach Burnout Inventory, and the General Survey on socio-demographic aspects. Regression analysis was used in this study. Results revealed that males are more exposed to burnout than females. Higher grades students have high burnout levels than students with lower grades. About 60% of students are prone to academic burnout in this research study.



**Zuo et.al. (2024)** explored "the psychological mechanisms of academic stress and academic burnout with rumination as a mediator and neuroticism as a moderator of 1,130 undergraduate students taking English courses. Findings revealed that rumination acts as a mediator amid English academic stress and burnout, secondly, neuroticism moderates the relationship amidst English academic stress and rumination. Students with high neuroticism are more prone to develop rumination when exposed to high levels of academic stress".

**Arora (2024)** studied the academic burnout with self-efficacy, self-esteem among Indian college students. It was found personality traits among students', self-esteem, self-efficacy have significant correlation with the academic burnout dimensions in context to college students' of India.

**Conclusion-** From the above literature it is evident that as compared to men, women are more likely to experience stress. Lin (2014). A significant relationship exists amid academic burnout and self-efficacy Charkhabi (2013) but Rahmati (2015) found a negative relationship between academic burnout and self-efficacy. Among female students, it was found burnout level was higher than that of males Munko (2017) Vinter (2020) where burnout is more common in male students than in female students. Liu et. al. (2023).

## **2.2 STUDIES RELATED TO DISENGAGEMENT**

**Blondal (2012)** studied "students' different educational pathways were examined their disengagement during adolescence. The sample consisted of 832 students from the age group between 14 to 22 years. Tools used in this study were the Hollingshead Index, a composite of grades on national standardized tests. ANOVA and ANCOVA were used for analyzing the data. Results revealed that males and students from lower-SES backgrounds were generally more disengaged".

**Sagone (2013)** studied the personality factors and civic moral disengagement amid 76 law and 82 psychology university students. Results revealed that moral disengagement was more used by psychology students than law students, further, law students were more emotionally stable and careful. Boys were emotionally more stable than girls.

**Natalia (2015)** "studied moral disengagement and plagiarism among 258 undergraduate students. Data were collected by the Mechanism of Moral Disengagement Scale and Personal Experience with Plagiarism Scale. The level of plagiarism is low meanwhile moral disengagement is moderate. A significant and positive correlation exists amid moral disengagement and plagiarism. It is also found that male students have a higher tendency to be morally disengaged compared to female students. The findings of this study partially support Bandura's theory of moral disengagement in explaining unethical deeds".

**Chipchase (2017)** A literature was reviewed on disengagement among students in higher education. About 700 articles were screened out. "Student disengagement was conceptualized as a multi-faceted, considered as a character fault inherent in disengaged students, Disengagement as Non-engagement, non-participation, as multidimensional construct, and alienation. It is a combination of behavioral, emotional, and cognitive domains influenced by intrinsic (psychological factors, low motivation, inadequate preparation for higher education, and unmet or unrealistic expectations) or extrinsic (competing demands, institutional structure, and processes, teaching quality, and online teaching and learning)".

**Qudsyi (2018)** studied the spiritual well-being, parent attachment and moral disengagement of 100 college students. The results indicated that amid college students, moral disengagement can be predicted by spiritual well-being and parent attachment. The best predictor is mother attachment, which predicts moral disengagement.

**Schnitzler (2020)** explored student engagement and its relation to academic self-concept and achievement of 397 students. Descriptive statistics and inter-correlations were used. Results revealed high academic self-concept students reflects moderate to high engagement. Students with higher engagement gained in achievement at last.

**Lawson (2020)** explored student engagement and disengagement as a collective action problem. "Furthermore, issues with engagement and disengagement are reframed as chances for group action, encompassing community development projects, cradle-to-career system building, cross- sector collective impact formations, inter-professional teams, and community agency-school partnerships".

**Kim (2021)** found there were substantial variations in the responses of engineering students to mechanisms of moral disengagement and overall propensity amid students regarding morally disengaged remains same over time.

**Nocera (2022)** studied Moral disengagement mechanisms to predict cyber aggression amid adults. A sample comprised of 404 emerging adults, age between 18 to 29 years. Tools used were the Moral Disengagement measure and, Cyber bullying Experiences Survey. "In this study, results revealed moral disengagement was predicted by cyber aggression. Advantageous comparison and dehumanization were the strongest predictors and dehumanization was the only mechanism to predict all forms of cyber aggression".

**Glaesser (2024)** examined the association amid social context and disengagement with regard to Individual and classroom factors of 16 middle school students. In Study 1, 24 classrooms were considered and found a direct correlation amid social identification and the daily mood of the students. In second study 21 classrooms were used, motivation was affected by social identification. No significant impact of classroom environment on disengagement among students is found.

**Conclusion** - From the above literature it is evident that male students were more disengaged than females Blondal (2012). Male students have a higher tendency to be morally disengaged Sagone (2013) Natalia (2015). Achievement level of those students who are highly engaged Schnitzler (2020). Students' propensity to morally disengage remains same over time Kim (2021) and disengagement among students was not affected by environment in the classroom Glaesser (2024).

## **2.3 STUDIES RELATED TO ACADEMIC PERFORMANCE**

**Shahzadi (2011)** "studied the performance of university students. The sample consisted of 300 students. Results showed performance depends on learning skills and learning skills depend on the home environment. In addition to it, performance depends on academic interaction and academic interaction depends on study habits and home environment. It means performance can be estimated by its home environment and learning skills and also by its academic interaction, study habits, and home environment. By examining the three possible paths of estimating

performance, the strongest path is the home environment which affects the learning skills and ultimately learning skills lead to affect the performance. Students can achieve high performance by focusing on their home environment and learning skills."

**Ali (2013)** investigated the factors affecting the marks and grades of 100 graduate students. The findings showed that graduate students' academic performance is significantly impacted by age, the social economic status of their father or guardian, and the number of hours they study every day.

**Bembenutty (2013)** explored Performance and satisfaction with homework completion among 133 college students. Correlation and regression were used. Results revealed homework logs, students' self-efficacy, internal motivation, help-seeking strategies associated with homework completion help in the development of self-directed learners.

**Carbonel (2013)** studied "learning styles, study habits, and performance of college students at Kalinga-Apayao State College, Philippines". Results revealed that 46% students have visual style of learning, 36% possess auditory learning while 18% undergoes tactile learning style. 15% are high performers, 50 % students undergoes average performance whereas 35% fall within low performance.

**Duggal (2015)** investigated the Performance of 150 college students from Amritsar, Jalandhar, and Ludhiana district of Punjab. To collect primary data from UG and PG students, a structured pre- test questionnaire was developed. Result revealed many factors impact the achievements of students in various ways.

**Shkullaku (2015)** studied the relationship amid stress and performance among Albanian students. Sample consisted of 600 students from two universities. The tool used for this research was the questionnaire for measuring Student Stress Scale. A significant correlation is found amidst stress and performance among university students.

**TwumAmpofo (2015)** explored academic ambition and child effort mediated the students' performance. Data was collected from 571 students through a multi-stage

sampling procedure. descriptive and correlation research designs were used. Questionnaires were used for data collection. Results revealed that education of parents, self academic ambition, and the his/her efforts are associated with performance.

**Oyuga (2016)** investigated the association amid time management and performance. Sample consisted of 300 orphaned secondary school students in Kenya along with 7 principals. The Pearson Product-Moment correlation coefficient was used. A high positive correlation is found amid time management and academic achievement of school students.

**Sreelekha et. al. (2016)** "Study habits and Performance of first-year MBBS students." A sample comprised 80 first-year MBBS students. Self-assessment questionnaire by Palsane and Sarma, Study Habits and Inventory, the performance through marks they obtained. Fair study habits students scored more in comparison poor study habit students.

**Arora (2017)** examined the factors associated with the performance of college students. Sample comprised of 117 college/university students in Gurugram. Well well-structured Questionnaire was used for collecting data from students. Results showed efficient teacher educators, study habits, disturbance factors, and environment of family are important indicators of the performance. Gender differences in academic achievement of students means females achieve higher marks/grades than males.

**Abdullah (2018)** explored the factors associated with quality of Performance of 300 students. Results revealed reasons for failure such as rote-based education and assessment systems, outdated curricula, and old teaching methodologies were discovered.

**Kassarnig (2018)** explored performance and behavioral patterns amid 538 undergraduate students. ANOVA F-test and in-depth analysis were used for analyzing the data. "Results revealed that the most informative indicators of performance are based on social ties and that network indicators result in better model performance than individual characteristics. In addition, class attendance is the most important predictor of individual characteristics".

**Mahdy (2020)** studied the impact of corona virus pandemic on the performance of 1392 veterinary medical students. Descriptive statistics were used for data analysis. The data showed performance of students are affected by this pandemic. Online education provides a platform for students to self-study but practical lesson presentation is difficult. To fulfill the veterinary competencies through online education is difficult on the part of students.

**Jose (2021)** studied "the influence of social media on performance and family relationships among 200 college students." Social media opens a window to peep into the outside world and it grows exponentially among the young people generations. Students in higher education are more exposed to social media which affect personal and professional lives. Both positive and negative impacts of social media are visualized amid family relationships and academics among students.

**Reuter (2021)** explored "the association between health behaviors and habits of university students and academic achievement of 614 undergraduate students. Results showed a direct correlation amid breakfast consumption, physical activity, strength training, and self-reported GPA, and negative associations between the hours of sleep per night, hours worked per week, fast food and energy drinks consumption, and use of drugs and alcohol".

**Vargas-Ramos (2021)** studied students' performance, demographic factors and alcohol consumption amid 341 college students during Covid-19. Gender, age, and alcohol consumption affected the performance of students. Results revealed an improvement in their academic average was visualized during this period. Females had a higher academic average than males.

**Sivan (2022)** studied factors associated with performance amid first-year medical students. The sample comprised 100 first-year medical students. Tools used were a semi-structured questionnaire to collect socio-demographic data and an academic stress scale. Results showed marks in the twelfth standard were significantly higher for good and average-performing first-year students when compared to poor performers. The academic stress and performance showed no difference among both sexes. Medical illness, stress, and socio-demographic variables had no association with performance.

**Gutierrez (2023)** explored Performance, Co-Curricular Activities, and Extra-curricular Activities of 75 Business Administration students. "Findings revealed co-curricular and extra-curricular activities are related to students' performance. Moreover age, sex, and academic program of the students did not cause any differences in their assessments of performance, co-curricular activities, and extra-curricular activities".

**Khumalo (2023)** An empirical study associated with the factors that influence the students' performance. Sample comprised of 330 management students in this study. Descriptive research design and quantitative research approach were used in this research. "Findings indicated attending tutorials, previous year question papers, self-given homework, study groups, and library use are factors associated with performance of students. The stable income status of parents and parental involvement with schoolwork leads to great academic achievement".

**Conclusion -** It is evident that "students can achieve high by focusing on home environment and learning skills" Shahzadi (2011). Age and financial status Khumalo (2023), and study hours each day significantly affect the students' marks and grades. Ali (2013) whereas no impact of age, gender, and academic program is visualized towards performance Gutierrez (2023). A significant relationship amid stress and students' performance Shkullaku (2015). Education of parents, the child's academic ambition, and the child's effort are associated with performance TwumAmpofo (2015). Strong and direct correlation amid time management and academic achievement Oyuga (2016). Gender, age, and intake of alcohol consumption are associated with students' marks. Vargas-Ramos (2021), and negative association amid performance and alcohol and marijuana consumption Reuter (2021). Girls achieve higher grades than boys Arora (2017) Vargas-Ramos (2021). Results revealed that marks in the twelfth standard were significantly higher for good and average performing first-year students when compared to poor performers Sivan (2022).

## **2.4 STUDIES RELATED TO ACADEMIC PROCRASTINATION**

**Sirin (2011)** investigated whether "general procrastination, academic motivation, and academic self-efficacy can act as predictors of Academic Procrastination among

undergraduates in different departments at the School of Physical Education and Sports, along with this Academic Procrastination was examined in terms of gender, department, and grade variables. The study group consisted of 774 Physical Education students. The results revealed a significant positive correlation amid Academic Procrastination and general procrastination, while the relationship between Academic Procrastination and, academic motivation, and academic self-efficacy was not statistically significant. In addition to this, general procrastination was determined to be a significant predictor of Academic Procrastination. The results also showed a significant difference in Academic Procrastination in terms of students' departments and grades though levels of Academic Procrastination did not differ in terms of gender."

**Mohammed (2013)** explored the "relationship between Academic Procrastination and the positive and negative self- oriented perfectionism of college students with learning disabilities." The sample comprised 80 undergraduate students selected through convenience sampling. Results revealed a positive correlation amid Academic Procrastination and Positive perfectionism, but no significant correlation was found amid Academic Procrastination and Negative Self oriented Perfectionism. With regard to gender and speciality, Academic Procrastination of undergraduates did not differ significantly.

**Rahardjo (2013)** "studied computer anxiety, academic stress, and Academic Procrastination amid 65 social science students. Academic Procrastination tendencies, anxiety in operating computers, and academic stress, males have higher percentage than female students".

**Arif (2014)** investigated Academic Procrastination and the impact of demographic variables. Sample comprised of 200 students from colleges and universities of Islamabad. Tools used were the Tuckman Procrastination Scale for collecting the data. Results revealed a significant difference in age, gender, and education is found. With regard to gender, a significant difference is detected in Academic Procrastination. College students procrastinate more than university students and age below and above 20 years reflects a significant difference in Academic Procrastination.



**Kaur (2016)** explored academic and non-Academic Procrastination, motivation factors and personality traits amid 600 participants. "High and low academic procrastinators differ in their non-Academic Procrastination tendencies A significant difference amid high and low, academic and non-academic procrastinators on intrinsic motivation and motivation with high procrastinators possessing more motivation and less intrinsic motivation".

**Mortazavi (2016)** explored the prevalence of Academic Procrastination and examined the relationship amid Academic Procrastination and well-being status. Sample comprised of 498 medical students. A stratified random sampling method is used to collect the data. There was a noteworthy distinction amid the average procrastination scores of students with depression and those without. The outcomes demonstrated the shared characteristics and connection amidst Academic Procrastination and low well-being status. When their students frequently put off doing their tasks, university instructors ought to take into account their low wellbeing status.

**Khursheed (2018)** The study was designed to assess the impact of self-esteem on Academic Procrastination through academic self-efficacy. 502 students were taken as sample. Results revealed that academic self-efficacy mediated the relationship amid self-esteem and Academic Procrastination. Males procrastinate more than female students.

**Saplavska (2018)** "The study aimed to reveal the links amid Academic Procrastination and anxiety among students. Results revealed 48 % students showed a high level of Academic Procrastination, 27 % medium, and 25 % low. Situational and personal anxiety increases, the level of Academic Procrastination also increases."

**Ashraf (2019)** investigated "the impact of Academic Procrastination in predicting academic stress among young adults and explored the moderating role of peer influence resistance". Sample comprised of 400 young adults. Results revealed a positive relationship amid Academic Procrastination and academic stress whereas, a negative relationship is found amid peer influence resistance and Academic Procrastination. Males procrastinate than females in this study.

**Kaur (2019)** studied to analyze the Academic Procrastination behavior of 300 secondary school students with regard to gender and type of school. In this study, the descriptive survey method was used. A maximum students fall amid moderate level of Academic Procrastination. Further, the results related to Academic Procrastination show insignificant differences between the Academic Procrastination behavior concerning both gender and type of school.

**Jin (2019)** found "peer attachment was inversely correlated with Academic Procrastination. Grit partially mediated the association between peer attachment and Academic Procrastination. Future time perspective moderated the association between peer attachment and grit".

**Mangat (2019)** examined Academic Procrastination and peer pressure among 400 high school students. Between Academic Procrastination and peer pressure from public and private high school students, no discernible difference is found. Gender differences in Academic Procrastination has found to be insignificant.

**Quinn (2019)** conducted "a study on Academic Procrastination and the role of stress, self-efficacy, self-esteem, age, gender, and hours worked among 129 undergraduate students. Results revealed stress was positively related and self-efficacy negatively related to procrastination. There was a difference between self-esteem across age groups, specifically among the age group 33-41. No significant differences amid procrastination with regard to gender".

**García (2020)** analyzed the relationship amid Academic Procrastination, study habits and self-reported executive functions amid 52 students. High school students had moderate procrastination that were inversely correlated with the study habits.

**Sullivan (2020)** examined "the roles self-regulation, anxiety, internet use, and gender play in Academic Procrastination. among 97 undergraduate students. A negative correlation amid self-regulation and Academic Procrastination, while internet use had a positive correlation with it. No significant correlation was found amid Academic Procrastination and anxiety. A significant difference in Academic Procrastination with regard to gender".

**Madjid (2021)** found societal support from family, friends, and the school can reduce Academic Procrastination level among 797 students.

**Rahman (2021)** examined "the effects of self-concept, self-efficacy on Academic Procrastination among 189 students. Self-concept and self-efficacy collectively influence the Academic Procrastination. The effective contribution of self- concept and self-efficacy to Academic Procrastination by 30, 1%. This means that many other factors, such as conformity, and closed and open personality affect Academic Procrastination among students".

**Chakraborty (2022)** studied the variations in Academic Procrastination scores between students who live with and without family. The findings showed that while living situation does not significantly affect Academic Procrastination, gender is thought to significantly affect the same. Furthermore, there was no discernible interaction effect amid gender and living status.

**Bhat (2023)** find relationship amid Academic Procrastination, academic satisfaction among college students. Sample comprised 800 Government degree college students. Stratified random sampling was used. Descriptive, Inferential, and Correlation techniques were used. Findings showed a significant differences amid gender and streams i.e. arts, science, and others when Academic Procrastination and academic satisfaction were considered.

**Iffath (2023)** studied the prevalence and impact of Academic Procrastination amid medical undergraduate students. Data was gathered with a questionnaire drawn through convenient sampling from the university undergraduate students. Procrastination among students was reflected while studying for their exams and completing their assignments. There is less procrastination while completing their administrative tasks. The negative behavior of medical undergraduates can directly impact their future careers and make them work shirker.

**Shine (2023)** investigated how perceived stress and self-efficacy affect college students' Academic Procrastination. The sample was collected from undergraduate and postgraduate students at colleges, comprising 150 students, including 70 undergraduate and 80 graduate individuals. The findings showed no connection

between Academic Procrastination and self-efficacy, Perceived stress has a profound and serious impact on Academic Procrastination among students.

**Saxena (2024)** examined the Academic Procrastinating Behaviors among college students in India. Findings revealed that 40% moderate, 25% below average and 10% low and extreme level of academic procrastination was found. Male and female college students were significantly different in academic procrastination. No significant difference was found on the basis of locale, family type and course streams.

**Conclusion-** It is evident that general procrastination was determined as an indicator of Academic Procrastination Sirin (2011). Academic Procrastination did not differ with regard to gender, grade, and specialty among undergraduates. Mohammed (2013) Kaur (2019) Mangat (2019) Quinn (2019) Sullivan (2020) where Academic Procrastination differs with regard to gender Bhat (2023) and college students are prone to procrastination more than university students Arif (2014). Males have high Academic Procrastination than female students Rahardjo (2013) Khursheed (2018) Ashraf (2019). Stress was positively related to procrastination Quinn (2019) whereas Sullivan (2020) found no correlation exists amid Academic Procrastination and anxiety. "Students who procrastinate have difficulty organizing, planning, and assimilating school content" García (2020) "Social support from family, friends, and the school can reduce the level of Academic Procrastination" Madjid (2021).

## **2.5 STUDIES RELATED TO ACADEMIC BURNOUT AND ACADEMIC PERFORMANCE**

**Salanova (2010)** investigated the impact of psychosocial and psychological well-being on success academic performance. A sample comprised of 527 university students. Descriptive analyses, Confirmatory Factor Analysis, and Structural equations modeling were used for data analysis. Results showed that "students' marks in previous performance was the best predictor of future performance. Study engagement mediated the relationship between performance obstacles and facilitators on the one hand, and future performance on the other. But burnout did not predict future performance".

**Mikaeeli (2013)** investigated self-concept, academic burnout and performance of 400 girl students. Results revealed academic apathy and self-concept are strongest indicator of performance. It can be improved by framing attractive materials effectively and guiding them to a field of their interest.

**Duru (2014)** examined the "relationships among burnout, academic achievement, and self-regulation with two structural models". Sample consisted of 383 undergraduates Academic achievement was inversely correlated with burnout and directly with self-regulation.

**Asayesh (2016)** studied academic stress, academic burnout, and performance amid 264 nursing and paramedic students. Students who were under more stress performed worse and had more severe academic burnout.

**Ghadampour (2016)** investigated " academic burnout, academic engagement, and performance in students of 335 Medical Sciences students. Results revealed that the factors of academic burnout can predict academic engagement as well as performance. Findings showed the relationship amid academic burnout, academic engagement, and performance of students, and educational managers in universities of medical sciences consider burnout in educational planning to increase engagement".

**Rana (2016)** examined how different factors cause academic burnout in students and affect their CGPAs. The sample consists of 361 master students of Islamia University Bahawalpur. A significant and negative relationship is found amid emotional exhaustion and cynicism with student's performance. An increase in burnout level among students decreases the student's performance.

**Norez (2017)** investigated how personality characteristics and term classification affect academic burnout. A sample consisted of 436 students. Basic demographic information was collected through an online survey, Big Five Inventory (BFI) and Copenhagen Burnout Inventory (CBI) were used for data collection. Results revealed burnout inversely affect health by increasing sleep disorders and metabolism problems. Furthermore, a variety of factors affect burnout, among them some which an individual can control and others cannot.

**Naderi (2018)** studied "the academic burnout and performance based on the need for cognition and general self- efficacy: A cross-sectional analytical study". Sample comprised of 337 bachelor's nursing students. Significant inverse correlation of academic burnout with performance.

**Pouratashi (2018)** investigated the relationship amid academic burnout and the performance of 247 agricultural students. For data analysis, descriptive and inferential statistics were used. "Results revealed academic burnout had negative and significant effects on performance".

**Ahmed (2019)** studied the impact of burnout, workload and stress on the performance of 250 university students. Results showed a significant inverse correlation amid workload, stress, burnout, and students' performance. With an increase in burnout, workload, and stress, students marks and grades decreases.

**Xie (2019)** explored "the effects of academic adaptability on academic burnout, immersion in learning, and performance among 1977 Chinese medical students. Students' academic adaptability showed a significant reciprocal correlation with academic burnout. High academic adaptability are linked with low burnout levels.

**Fatemeh (2020)** investigated motivation, self-efficacy, stress, and performance with academic burnout amid 264 nursing and paramedical undergraduate students. Results revealed that motivation and self-ability to manage family and work were pivotal components of burnout.

**Rahmatpour (2021)** "Academic Burnout as an educational complication and promotion barrier among 303 undergraduate students: Findings indicated that marital status, GPA, having an interest in the study field, and time of study were significantly associated with Academic Burnout in students. Male students reported higher scores of Academic Burnout than females. Along with this, married students showed a lower score of Academic Burnout than single ones. Results revealed that marital status, GPA, interest in the field of study, and time of study were associated with the incidence of Academic Burnout among undergraduate students of medical sciences. Students with Academic Burnout were unwilling to participate in classes".

**Madigan (2021)** explored the relationship amid burnout and achievement. Results revealed burnout had an inverse association with academic achievement. Amid educational institutions, burnout leads to worse academic grades.

**Periasamy et. al. (2021)** investigated the correlation between performance, sleep quality, and burnout during covid-19 of 154 medical students. It was reported that distance learning had a inverse association amid students' performance in academics.

**March-Amengual (2022)** studied the prevalence of psychological symptoms, burnout, and performance reported by 506 first-year students. "Results revealed that the prevalence of psychological distress was 27.1% and burnout was 7.3%. Performance was unaffected by either psychological distress or burnout. Non-health sciences students showed a greater risk of depression. Moreover, this study provides evidence of the high prevalence of psychological distress in the first year of college".

**Serafica (2023)** explained "the relationship amid academic burnout and Resilience to Achievement in academics among 309 College students". The findings revealed a direct correlation amid achievement and instructor related dimension, while an inverse association was found amidst resilience and achievement, same among resilience and burnout.

**Conclusion-** It is found that "burnout did not predict future performance" Salanova (2010), but academic achievement deteriorates with increase in burnout Duru (2014). "Students with higher levels of stress experienced more severe Academic Burnout and had poorer performance" Asayesh (2016). "Academic Burnout can predict academic engagement as well as performance" Ghadampour (2016), Serafica (2023). "Reducing burnout can improve and increase the engagement of students and found a negative relationship of emotional exhaustion and cynicism amid student's performance" Rana (2016) Pouratashi (2018). Significant inverse correlation of Academic Burnout with performance Naderi (2018) Ahmed (2019) Madigan (2021) Periasamy (2021). "High prevalence of psychological distress (burnout) in the first year of college" March-Amengual (2022). Male students reported higher scores of academic burnout than females Rahmatpour (2021).

## **2.6 STUDIES RELATED TO DISENGAGEMENT AND ACADEMIC PERFORMANCE**

**Sabry (2006)** studied "the impact of family history and parental involvement amid Egyptian 275 adolescents' achievement in academics and school disengagement. Parental involvement is an important indicator of achievement including parents' education and school disengagement. Parents' education was the most important predictor of school disengagement". A reciprocal correlation exists amid achievement and disengagement in school.

**Salamonson (2009)** showed that "homework completion is strongest positive indicator of performance, followed by lecture attendance, and time spent studying was not a significant predictor of performance".

**Verkuyten (2014)** studied Performance and Psychological Disengagement amid 587 adolescents. Discrimination in school was related to psychological disengagement while bad experiences in school leads to psychological disengagement.

**Zhao (2019)** examined the role of stereotype threat in adolescents' performance with learning disabilities and psychological disengagement as a moderator. "Results laid stress on the individual differences of learning-disabled students' response to stereotype threat and have significant implications for framing targeted interventions. Students from urban areas did not report a significant difference from students from rural areas".

**Bergdahl (2019)** This study explored the relationship between students' level of engagement in technology-enhanced learning (TEL) and academic outcomes of 410 school-grade students. "Results revealed that high-performance students can better cope up with TEL than do average and low performers. A significant correlation between low grades and reported time spent on social media. Students with low grades utilize digital technology more to escape boring lessons and tasks".

**Conclusion** - From the above literature, it is evident that school disengagement has a negative relationship with academic achievement Sabry (2006). Homework completion and lecture attendance are the strongest predictors of performance



Salamonson (2009). Negative experience in schools leads to psychological disengagement Verkuyten (2014). Academically sound students engaged in using digital technology as productive Bergdahl (2019).

## **2.7 STUDIES RELATED TO ACADEMIC PROCRASTINATION AS A MEDIATING VARIABLE**

**Enayati (2017)** analyzed the relationship amid students' attitudes toward the university and academic burnout and examined the mediating role of Academic Procrastination. Sample comprised of 384 university students. Stratified random sampling was used to collect the data. "A significant correlation between the student's attitudes toward the university and their Academic Procrastination and academic burnout. There was a significant relationship between the student's attitudes toward the university and their academic burnout mediated by two dimensions of procrastination: intentional and mental and physical fatigue".

**Eksi (2019)** examined general procrastination as a mediator amidst self-control and social media addiction using the structural equation modeling (SEM) technique. The sample consisted of 394 students using a multi-stage sampling method. Results showed the mediating impact of general procrastination as low in the relationship amidst self-control and social media addiction. The path analysis has revealed self-control to have a significant and direct effect on social media addiction; persons with low self-control tend to show general procrastination behaviors, while signs of social media addiction have been observed in persons with low self-control and general procrastination behaviors.

**Anoita (2020)** examined fear of failure, student academic achievement with procrastination as a mediator. The sample consisted of 52 people consisting of 37 females and 15 males. "Results revealed that procrastination does not mediate the relationship between fear of failure and student academic achievement".

**Wasim (2021)** examined the mediating role of Academic Procrastination amid emotional intelligence and performance. A sample consisted of 347 youth from Pakistan. Findings showed that emotional intelligence was significantly positively correlated with performance. In mediation, the Process Macro Hayes (2018)

approach was used. Academic Procrastination undergo a significant negative mediator in the relationship between emotional intelligence and achievements. Males are more prone to Academic Procrastination and reported lower emotional intelligence and performance as compared to females.

**Rajapakshe (2021)** studied "the relationship between Academic Procrastination with students' personality traits such as self-efficacy and motivation to determine the impact on performance among 381 undergraduates in non-state universities in Sri Lanka". Results revealed that Academic Procrastination is a mediator amid self-efficacy and motivation and has a direct impact on performance of students in academics. In addition, the results revealed that self-efficacy and no direct impact of motivation on performance.

**Li (2023)** explored the impact of Academic Procrastination and sleep quality as a mediator amid use of smart phones on school engagement/disengagement. Sample 1 comprised 289 students to verify association amidst problematic smart phone use and school engagement and disengagement whereas sample 2 consisted of 432 students to study Academic Procrastination and sleep quality as mediator. Results revealed smart phone use predicts school engagement and disengagement. Secondly, Academic Procrastination mediated the effect of problematic smart phone use on school engagement.

**Morin-Huapaya et.al. (2023)** studied "the role of Procrastination as a Mediator of Self-Efficacy and Emotional State in Academic Situations". The sample comprised 531 university students in this study. Tools used were the Academic Situations Specific Perceived Self-efficacy Scale, The Scale of Positive and Negative Experience, and The Tuckman Procrastination Scale. Findings revealed that self-efficacy has a negative influence on procrastination. self-efficacy decreases procrastination and produces a positive impact. Results showed no impact concerning gender and academic semester.

**Sparfeldt (2024)** studied the mediator role of Academic Procrastination between the conscientiousness of university students and their academic achievement. The sample comprised 109 university students. Open questions were used to measure

conscientiousness which affects academic achievement with Academic Procrastination as a mediator. Results revealed that mediation reflects not only direct effects from conscientiousness to procrastination and from procrastination to achievement but an indirect effect was seen with procrastination mediating the effect from conscientiousness to achievement.

**Conclusion** - From the above literature it is evident that Academic Procrastination acts as a mediator amid academic burnout and students' attitude toward university Enayati (2017), the effect of smart phone use on school engagement Li (2023). "Academic Procrastination has a direct impact on Performance" Rajapakshe (2021) whereas Wasim (2021) interprets "Academic Procrastination as a negative mediator amidst emotional intelligence and performance". Males are more exposed to Academic Procrastination and lower performance in academics as compared to females Wasim (2021) whereas Morin-Huapaya et.al. (2023) found no impact concerning gender and academic semester

## **2.8 STUDIES RELATED TO ACADEMIC BURNOUT AND ACADEMIC PROCRASTINATION**

**Fynchina (2012)** investigated academic burnout, Academic Procrastination and its influence on GPA among 60 students. Results revealed that burnout and procrastination are significantly correlated. It was found that students with higher GPAs tend to have lower burnout scores. The analysis of procrastination and academic success did not show a direct relationship and impact on GPA.

**Cakır (2014)** surveyed Academic Procrastination, School Burnout and Learning Styles amid 241 high school students. A positive relation amid the inactive style and the tendency of Academic Procrastination within the sub dimensions of school burnout. In addition, there were negative relations between Academic Procrastination and independent style, dependent style, competitive style, and participant style.

**Ocal (2016)** studied "the role of burnout, academic self-efficacy, and academic success in predicting procrastination and university life satisfaction among 224 sports school students". Academic Burnout, academic self-efficacy, and academic success are important indicator of procrastination. Burnout came out as a strongest predictor

and the efficacy dimension of burnout was the only significant predictor of university life satisfaction.

**Enayati (2017)** analyzed the relationship amid students' attitudes toward the university and Academic Burnout and examined the mediating role of Academic Procrastination. Sample comprised of 384 university students. Stratified random sampling was used to collect the data. "A significant correlation between the student's attitudes toward the university and their Academic Procrastination and Academic Burnout. There was a significant relationship between the student's attitudes toward the university and their Academic Burnout mediated by two dimensions of procrastination: intentional and mental and physical fatigue".

**Abdi Zarrin (2019)** investigated Academic Procrastination by emotional regulation and Academic Burnout. The sample consisted of 200 students through cluster random sampling. Academic Burnout had a significant relationship with Academic Procrastination. Moreover, dimensions of Academic Burnout had a significant relationship with Academic Procrastination. A negative relationship was found between Academic Procrastination and the student's grade point average. Results showed that academic self- efficacy, lack of emotional clarity, and emotional exhaustion were able to predict Academic Procrastination. No significant difference in terms of gender between Academic Burnout and Academic Procrastination.

**Shahbaziyanikhonig (2019)** studied the role of Academic Procrastination and Loneliness in Students' Academic Burnout. The sample comprised of 324 students. Results revealed that the components of Academic Procrastination and loneliness with Academic Burnout significant positive relationship. Moreover, Multiple Regression Results showed that students' Academic Burnout could be anticipated from Academic Procrastination and loneliness.

**Mosavi Hesari (2020)** examined the role of anxiety, academic achievement and Academic Procrastination in predicting students' Academic Burnout. Sample comprised of 612 students. Results revealed that academic achievement and Academic Procrastination had a significant predictive effect on Academic Burnout. In addition, a significant difference exists amid academic achievement anxiety and

Academic Procrastination with regard to gender. A positive correlation amidst Academic Burnout and academic achievement anxiety is found.

**Seif (2020)** examined Academic Burnout based on Perfectionism with the Mediating Role of Academic Procrastination and Academic Engagement. The sample consisted of 120 students through simple random sampling. In this study, Academic Burnout had a positive and significant relationship with Academic Procrastination and maladaptive perfectionism but a negative and significant relationship with adaptive perfectionism and academic engagement.

**Garavand (2021)** studied "the mediating role of Academic Procrastination in the relationship between perceptions of classroom quality and motivational orientations with Academic Burnout in a correlation design" of 250 students. Results revealed that after removing two direct paths from intrinsic academic motivation to procrastination and Academic Burnout and eliminating the direct path of extrinsic motivation to Academic Burnout, the model of perception of class quality, extrinsic motivation, and motivation to Academic Burnout was confirmed through the mediation of Academic Procrastination.

**Baing (2023)** investigated the relationship amid procrastination and Academic Burnout. The sample comprised 150 first-year college students. Standardized tests were used. Correlation coefficient was used for analysis. A significant relationship is found amidst procrastination and Academic Burnout among college students.

**Sujadi (2023)** investigated the impact of Academic Burnout and Smartphone addiction on Academic Procrastination. A sample comprised 214 students from Jambi Province, Indonesia. The findings showed Academic Burnout and Smartphone addiction are predictors of Academic Procrastination, with a stronger effect seen from Smartphone addiction on Academic Procrastination.

**Lacson (2023)** investigated the relationship amid Academic Burnout and procrastination. The sample comprised 150 senior high school students. Tools used were standardized tests using the Pearson correlation coefficient. "The findings showed a significant relationship between Academic Burnout and Academic Procrastination among grade 12 senior high school students".

**Conclusion** - A significant relationship amid academic procrastination and academic burnout is found Baing (2023), Lacson (2023). In addition, Academic Procrastination can predict Academic Burnout Mosavi Hesari (2020) where Academic Burnout is a significant predictor of Academic Procrastination Ocal (2016), Abdi Zarrin (2019), Seif (2020), Sujadi (2023). Findings revealed that significant difference between academic achievement and Academic Procrastination between males and females Mosavi Hesari (2020) while Abdi Zarrin (2019) showed no significant difference in terms of gender.

## **2.9 STUDIES RELATED TO DISENGAGEMENT AND ACADEMIC PROCRASTINATION**

**Chen (2019)** studied "the relationship between Academic Procrastination and bedtime and the indirect and moderating effects of sensation-seeking and goal disengagement. A positive relation amid Academic Procrastination and bedtime is found and the relation was stronger for those students with higher levels of goal disengagement than for those students with lower levels of goal disengagement".

**Abdellatif (2020)** explored the relationship between the disengagement and exhaustion dimensions of learning burnout and Academic Procrastination, and the effect of gender (male-female), academic major (scientific-literary), and the interaction between them on the student's performance. "Findings indicated by correlation coefficients show that Academic Procrastination was positively correlated with disengagement and exhaustion dimensions of learning burnout. Results revealed that there was a statistically significant effect of gender (male-female) on the performance of the study sample on the exhaustion dimension. There was no statistically significant effect of the interaction between gender and academic major on the sample's performance on the learning burnout inventory. Similarly, results of the two-way ANOVA analysis revealed that there was no statistically significant effect of gender (male-female) and academic major (scientific-literary) and the interaction between them on their performance in Academic Procrastination. The results of multiple linear regression analysis revealed that disengagement and exhaustion dimensions of learning burnout can statistically predict students' Academic Procrastination".

**Wu (2022)** studied the roles of Moral Disengagement and Learned Helplessness Towards 266 International Postgraduate Students' Academic Procrastination. Moral disengagement of supervisor predicts Academic Procrastination, and international postgraduate students' moral disengagement and learned helplessness positively moderate the relation.

**Li (2023)** explored "the relationship between problematic use of smart phones on school engagement/disengagement among middle school students: The mediating role of Academic Procrastination and sleep quality". Results revealed that problematic smart phone use significantly predicts school engagement and disengagement. Secondly, Academic Procrastination mediated the effect of problematic smart phone use on school engagement, and sleep quality mediated the effect of problematic smart phone use on engagement and disengagement of school students.

**Conclusion** - From the above literature it is evident that the more bedtime, more was the academic procrastination, and it was more stronger if students were disengaged from their goals Chen (2019). Disengagement and exhaustion are predictors of students' Academic Procrastination Abdellatif (2020). Moral disengagement is a predictor of Academic Procrastination in students Wu (2022). Academic Procrastination acts as a mediator amid problematic smart phone use on school engagement Li (2023).

## **2.10 STUDIES RELATED TO ACADEMIC PERFORMANCE AND ACADEMIC PROCRASTINATION**

**Jiao (2011)** examined "Academic Procrastination and the performance of graduate-level cooperative group students in research methods courses". Findings suggest that the level of Academic Procrastination appears to play an important role among graduate students concerning the performance of cooperative learning groups.

**Savithri (2014)** explored the interactive impact of Academic Procrastination and performance on Life Satisfaction. A significant correlation exists amid procrastination and performance, procrastination and life satisfaction, performance

and life satisfaction but no interactive effect was found among Procrastination, performance and life satisfaction.

**Kasim (2015)** studied "the impact of Academic Procrastination and performance on Academic Achievement among 90 Undergraduate students". It was found that participants in the study exhibited moderate procrastination tendencies. Academic Procrastination was negatively correlated with performance in academics. Gender variable had no impact on Academic Procrastination and academic achievement.

**Karmen (2015)** explored "the associations between performance, academic attitudes, and procrastination among undergraduate students". Sample consisted of 162 university students. SPSS 20, descriptive statistics, Pearson correlation, and t-tests were used. "The students from both types of educational forms show lower levels of academic results when they procrastinate more passively".

**Kim (2015)** studied procrastination and Performance. A sum of 38,529 participants comprised the sample. The chi-square test and weighted correlation coefficients were used. Procrastination was negatively correlated with performance in academics.

**Kaur (2016)** explored the comparative study of academic and non- Academic Procrastination about motivation factors and personality traits of 600 participants. There is a significant difference amid high and low, academic and non-academic procrastinators on intrinsic motivation and motivation with high procrastinators possessing more of a motivation and less of intrinsic motivation.

**Gupta (2018)** explored "the relationship between Academic Procrastination and performance among 380 university students. There exists a significant difference between male and female university students in their Academic Procrastination; there exists a significant difference between male and female university students in their performance. In addition, a significant negative relationship exists between Academic Procrastination and performance of university students. Moreover, the dimensions of Academic Procrastination such as time management, task aversiveness, sincerity, and personal initiative were negatively related to the performance of students. The result indicates that those who have higher levels of Academic Procrastination have lower performance".



**Wijaya (2018)** studied meta cognitive as mediator amid self-regulation on Student Procrastination and performance of 199 undergraduate students. Results indicate that procrastination correlated significantly and negatively with meta-cognitive self-regulation. In addition, meta-cognitive self-regulation has a positive association with GPA. Furthermore, meta-cognitive self-regulation fully mediated the link between procrastination and GPA.

**Bashir (2019)** studied Social Networking Usage, Academic Procrastination, and Performance among 1152 University Students: Role of Self Efficacy and Meta cognitive Beliefs. "Percentage-wise distribution of the overall sample on different levels of Academic Procrastination showed that the highest percentage of university students falls under the extremely high levels of Academic Procrastination. In gender wise distribution of Academic Procrastination showed that both male and female university students fall under moderate levels of Academic Procrastination. In stream-wise distribution of Academic Procrastination showed that the majority of arts university students fall under moderate level of Academic Procrastination same is the case for science and commerce students. Findings revealed that female students are more involved in Academic Procrastination as compared to male students. In the case of streams, there exists a significant difference in Academic Procrastination among university students based on the stream. So it means that students of different streams i.e. art, science, and commerce differ significantly in their Academic Procrastination. The findings established that there is no significant interaction effect of gender and stream on Academic Procrastination of university students. For procrastination, based on gender, there exists a significant difference between male and female university students in their performance. In the case of streams, there exists no significant difference in performance among university students based on the stream. Analysis revealed that there is no significant interaction effect of gender and stream on the performance of university students".

**Goroshit (2019)** examined Academic Procrastination, performance and the moderating role of LD. Sample consisted of 508 participants. Academic Procrastination Scale, GPA, and self-report questions were used. Pearson correlations and a moderation analysis were used. Results showed a negative impact of Academic Procrastination on GPA.

**Kaur (2019)** studied to analyze the Academic Procrastination behavior of students concerning 300 students' gender and school type. "Results showed that a maximum number of students fall into moderate Academic Procrastination levels. Further, the results related to Academic Procrastination show insignificant differences between the Academic Procrastination behavior concerning both gender and school type".

**Mangat (2019)** examined Academic Procrastination and peer pressure amid 400 students of high school. No significant difference amid Academic Procrastination and peer pressure is found amidst government and private schools. Gender wise no significant difference exists in Academic Procrastination.

**Kuftyak (2021)** Procrastination, stress, and performance of 435 students were studied. A high level of procrastination is related to stress and academic failure. Academic Procrastination affects performance and incorporates stress among students.

**Rajapakshe (2021)** studied "the relationship between Academic Procrastination with students' personality traits such as self-efficacy and motivation to determine the impact on performance among 381 undergraduates in non-state universities in Sri Lanka". Academic Procrastination acts as a mediator amidst self-efficacy and motivation and has a direct impact on performance in academics.

**Wasim (2021)** examined "the mediating role of Academic Procrastination amid emotional intelligence and performance. A sample consisted of 347 youth from Pakistan. Findings showed that emotional intelligence was significantly positively correlated with performance. In mediation, the Process Macro Hayes (2018) approach was used. Academic Procrastination undergo a significant negative mediator in the relationship between emotional intelligence and performance. Males are more prone to Academic Procrastination and reported lower emotional intelligence and performance as compared to females".

**Moya-Salazar et. al. (2023)** studied Academic Procrastination and Performance in academics amid 112 nursing students during their internship period. "Findings showed that nursing students had a higher level of Academic Procrastination and did

not find a significant association amid Academic Procrastination and performance in academics during their internship period".

**Sparfeldt (2024)** studied the mediator role of Academic Procrastination amid 109 university students' conscientiousness and achievement. Open questions were used to measure conscientiousness which affects academic achievement with Academic Procrastination as a mediator. Results revealed that "mediation reflects not only direct effects from conscientiousness to procrastination and from procrastination to achievement but an indirect effect was seen with procrastination mediating the effect from conscientiousness to achievement".

**Conclusion-** From the above literature it is evident that significant relationship between procrastination and performance Savithri (2014), whereas Moya-Salazar et. al. (2023) did not find a significant association between Academic Procrastination and performance. Academic Procrastination was significantly negatively correlated with performance in academics Kasim (2015) Kim (2015) Gupta (2018). "Gender variable had no impact on Academic Procrastination tendency, but had some impact on the relationship between performance and academic achievement" Kasim (2015) where "females are more involved in Academic Procrastination as compared to males" Bashir (2019) whereas males have more prone towards Academic Procrastination than females Wasim (2021). "A significant difference amid male and female university students in their Academic Procrastination as well as performance " Gupta (2018). Students of art, science, and commerce streams differ significantly in their Academic Procrastination Bashir (2019). Academic Procrastination has a direct impact on performance Rajapakshe (2021).

## **2.11 STUDIES RELATED TO PUNJAB REGIONS i.e. MAJHA, MALWA AND DOABA**

**Mallick (2016)** studied the impact of Learning Environment on the Academic Resilience of 600 senior secondary school students from Majha, Malwa and Doaba region of Punjab. Tools used were Learning Environment Scale and Academic Resilience Scale. Findings revealed that boys were more prone to academic resilience as compared to girls. Urban students possessed high level of academic resilience.

Girls had high level of learning environment as compared with boys. Urban students possessed significantly high scores in learning environment as compared with rural students. "Results revealed a significant positive relationship amid learning environment and academic resilience of students".

**Garg (2018)** studied the Student Performance of Majha, Malwa and Doaba regions of Punjab with the help of Classification Techniques. Findings revealed that students' attendance contributed alot towards their performance in examination. Moreover, family-education, involvement in extra-curricular activities and coaching are another important factors which uplifts student's performance in examination whereas gender, residence and medium of student are the least contributing factor towards their performance in examination.

**Kaur (2019)** studied the morbidity status of 1050 school-children from Majha, Doaba and Malwa region of Punjab. "Upper respiratory tract infections and fevers was found to be highest among children from Doaba region, stomach infections and diarrhea were more common among children from Malwa region. The study emphasized the need to prioritize the assessment of infectious diseases with simultaneous evaluation of different methods of nutritional management, which would prevent the severe morbidity and mortality among children."

**Sharma (2019)** explored Educational Aspirations among 500 Secondary School Students from Majha, Malwa and Doaba region of Punjab in Relation to their Perceived Parental Encouragement. Findings revealed a low positive relationship between educational aspirations and perceived parental encouragement of male and female secondary school students. Male and female secondary school students do not differ in their relationship between educational aspiration and perceived parental encouragement.

**Mahajan (2022)** studied the Professional Commitment among 960 secondary school teachers from three regions of Punjab i.e. Mahja, Malwa and Doaba. Two districts from each region had been selected. From the Majha region Amritsar and Pathankot; from Malwa region Ludhiana and Patiala and from Doaba region Jalandhar and Kapurthala were selected. Results indicated that the private secondary school

teachers were professionally higher committed than government secondary school teachers on all dimensions of Professional Commitment.

## **2.12 RESEARCH GAP**

The review has thrown light on the different studies related to academic burnout, disengagement, performance, and academic procrastination among students wherein the following research gaps were found:

1. There was a huge dearth of relevant literature especially national studies in the area of disengagement. Studies related to goal disengagement (Chen 2019), school disengagement (Sabry 2006), academic disengagement (Salamonson 2009), psychological disengagement (Verkuyten 2014, Zhao 2019), and student disengagement (Castella 2015) had been studied but there were less studies related to disengagement as a whole in special reference to Punjab state.
2. After review very less number of studies have been found related to disengagement and Academic Procrastination. Far less evidence of research was seen in the studies related to the Majha, Doaba, and Malwa regions of Punjab state.
3. During the review of related literature, it was found that Academic Procrastination was studied with life satisfaction, self- esteem, peer pressure, self-regulation, goal disengagement, sensation seeking, burnout, and performance. The variable of Academic Procrastination has been explored separately with goal disengagement, burnout, and performance. But there are meager studies where all these above-said variables are taken together.
4. During the review of related literature, it was found that the sample in most of the studies were university and school students. Very few studies were evidenced where researchers had taken samples of undergraduate students. There is a need to study, particularly first-year undergraduate students because after school first year in college is a period where they have to make different types of adjustments in personal life or academic field.

5. There is a lack of research studies regarding disengagement among undergraduate college students in the context of Punjab state. Disengagement along with its various dimensions would be an interesting area to expand upon.
6. Researcher reviewed a small number of research findings on academic procrastination academic burnout among undergraduates. Research studies on academic procrastination and academic burnout were lacking in India, particularly in Punjab.

So, the above gaps in the literature direct the investigator to carry out her investigation on the selected problem. The focus of this research study is primarily to explore the influence of academic burnout and disengagement on college graduates performance about their gender, locale, and stream and examine the mediating role of academic procrastination so that students can take their decisions wisely and effectively for their future benefit.

## **Chapter – 3**

# **METHOD AND PROCEDURE**

### **3.1 METHODOLOGY**

The study is classified as descriptive research by definition. As a result, the survey approach was used to ascertain the current research study's status. 'Research is an endless quest for knowledge or unending search for truth'. Research is a careful inquiry or examination in seeking facts or principles. The research procedures give systematic and accurate descriptions to carry out the investigation.

The goal of descriptive research investigations is to gather accurate and relevant data about the phenomenon's present situation and use that data to make sound broad inferences. This approach focuses on the current phenomena as it relates to customs, patterns, procedures, or connections. This kind of survey technique includes adequate evaluation, analysis, a comparison, and trend and relationship detection in addition to fact-tabling. This type of descriptive survey method is not simply tabulating facts, but it also includes proper analysis, interpretation, comparison, and identification of trends and relationships. "Descriptive Research is devoted to the gathering of information about prevailing conditions or situations for description and interpretation" Aggarwal (2008).

It deals with the features of the entire group as well as the traits that define the individuals. When it comes to resolving issues with students, college and university administration, supervision, methods, and evaluation, descriptive investigations are extremely valuable. It provides information useful to the solutions of local and universal issues. Descriptive research is useful for the improvement of educational practices and conduct. Descriptive studies are confined to :

- Compile information-related facts about the current situation.
- A comparison between the current situation and the predetermined standards and status.
- Ways to enhance the current situation.

Descriptive studies can take various forms based on the nature, scope, and goals of the problem being studied. These studies may be restricted to a particular region or area. When using the descriptive survey method, information can be gathered from a representative sample or from each unit in the population at large.

### **3.2 POPULATION**

The population for this study was first-year undergraduate students (Semester I & Semester II) of different colleges of various universities in Punjab state. As per the data available by AISHE (All India Survey on Higher Education), student enrolment in Punjab at the undergraduate level through regular mode was 656339 out of which males were 304502 and females were 351837 constitute the total population.

Source: ([https://www.education.gov.in/sites/upload\\_files/mhrd/files/statistics-new/aishe\\_eng.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/statistics-new/aishe_eng.pdf))

### **3.3 SAMPLE**

In the present investigation, a multistage random sampling technique was used. The areas selected were Majha, Doaba, and Malwa regions of Punjab. There were 23 districts in Punjab. The selection criteria for districts was 50% of districts were taken from each region based on these four conditions.

- Districts were selected based on the highest enrolment of undergraduate students.
- Districts represented both urban and rural areas based on stream and co-education.
- The college selected was co-education.
- Those colleges were selected where Arts, Commerce, and Science Stream was available.

Based on these conditions, the following districts from Majha region Amritsar and Gurdaspur were selected out of 4 districts i.e. Amritsar, Pathankot, Gurdaspur, and Tarn Taran as per (<http://en.m.wikipedia.org/wiki/Majha>); from Doaba region Jalandhar and Hoshiarpur were selected out of 4 districts i.e. Jalandhar, SBS Nagar, Kapurthala, and Hoshiarpur as per (<http://en.m.wikipedia.org/wiki/Doaba>); while



from Malwa region Patiala, Ludhiana, Bathinda, Sangrur, Sri Mukstar Sahib, Rupnagar, and Fatehgarh Sahib were selected out of 15 districts as per ([http://en.m.wikipedia.org/wiki/Malwa\\_\(Punjab\)](http://en.m.wikipedia.org/wiki/Malwa_(Punjab))) as per the official statistics available at Open Government Data Portal Punjab official website of Punjab (<http://punjab.data.gov.in/>)

**Table 3.1 : Total Population of Undergraduate Students in different Districts of Punjab.**

S.No.	Region	District	Total Population (T.P.) All Streams
<b>1.</b>	<b>MAJHA</b>	Amritsar	36454
		Gurdaspur	11285
		Pathankot	5100
		Tarn Taran	4748
<b>2.</b>	<b>DOABA</b>	Jalandhar	27793
		Hoshiarpur	16501
		Kapurthala	8645
		SBS Nagar	5067
<b>3.</b>	<b>MALWA</b>	Patiala	45204
		Ludhiana	37915
		Bathinda	13118
		Ferozpur	10865
		Sangrur	9273
		Fazilka	8591
		Sri Mukstar Sahib	8589
		Rupnagar	8057
		Moga	7044
		Faridkot	6987
		Barnala	5757
		Fatehgarh Sahib	5624
		Mansa	5257
		SAS Nagar	4736
		<b>TOTAL</b>	<b>292610</b>

**Source:** (<http://punjab.data.gov.in/>)

There were total 292610 undergraduate students in all districts of Punjab state.

**Table 3.2 : Total Population of Undergraduate Students in different Districts of Punjab with Inclusion and Exclusion Criteria**

S.No.	Region	District	Total Population (T.P.) All Streams	50 % on the basis of highest population	Inclusion (Rural and Urban colleges where Arts, Science and Commerce and Co-educational)	Exclusion
1.	MAJHA	<b>Amritsar</b>	<b>36454</b>		<b>I</b>	
		<b>Gurdaspur</b>	<b>11285</b>		<b>I</b>	
		Pathankot	5100	E		E
		Tarn Taran	4748	E		E
2.	DOABA	<b>Jalandhar</b>	<b>27793</b>		<b>I</b>	
		<b>Hoshiarpur</b>	<b>16501</b>		<b>I</b>	
		Kapurthala	8645	E		E
		SBS Nagar	5067	E		E
3.	MALWA	<b>Patiala</b>	<b>45204</b>		<b>I</b>	
		<b>Ludhiana</b>	<b>37915</b>		<b>I</b>	
		<b>Bathinda</b>	<b>13118</b>		<b>I</b>	
		Ferozpur	10865	E		E
		<b>Sangrur</b>	<b>9273</b>		<b>I</b>	
		Fazilka	8591	E		E
		<b>Sri Mukstar Sahib</b>	<b>8589</b>		<b>I</b>	
		<b>Rupnagar</b>	<b>8057</b>		<b>I</b>	
		Moga	7044	E		E
		Faridkot	6987	E		E
		Barnala	5757	E		E
		<b>Fatehgarh Sahib</b>	<b>5624</b>		<b>I</b>	
		Mansa	5257	E		E
		SAS Nagar	4736	E		E
		<b>TOTAL</b>	<b>292610</b>			

**Table 3.3 : District wise list of Total Number of Colleges, Co-educational Colleges with Science, Arts and Commerce Stream and Colleges to be selected from where data will be collected.**

S. No.	Region	District	Rural/ Urban	Total number of under graduate colleges with Bachelor in Arts, Science and Commerce	Co-educational colleges with Science, Arts and Commerce stream	Colleges to be selected for data collection (10% of the total sample)
1.	MAJHA	Amritsar	Urban	11	04	1
			Rural	07	03	1
		Gurdaspur	Urban	08	05	1
			Rural	07	04	1
2.	DOABA	Jalandhar	Urban	14	06	1
			Rural	12	05	1
		Hoshiarpur	Urban	11	06	1
			Rural	10	04	1
3.	MALWA	Ludhiana	Urban	18	05	1
			Rural	12	04	1
		Bathinda	Urban	10	05	1
			Rural	08	04	1
		Patiala	Urban	11	06	1
			Rural	09	03	1
		Rupnagar	Urban	14	05	1
			Rural	12	04	1
		Sangrur	Urban	05	03	1
			Rural	05	03	1
		Fatehgarh Sahib	Urban	06	03	1
			Rural	05	03	1
		Sri Mukhtar Sahib	Urban	05	03	1
			Rural	06	03	1
		<b>TOTAL</b>				<b>22</b>

From each district, one college from a rural area and one from an urban area was selected randomly through a lottery system where arts, commerce, and science streams were present. From each college, 60 students were selected randomly. Data was collected from 20 students from the science stream, 20 from commerce, and 20 from the arts stream.

**Table 3.4: Total Population of Undergraduate Students in selected 11 Districts of Punjab.**

S.No.	Region	District	Total Population (T.P.) All Streams
1.	MAJHA	Amritsar	36454
		Gurdaspur	11285
2.	DOABA	Jalandhar	27793
		Hoshiarpur	16501
3.	MALWA	Patiala	45204
		Ludhiana	37915
		Bathinda	13118
		Sangrur	9273
		Sri Mukstar Sahib	8589
		Rupnagar	8057
		Fatehgarh Sahib	5624
		<b>TOTAL</b>	<b>219813</b>

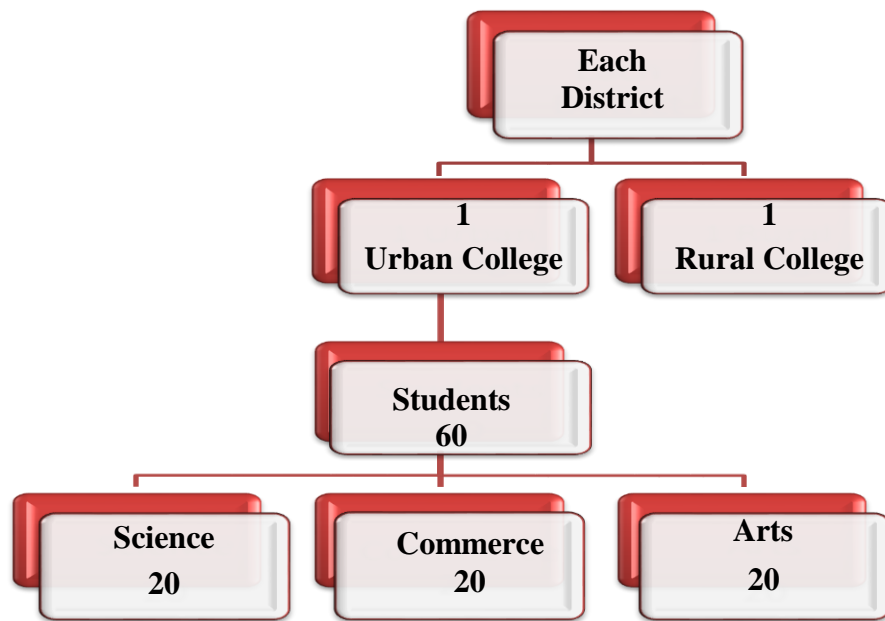
There were total 219813 undergraduate students in the selected eleven districts of Punjab state.

**Table 3.5 : Selected District wise Enrolment of Students in different Streams in Undergraduate Courses in Punjab**

S.No	Region	District	Science (S)	Arts (A)	Commerce (C)	Total (S+A+C)
1.	MAJHA	Amritsar	12436	14816	8018	35270
		Gurdaspur	2894	6436	1270	10600
2.	DOABA	Jalandhar	6370	11901	8493	26764
		Hoshiarpur	3291	10579	2327	16197
3.	MALWA	Patiala	8260	29365	7579	45204
		Ludhiana	8703	18952	8777	36432
		Bathinda	2814	8067	2237	13118
		Sangrur	1447	6230	1596	9273
		Sri Mukstar Sahib	1234	6372	983	8589
		Rupnagar	1413	4430	1602	7445
		Fatehgarh Sahib	1233	3535	856	5624
	<b>TOTAL</b>		<b>50095</b>	<b>120683</b>	<b>43738</b>	<b>214516</b>
<b>Total sample as calculated through Online Sample Calculator</b>			<b>382</b>	<b>383</b>	<b>381</b>	<b>1146</b>
<b>Source: (<a href="http://punjab.data.gov.in/">http://punjab.data.gov.in/</a>)</b>						

Out of all streams, Science, Arts, and Commerce streams were considered in sampling and other streams was discarded as the number of enrolment is less as compared to science, arts, and commerce. To determine the total sample, the investigator referred online sample calculator, which computed size of sample at 95% confidence and 5% margin of error, leading to total sample of 1146 where S = 382, A = 383, C = 381. However, to enhance the credibility of the results, the investigator collected samples from 1320 undergraduate students of Punjab state. The

sample was collected from 11 districts out of a total of 23 districts in Punjab. The sample was raised through a multi-stage random sampling technique from Punjab state. From each district, one rural and one urban college was selected randomly. From each college, 60 students were selected with alternate roll numbers. Data was collected from 20 students from the science stream, 20 from commerce, and 0 from the arts stream.



**Figure 3.1 : Sampling Tree**

### **3.4 TOOLS USED**

After the sample selection for research, the investigator prepared a schedule of data collection at the convenience of the data provider. The participants asked to fill out a complete set of standardized measures of Academic Burnout, Disengagement, and Academic Procrastination. Academic Performance was taken from the student's percentage.

**Academic Burnout** - For examining Academic Burnout, The Copenhagen Burnout Inventory Student Version (2012) by Campos, Juliana & Carlotto, Mary & Maroco, and João was used. It was designed for college students. This scale was divided into four dimensions -Personal, Studies, Classmate, Instructor-Related Burnout. The scale was revalidated as per the Indian context.

**Disengagement Scale** - For assessing disengagement among students' the Student Disengagement Scale (2017) by Saito, Akihiro & Smith, and Michael was used. It was designed for students in colleges and higher education. It was a 5-point Likert scale which consisted of 34 items. The scale was revalidated as per the Indian context.

**Academic Performance** - Students' previous year percentage was taken as reported by students and simultaneously validated from institutional records.

**Academic Procrastination** - For examining Academic Procrastination, the Academic Procrastination Scale (2016) by Dr. Alok Kumar Upadhyay and Dr. Meenu Singh was used as per the population of the study. This scale consisted of 20 items. The items of this scale were designed with a Likert five-point scale ranges from 1 to 5. It was administered to 540 Undergraduate Students. The reliability coefficient of this scale was 0.79 content validity was established and the nature of the items reflected the face validity of the test. The scale was adapted as per the population of the study.

### **3.5 DESCRIPTION OF THE COPENHAGEN BURNOUT INVENTORY - STUDENT VERSION**

**Validation of CBI-S by Campos, Juliana & Carlotto, Mary & Maroco, João (2012).** There were 25 items within 4 dimensions Personal, Studies-related, Classmate related, and Instructor- related burnout. It was studied on sample comprised of 958 Brazilian and 556 Portuguese college students. In this study, the scale was revalidated to measure the Academic Burnout of undergraduate students in Punjab state. It was a 5-point scale such as always, frequently, sometimes, rarely and never. If a student has "never" had this feeling, it is depicted with the number "1" and if a student has "always" had this feeling, it is written with the number "5". The researcher scored the responses of the students as per norms of the inventory. For the revalidation, 480 undergraduate college students from the science, commerce, and arts streams were selected from Punjab state (Majha, Malwa, and Doaba region). After tool revalidation, this scale had 16 statements. There had been four dimensions that make up this inventory, there were 5 items in Personal Burnout, 4 items in

Studies Related Burnout, 4 items in Instructor Related Burnout and 3 items Classmate Related Burnout.

- Personal Burnout means when an individual feels too much emotional, physical and mental exhaustion over a long period.
- Studies Related Burnout refers to emotional and physical exhaustion caused due to learning related psychological problems.
- Instructor Related Burnout reflects exhaustion arises due to instructor over a prolonged period.
- Classmate Related Burnout is an exhausted feelings among classmates due to frustration, stress and anxiety among peer group.

Reliability was confirmed with alpha and split half i.e. 0.847 and 0.812 respectively.

### 3.5.1 EFA - Exploratory Factor Analysis

**Table 3.6 : Adequate Sample Measure and Sphericity Test**

KMO Adequate Sample Measure		.848
Bartlett's Sphericity	Chi-Square value	2130.312
	Degree of Freedom	190
	Significance	.000

By calculating the percentage of variance in the variables that could be attributed to underlying factors, the KMO measure of sampling adequacy evaluated the data's suitability for factor analysis. The KMO value found to be 0.848, which suggests a high level of sampling adequacy. In general, a value over 0.5 has been regarded as acceptable, and a value over 0.8 as exceptionally good. Data used for tool revalidation demonstrate a high degree of sampling adequacy, suggesting that factor analysis is appropriate.

Conversely, the Sphericity Test established whether there exists a substantial distinction within the correlation matrix and the identity matrix. indicating that the variables were not independent and acceptable for factor analysis. The test yields an



approximate chi-square value as 2130.312 with df 190. The correlation matrix differs significantly from an identity matrix, as indicated by the corresponding p-value (Sig.) of 0.000. This indicated that the data fits the criteria for factor analysis and that all of the variables are related to one another.

Overall, the results of both the KMO measure and Sphericity test support the factor analysis for the revalidation of the tool. The high KMO value indicated that the data had a strong underlying factor structure, and Bartlett's test confirmed that the variables did not have autonomy, providing further justification for conducting this analysis to explore the underlying dimensions or factors within the tool.

**Table 3.7 : Total Variance Explained by Principal Component Analysis**

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	PV	CP	Total	PV	CP	Total	PV	CP
1	5.140	25.701	25.701	5.140	25.701	25.701	2.960	14.798	14.798
2	1.606	8.028	33.728	1.606	8.028	33.728	2.162	10.808	25.606
3	1.227	6.134	39.862	1.227	6.134	39.862	2.032	10.161	35.767
4	1.182	5.912	45.774	1.182	5.912	45.774	2.001	10.006	45.774
5	.970	4.849	50.622						
6	.942	4.710	55.333						
7	.907	4.533	59.866						
8	.904	4.521	64.387						
9	.874	4.371	68.759						
10	.834	4.171	72.929						
11	.718	3.588	76.517						
12	.704	3.518	80.035						
13	.640	3.199	83.235						
14	.588	2.941	86.176						
15	.543	2.716	88.891						
16	.515	2.574	91.465						
17	.498	2.491	93.956						
18	.469	2.345	96.301						
19	.419	2.095	98.396						
20	.321	1.604	100.000						

The factor extraction and rotation results from the tool's PCA process were shown in the table. It delivered information on the original Eigen values, the cumulative variance explained, and the variability clarified through each component independently.

The proportion of variation clarified by each component prior to extraction is displayed by the Eigen value. Through an Eigen value of 5.140 in this specific case, this initial component was able to explain a substantial amount of the variance in the data. Eigen values of subsequent components reduced.

Once extraction was completed, the variance attributed to each component was shown in the "Extraction Sums of Squared Loadings" column. The initial factor continues to explain the same amount of variability, while the following components clarify gradually fewer of the variance. The "% of Variance" section provided the corresponding percentages of variation outlined for each component.

The cumulative variance determined by the components was shown in the "Cumulative%" columns. The total variance explained by the present and all preceding components is indicated by the "Cumulative %" in the "Extraction Sums of Squared Loadings" column. For instance, 45.774% of the variance was explained by the initial component, and 45.774% of the cumulative variance was still explained after the first component was included. The cumulative percentage increased with the inclusion of more components.

Columns labeled "Rotation Sums of Squared Loadings" showed the variation after rotation that was clarified by each component. Beyond the third component, the changed values were not displayed in this table.

Overall, the table illustrated the variance explained by each component in the PCA. The first component explained the highest amount of variance, followed by subsequent components. Researchers often considered components with Eigen values greater than 1 or components that explained a substantial percentage of variance as meaningful factors for interpretation and retention in the final model.

**Table 3.8 : Table depicting Rotated Component Matrix Illustration**

	<b>1</b> <b>Personal</b> <b>Burnout</b>	<b>2</b> <b>Studies Related</b> <b>Burnout</b>	<b>3</b> <b>Instructor</b> <b>Related Burnout</b>	<b>4</b> <b>Classmate</b> <b>Related Burnout</b>
A1	.635			
A3	.692			
A4	.624			
A5	.604			
A6	.523			
B1		.710		
B2		.573		
B3		.477		
B4	.444			
B5		.461		
B6		.546		
C1				.496
C2				.576
C3				.547
C4				.550
C6				.684
D1			.762	
D2			.482	
D3			.432	
D5			.665	

The table presented the rotated component matrix resulting from the principal component analysis (PCA) with Varimax rotation and Kaiser normalization. It displayed the loadings of each item on the rotated components, which indicated the strength of the relationship between the items and the identified factors.

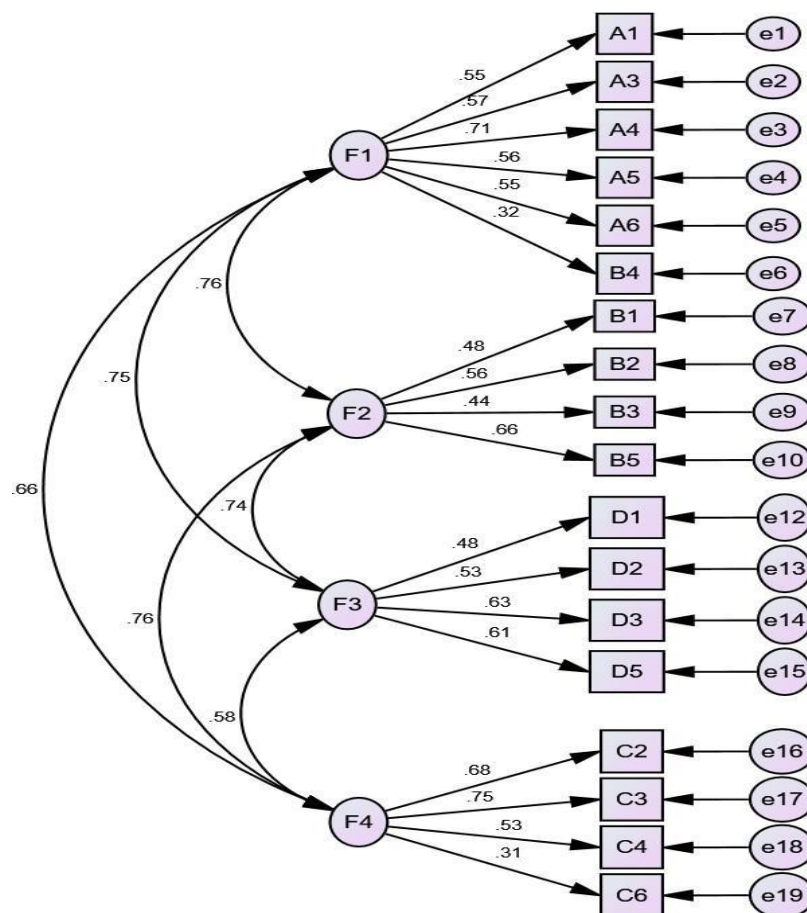
Personal burnout was associated with high loadings for items A1, A3, A4, A5, A6, B4. This suggested that these items were strongly related to the underlying construct represented by Component 1. Items B1, B2, B3, B5, and B6 demonstrated

moderate loadings on Studies Related Burnout, indicated their association with a different factor. Instructor Related Burnout, on the other hand, showed loadings primarily for items D1, D2, D3, and D5, and Classmate Related Burnout had the items C1, C2, C3, C4, C6.

The Varimax rotation aimed to maximize the variance accounted for by each component and enhanced the interpretability of the factors. The rotation convergence occurred after eight iterations, indicated that the resulting rotated component matrix was stable and reliable.

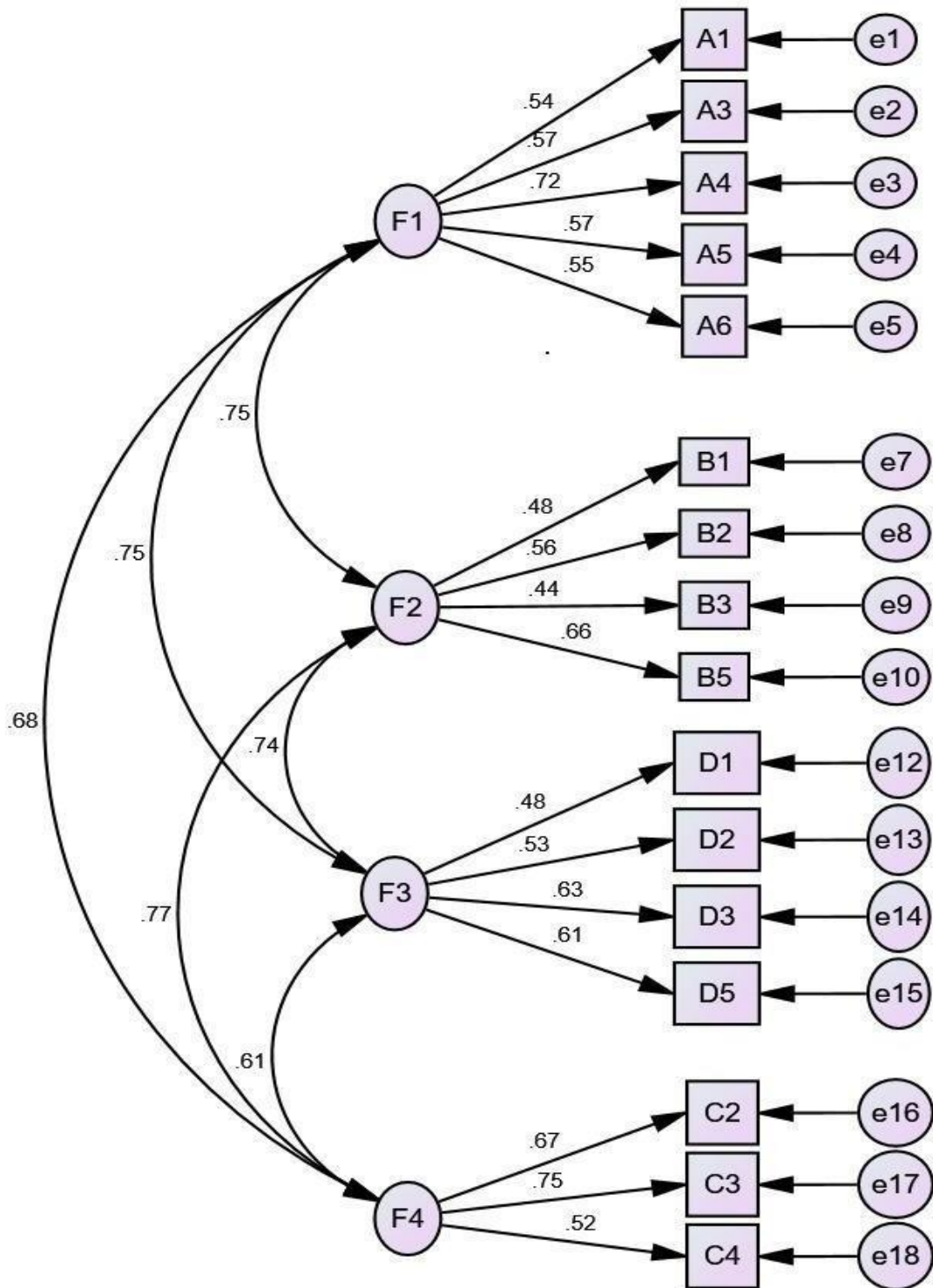
Overall, the rotated component matrix provided insights into the underlying factors in the data.

### 3.5.2 CFA - Confirmatory Factor Analysis



**Figure 3.2 : CFA Model of the Copenhagen Burnout Inventory - Student Version**

As the individual loading factor of B4 was less than 0.40, the second CFA was analyzed again without B4. Both B4 and C6 were removed after the second CFA. Thus CFA was conducted with 16 items.



**Figure 3.3 : Second Confirmatory Factor Analysis**

**CMIN (Chi-Square):** The model's range was contrasted with the fit of an initial structure (the independence model) using the Chi-Square statistic. A better fit was demonstrated by lower CMIN values. In this case, the default model had a CMIN of 367.800 with 129 df, indicated p-value as the ratio CMIN/DF was 2.851, which suggested that the model fits reasonably well. The p- value indicated that the model's fit is statistically significant.

**GFI:** A value nearer 1 indicated a better fit. GFI numbers fluctuated between 0 to 1. The default model's GFI was 0.927, which was relatively high and suggested a good fit when compared to the independence model's GFI of 0.486.

**AGFI:** An adjustment to GFI called AGFI took the model's degrees of freedom into consideration. Like GFI, AGFI values closer to 1 were indicative of a better fit. The default model's AGFI of 0.904 indicated a reasonable fit, considering the degrees of freedom.

**CFI:** Your CFI was 0.896, which aligned with the other fit indices.

**RMSEA (Root Mean Square Error of Approximation):**

- It measured how well the model reproduces the co-variances and allowed for error in the model.
- Smaller values of RMSEA indicated better fit.
- The default model's RMSEA was 0.062, which was below 0.08 (a common threshold), suggested a reasonable fit. The confidence interval (LO 90 to HI 90) for the RMSEA was 0.055 to 0.070, which further supported the model's fit. The value 0.004 indicated a good model fit.

**RMR (Root Mean Square Residual) :** RMR measured the average absolute differences between the sample and implied covariance matrices. Smaller RMR valued imply a better fit. The default model's RMR was 0.043, which indicated a reasonably good fit to the data.

Overall, based on these indices, the default model appears to had a good fit to the data, as it consistently showed relatively low values across these fit indices.

However, it's important to considered these indices collectively and in conjunction with theoretical and practical considerations before making conclusions about the model's adequacy.

**Table 3.9 : Table showing the Fitness Estimates**

Measures	P-value	CMIN/DF	RMR	RMSEA	GFI	AGFI	PCFI	IFI	CFI	Reliability
Result	0.000	2.851	0.043	0.062	0.927	.904	.732	.897	.896	Alpha 0.847
Bench Mark	<0.05	<3	<0.08	<0.1	0-1	0-1	>0.8	>0.90	0-1	Split half 0.812

“The Goodness Fit Index (GFI) and Comparative Fit Index (CFI) standard values should be in- between 0-1 though, in the review of related literature. The values of GFI and CFI as reviewed by Schumacker & Lomax should be 0-1, and a value above 0.90 also gives evidence of a good fit. Hair et al. (2010) suggested that the value of CFI > 0.85 is acceptable and the value of CFI > 0.90 is considered a better fit. Mahne and Huxhold (2014) and Lima-Rodríguez et al., (2015) in their studies reported the value of CFI as less than 0.90. The value of RMSEA is acceptable between 0 and 1 RMSEA near 0 shows a better fit (Hu & Bentler 1999, Kline 2004, Hooper et al, 2008).

Confirmatory Factor Analysis was conducted and resultant values are less than the value of 0.9 as suggested. Hair et al. (2010) reported that if 3-4 indices of a model clear the minimum requirements then the model can be considered to be a good fit. Schumacker and Lomax concluded if the fit indices in the majority are above the threshold values, then the theoretical model is supported by data.

### **3.5.3 Reliability Analysis**

After calculating exploratory and confirmatory factor analysis, The Average Variance Extracted (AVE) of all the components of The Copenhagen Burnout Inventory - Student Version was greater than 0.40 (Fornell & Larcker,1981: Farooq, 2016). The Composite Reliability (CR) of all the factors was greater than 0.7 (Fornell & Larcker, 1981). For Personal Burnout, AVE was 0.42 and CR 0.76. Studies related

to Burnout depict AVE as 0.41 and CR as 0.701. Instructor Burnout and Classmate Related Burnout reflected AVE as 0.408 and 0.39 where CR as 0.725 and 0.691 respectively. To assess the internal consistency, the reliability was calculated by interpretation of the obtained value of "Cronbach's Alpha" i.e. 0.847 in this inventory. This resultant value of Cronbach Alpha illustrated internal consistency with a high degree as assessed (Gliem and Gliem, 2003). So, the analysis of the scale reliability suggested that The Copenhagen Burnout Inventory - Student Version was consistent.

**Table 3.10 : Reliability Statistics of the Scale**

Constructs	N	Average Variance Extracted	Composite Reliability	Reliability
Personal Burnout	5	0.42	0.76	Cronbach's Alpha 0.847 Split half 0.812
Studies Related Burnout	4	0.41	0.70	
Instructor Related Burnout	4	0.40	0.72	
Classmate Related Burnout	3	0.39	0.69	
The Copenhagen Burnout Inventory (AB)	16			

### **3.5.4 Scoring Procedure**

A five-point rating scale was used in The Copenhagen Burnout Inventory - Student Version for scoring. Each item was rated on a five-point scale such as strongly agree, agree, neutral, disagree, and strongly disagree. There were 16 items comprising four dimensions. Positive items were rated on five sequential points, 5-Strongly agree to 1-Strongly disagree and negative item were rated as 1-Strongly agree to 5-Strongly disagree.

### **3.5.5 Scoring and Norms of the CBI-S**

The scale consisted of 16 items related to the CBI-S. The following formula had been utilized for creating the z-value norms based on descriptive statistics:

$$z\text{-value} = (\text{Raw score} - \text{Mean value}) / \text{Standard Deviation}$$



The range of raw value for burnout inventory was in the range of 23 to 59, personal burnout ranges between 5 to 20, studies-related burnout ranges between 6 to 17, instructor-related burnout ranges between 4 to 19, and classmate-related burnout lies between 3 to 15 presented in table 3.11. Norms for interpretation of the levels of Academic Burnout and its dimensions had been displayed in table 3.12.

**Table 3.11 : z-value of The Copenhagen Burnout Inventory**

<b>Academic Burnout</b>				<b>Personal Burnout</b>		<b>Studies Related Burnout</b>		<b>Instructor Related Burnout</b>		<b>Classmate Related Burnout</b>	
<b>Value in Raw form</b>	<b>Z</b>	<b>Value in Raw form</b>	<b>Z</b>	<b>Value in Raw form</b>	<b>Z</b>	<b>Value in Raw form</b>	<b>Z</b>	<b>Value in Raw form</b>	<b>Z</b>	<b>Value in Raw form</b>	<b>Z</b>
<b>23</b>	-2.0	<b>42</b>	0.4	<b>5</b>	-2.3	<b>6</b>	-2.0	<b>4</b>	-3.0	<b>3</b>	-2.0
<b>24</b>	-1.8	<b>43</b>	0.5	<b>6</b>	-2.0	<b>7</b>	-1.5	<b>5</b>	-2.5	<b>4</b>	-1.5
<b>25</b>	-1.7	<b>44</b>	0.6	<b>7</b>	-1.7	<b>8</b>	-1.0	<b>6</b>	-2.0	<b>5</b>	-1.0
<b>26</b>	-1.6	<b>45</b>	0.8	<b>8</b>	-1.3	<b>9</b>	-0.5	<b>7</b>	-1.5	<b>6</b>	-0.5
<b>27</b>	-1.5	<b>46</b>	0.9	<b>9</b>	-1.0	<b>10</b>	0.0	<b>8</b>	-1.0	<b>7</b>	0.0
<b>28</b>	-1.4	<b>47</b>	1.0	<b>10</b>	-0.7	<b>11</b>	0.5	<b>9</b>	-0.5	<b>8</b>	0.5
<b>29</b>	-1.3	<b>48</b>	1.1	<b>11</b>	-0.3	<b>12</b>	1.0	<b>10</b>	0.0	<b>9</b>	1.0
<b>30</b>	-1.1	<b>49</b>	1.3	<b>12</b>	0.0	<b>13</b>	1.5	<b>11</b>	0.5	<b>10</b>	1.5
<b>31</b>	-1.0	<b>50</b>	1.4	<b>13</b>	0.3	<b>14</b>	2.0	<b>12</b>	1.0	<b>11</b>	2.0
<b>32</b>	-0.9	<b>51</b>	1.5	<b>14</b>	0.7	<b>15</b>	2.5	<b>13</b>	1.5	<b>12</b>	2.5
<b>33</b>	-0.8	<b>52</b>	1.6	<b>15</b>	1.0	<b>16</b>	3.0	<b>14</b>	2.0	<b>13</b>	3.0
<b>34</b>	-0.6	<b>53</b>	1.8	<b>16</b>	1.3	<b>17</b>	3.5	<b>15</b>	2.5	<b>14</b>	3.5
<b>35</b>	-0.5	<b>54</b>	1.9	<b>17</b>	1.7			<b>16</b>	3.0	<b>15</b>	4.0
<b>36</b>	-0.4	<b>55</b>	2.0	<b>18</b>	2.0			<b>17</b>	3.5		
<b>37</b>	-0.3	<b>56</b>	2.1	<b>19</b>	2.3			<b>18</b>	4.0		
<b>38</b>	-0.1	<b>57</b>	2.2	<b>20</b>	2.7			<b>19</b>	4.5		
<b>39</b>	0.0	<b>58</b>	2.3								
<b>40</b>	0.1	<b>59</b>	2.5								
<b>41</b>	0.3										

**Table 3.12 : Norms for Interpretation of the Levels of Academic Burnout and its Dimensions**

<b>Academic Burnout</b>			<b>Personal Burnout</b>		
<b>S. No.</b>	<b>Range of z-value</b>	<b>Level</b>	<b>S. No.</b>	<b>Range of z-value</b>	<b>Level</b>
<b>1</b>	Above 2.0	<b>High</b>	<b>1</b>	Above 2.0	<b>High</b>
<b>2</b>	1.1 to 2.0	<b>Above Average</b>	<b>2</b>	1.3 to 2.0	<b>Above Average</b>
<b>3</b>	-1.0 to 1.0	<b>Average</b>	<b>3</b>	-1.0 to 1.0	<b>Average</b>
<b>4</b>	-2.0 to -1.1	<b>Below Average</b>	<b>4</b>	-2.0 to -1.3	<b>Below Average</b>
<b>5</b>	Below -2.0	<b>Low</b>	<b>5</b>	Below -2.0	<b>Low</b>
<b>Studies Related Burnout</b>			<b>Instructor Related Burnout</b>		
<b>S. No.</b>	<b>Range of z-value</b>	<b>Level</b>	<b>S. No.</b>	<b>Range of z-value</b>	<b>Level</b>
<b>1</b>	Above 2.0	<b>High</b>	<b>1</b>	Above 2.0	<b>High</b>
<b>2</b>	1.5 to 2.0	<b>Above Average</b>	<b>2</b>	1.5 to 2.0	<b>Above Average</b>
<b>3</b>	-1.0 to 1.0	<b>Average</b>	<b>3</b>	-1.0 to 1.0	<b>Average</b>
<b>4</b>	-2.0 to -1.5	<b>Below Average</b>	<b>4</b>	-2.0 to -1.5	<b>Below Average</b>
<b>5</b>	Below -2.0	<b>Low</b>	<b>5</b>	Below -2.0	<b>Low</b>
<b>Classmate Related Burnout</b>					
<b>S. No.</b>	<b>Range of z-value</b>	<b>Level</b>			
<b>1</b>	Above 2.0	<b>High</b>			
<b>2</b>	1.5 to 2.0	<b>Above Average</b>			
<b>3</b>	-1.0 to 1.0	<b>Average</b>			
<b>4</b>	-2.0 to -1.5	<b>Below Average</b>			
<b>5</b>	Below -2.0	<b>Low</b>			

### 3.5.6 Interpretation

The Copenhagen Burnout Inventory was interpreted as average ranging between -1.0 to 1.0, its above average between 1.1 to 2.0 and below average ranges from -2.0 to -1.1. AB was extremely high above 2.0 and its extremely low below -2.0. High level of burnout means undergraduates were more exhausted with their academic tasks where low range of z-value depicted respondents exhaustion was less while completing their academic chores.

### 3.6 DESCRIPTION OF THE STUDENT DISENGAGEMENT SCALE

Validation of **Student Disengagement Scale by Saito, Akihiro & Smith, Michael (2017)**. There were 34 statements related to students' feelings on disengagement. Originally, this scale was administered to 145 engineering students in Japan. For each statement, 5-point Likert scale ranges between 1 to 5. For the revalidation, 480 undergraduate college students from the science, commerce, and arts streams were chosen from Punjab state (Majha, Malwa and Doaba region). After tool validation, this scale had 22 statements with four dimensions. There were 6 items in Behavioral Disengagement, 7 items in Emotional Disengagement, 5 items in Cognitive Disengagement and 4 items in Social Disengagement. Ursin (2023)

- **Behavioral Disengagement** - It refers to all disciplinary problems such as poor attendance, insincere attitude towards classroom tasks and tardiness.
- **Emotional Disengagement** - It means when an individual is not willing to involved in understandings the feelings and emotions of other people. Moreover, he feels disconnected or detached from peoples, situations and tasks.
- **Cognitive Disengagement** - It reflects day dreaming, slow working speed, less concentration power, mental foginess and confused mental state.
- **Social Disengagement** - When an individual prefers to be alone than living in a social system, reflects social disengagement.

Reliability was made ensured with alpha and split half i.e. 0.836 and 0.644 respectively.

### 3.6.1 EFA - Exploratory Factor Analysis

**Table 3.13 : Adequate Sample Measure and Sphericity Test**

KMO Measure of Adequate Sample		.867
Bartlett's Sphericity	Chi-Square value	3663.512
	Degree of Freedom	276
	Significance	.000

There was enough data for factor analysis, as indicated by the KMO sufficient Sample score of 0.867. Furthermore, a noteworthy p-value of below 0.001 was obtained using Bartlett's Sphericity, indicated the presence of notable connections between the variables, further supporting the appropriateness of conducting factor analysis for the Disengagement scale dataset.

#### Factor Structure

The factor analysis was performed initially with 34 items. The first run yielded 7-factor and split- factor loading of items. After eliminating six items, the final 28 items underwent factor examination. In this Second Run of factor analysis, 2 items were again removed due to split loading. Factor analysis procedure by PCA and Varimax rotation was again followed. This third run of factor analysis yielded 2 items that were removed. In the fourth run, five factors were obtained. The fifth factor was dropped due to less number of items.

**Table 3.14 : Total Variance Explained by Principal Component Analysis**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	PV	CP	Total	PV	CP	Total	PV	CP
1	6.029	25.120	25.120	6.029	25.120	25.120	3.734	15.559	15.559
2	2.676	11.150	36.270	2.676	11.150	36.270	2.965	12.353	27.912
3	1.909	7.955	44.225	1.909	7.955	44.225	2.824	11.768	39.680

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	PV	CP	Total	PV	CP	Total	PV	CP
4	1.328	5.533	49.758	1.328	5.533	49.758	2.119	8.828	48.508
5	1.139	4.744	54.502	1.139	4.744	54.502	1.439	5.994	54.502
6	.888	3.699	58.201						
7	.865	3.603	61.805						
8	.826	3.440	65.245						
9	.784	3.266	68.511						
10	.768	3.198	71.709						
11	.676	2.817	74.526						
12	.655	2.731	77.258						
13	.628	2.616	79.873						
14	.613	2.555	82.428						
15	.574	2.391	84.820						
16	.512	2.133	86.953						
17	.475	1.981	88.934						
18	.466	1.940	90.874						
19	.454	1.891	92.765						
20	.425	1.770	94.535						
21	.390	1.625	96.161						
22	.350	1.457	97.617						
23	.331	1.381	98.998						
24	.240	1.002	100.000						

Starting with Component 1, The table exhibited 6.029 as Eigen value, describing 25.120% of the total variance and contributed to a cumulative variance of

the same percentage. After extraction and rotation, it still captured a significant portion of variance at 15.559%.

Component 2 followed with an initial Eigen value of 2.676, accounting for 11.150% of the variance individually and 27.912% cumulatively. Post-extraction and rotation, it retained a % of the variance at 12.353% and contributed to a cumulative % of 27.912%.

Component 3 and component 4 followed an initial Eigen value of 1.909 and 1.328 respectively, explained 7.955% and 5.533% of the total variance individually and 39.680% and 48.508% cumulatively.

Component 5 exhibited 1.139 as the initial Eigen value accounting for 4.744% of the variance individually and 54.502 cumulatively.

When component 5 was removed, it was re-run again and the last four factors were retained. The factor loading for these 22 items were shown below.

**Table 3.15 : Table depicting Rotated Component Matrix Illustration**

Component	Behavioral	Emotional	Cognitive	Social
I1		.489		
I2				.469
I3				.745
I4				.764
I5				.656
I6		.624		
I8		.614		
I9		.701		
I10		.667		
I11		.666		
I12		.614		
I13	.751			

<b>Component</b>	<b>Behavioral</b>	<b>Emotional</b>	<b>Cognitive</b>	<b>Social</b>
I14	.673			
I15				
I16	.699			
I17				
I18			.712	
I19			.720	
I20			.691	
I21			.706	
I22			.618	
I23	.770			
I28	.734			
I34	.720			

For Behavioral Disengagement, items like I13, I14, I16, I23, I28, and I34 seem to have had relatively strong positive loadings on this component. This suggested that these variables shared a common underlying factor (possibly related to disengagement) represented by Factor 1.

For Emotional Disengagement, items such as I1, I6, I8, I9, I10, I11, and I12 had moderate to strong positive loadings on Factor 2. This indicated that these variables were associated with another underlying factor, possibly different from the one represented by Factor 1.

For Cognitive Disengagement, items I18, I19, I20, I21, and I22 exhibited high positive loadings on Factor 3. This implied that these variables were strongly related to a third underlying factor.

For Social Disengagement, items like I2, I3, I4, and I5 seem to have had moderate to strong positive loadings on factor 4. This reflected that these variables were associated with another underlying factor.

Factor 5 was dropped due to less number of items.

The results of the rotated component matrix indicated that the disengagement scale items can be grouped into four distinct components, each representing different facets of disengagement. These components helped in understanding the underlying structure of the scale and provided insights into the nature of disengagement tendencies among the individuals being assessed.

### 3.6.2 CFA - Confirmatory Factor Analysis

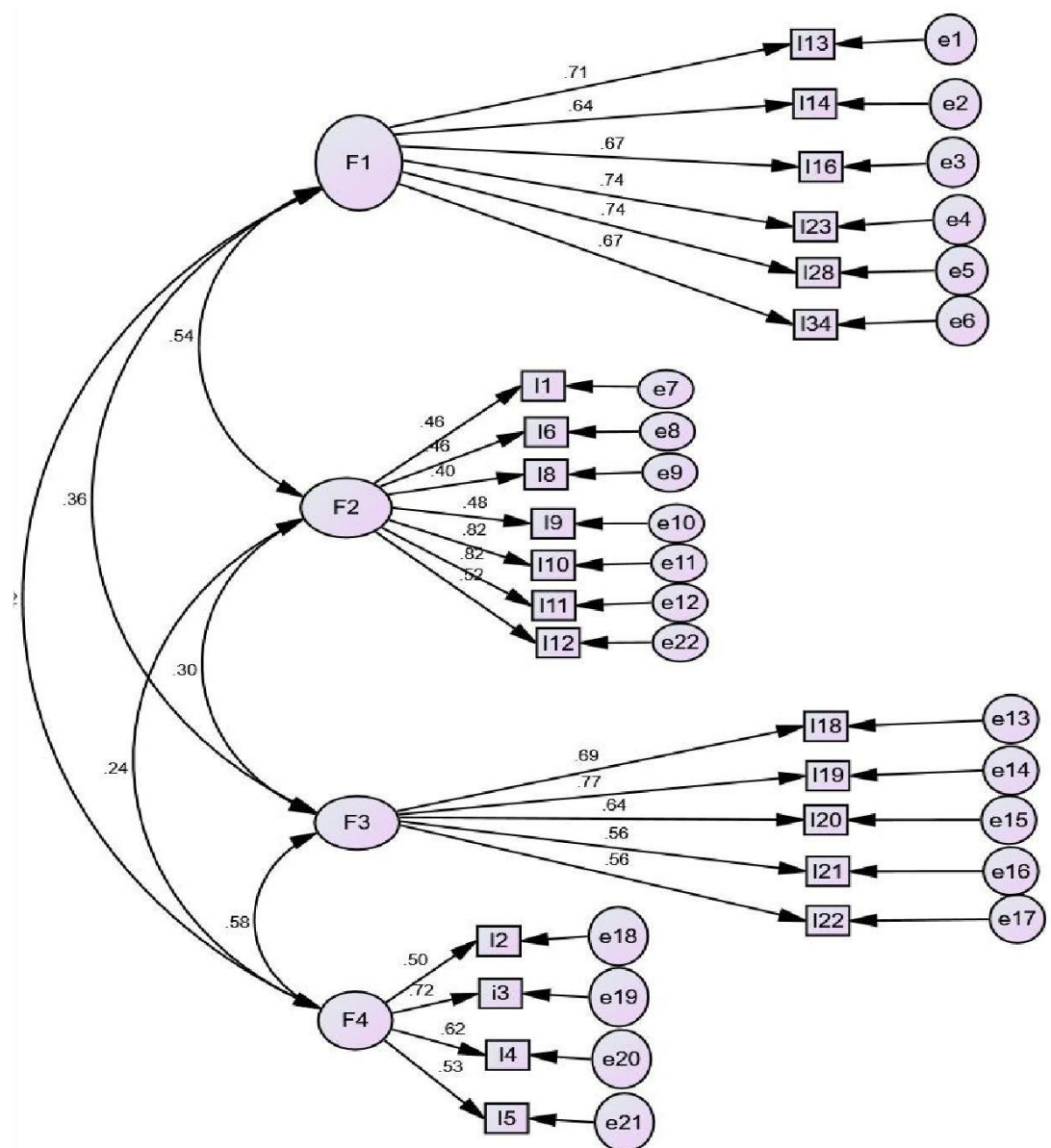


Figure 3.4 : CFA Model of Student Disengagement Scale



The Chi-square (CMIN) value was 515.967 with 203 df, suggested a substantial difference between what was observed and the model.

**CMIN/DF (Chi-Square Divided by Degrees of Freedom) :** This index measured the ratio of the chi-square statistic to the degrees of freedom. Lower values indicated a better fit. In your case, CMIN/DF was 2.542, which suggested that the model's fit was reasonable, but there might be room for improvement.

**RMR:** The average difference between the sample covariance matrix and the covariance matrix predicted by the model was measured by RMR. Smaller values indicated a better fit. Your RMR was 0.056, which indicated a relatively good fit.

**GFI:** The model's ability to explain a given percentage of the variation in the parameters that were observed is measured by the GFI. Higher values indicated a better fit. The values vary between 0 to 1. Your GFI was 0.904, indicated a reasonably good fit.

**NFI:** Values varies amid 0 to 1, with higher values indicated a better fit. Your NFI was 0.849, which suggested that the model fits better than an independence model but may had room for improvement.

**RFI :** RFI was similar to NFI and also compared the model's fit to that of an independence model. Higher values indicated better fit. Values vary between 0 to 1. RFI was 0.829, which aligned with the assessment from NFI.

**IFI :** IFI compared the improvement in fit provided by the model against an independence model. IFI was 0.903, suggested a reasonably good fit.

**TLI :** Values varies between 0 to 1, with higher values indicating better fit. Your TLI was 0.889, indicating a reasonable fit.

**CFI :** Your CFI was 0.902, which aligned with the other fit indices.

**RMSEA:** Less value of RMSEA indicated a better fit. In this, it was 0.057, which suggested a reasonably good fit.

**Table 3.16 : Table showing the Fitness Estimates**

Measures	P-value	MIN/DF	RMR	RMSEA	GFI	AGFI	PCFI	IFI	CFI	Reliability
Result	0.000	2.542	0.056	0.057	0.904	0.880	0.793	0.903	0.902	Alpha 0.836
Bench Mark	<0.05	<3	<0.08	<0.1	0-1	0-1	>0.8	>0.90	0-1	Split half 0.644

"The Goodness Fit Index (GFI) and Comparative Fit Index (CFI) standard values should be in- between 0-1 though, in the review of related literature. The values of GFI and CFI as reviewed by Schumacker & Lomax should be 0-1, and a value above 0.90 also gives evidence of a good fit. Hair et al. (2010) suggested that the value of CFI > 0.85 is acceptable and the value of CFI > 0.90 is considered a better fit. Mahne and Huxhold (2014) and Lima-Rodríguez et al., (2015) in their studies reported the value of CFI as less than 0.90. The value of RMSEA is acceptable between 0 and 1. RMSEA near 0 shows a better fit (Hu & Bentler 1999, Kline 2004, Hooper et al, 2008).

Confirmatory Factor Analysis was conducted and resultant values are less than the value of 0.9 as suggested. Hair et al. (2010) reported that if 3-4 indices of a model clear the minimum requirements then the model can be considered to be a good fit. Schumacker and Lomax concluded if the fit indices in the majority are above the threshold values, then the theoretical model is supported by data". These fit indices collectively provided a comprehensive view of how well the model fits the observed data and how well it compared to baseline models and model selection criteria. It was important to interpret them in context, considering both their meanings and their interplay.

### **3.6.3 Reliability Analysis**

After calculating exploratory and confirmatory factor analysis, The AVE of all the components of The Student Disengagement Scale was greater than 0.40 (Fornell & Larcker,1981: Farooq, 2016). The Composite Reliability (CR) of all the factors was greater than 0.7 (Fornell & Larcker,1981). For Behavioral

Disengagement, AVE was 0.53 and CR was 0.87. Emotional Disengagement depicted AVE as 0.49 and CR as 0.82. Cognitive Disengagement reflects AVE as 0.48 where CR as 0.82. For Social Disengagement, AVE was 0.45 and CR was 0.76. To assessed the internal consistency, the reliability was calculated by interpretation of the obtained value of "Cronbach's Alpha" i.e. 0.836 in this inventory. This resultant value of Cronbach Alpha illustrated internal consistency with a high degree as assessed (Gliem and Gliem, 2003). So, the analysis of the scale reliability suggested that The Student Disengagement Scale was consistent.

**Table 3.17 : Reliability Statistics of the Scale**

Components	N	AVE	CR	Reliability
<b>Behavioral Disengagement</b>	6	0.53	0.87	<b>Cronbach's Alpha 0.836 Split half 0.644</b>
<b>Emotional Disengagement</b>	7	0.49	0.82	
<b>Cognitive Disengagement</b>	5	0.48	0.82	
<b>Social Disengagement</b>	4	0.45	0.76	
<b>Student Disengagement Scale</b>	22			

### 3.6.4 Scoring Procedure

A five-point rating scale was used in the Student Disengagement Scale for the purpose of scoring. Each item was rated on a five point scale such as strongly agree, agree, neutral, disagree and strongly disagree. There were 22 items comprising four components. Positive items was rated on five sequential points, 5-Strongly agree to 1-Strongly disagree and negative item was rated as 1- Strongly agree to 5-Strongly disagree.

### 3.6.5 Scoring and Norms of the Student Disengagement Scale

The scale consisted of 22 items related to the Student Disengagement scale. The following formula has been utilized for creating the z-value norms based on descriptive statistics:

$$z\text{-value} = (\text{Raw score} - \text{Mean value}) / \text{Standard Deviation}$$

Range of undergraduate students value measured from the raw value on the Student Disengagement Scale using descriptive statistics, the z-value as per the responses put together. The range of raw score for Student Disengagement was in the range 45 to 110, Behavioral disengagement ranges between 7 to 30, emotional disengagement ranges between 9 to 35, cognitive disengagement ranges between 5 to 26 and social disengagement ranges between 8 to 21 as presented in table 3.18. Norms for interpretation of the levels of Student Disengagement and its components had been displayed in the table 3.19.

**Table 3.18 : z-value of the Student Disengagement Scale**

Student Disengagement				Behavioral		Emotional		Cognitive		Social	
Raw value	Z	Raw value	Z	Raw value	Z	Raw value	Z	Raw value	Z	Raw value	Z
45	-3.0	78	0.0	7	-2.4	9	-3.0	5	-5.0	8	-2.3
46	-2.9	79	0.1	8	-2.2	10	-2.8	6	-4.7	9	-2.0
47	-2.8	80	0.2	9	-2.0	11	-2.6	7	-4.3	10	-1.7
48	-2.7	81	0.3	10	-1.8	12	-2.4	8	-4.0	11	-1.3
49	-2.6	82	0.4	11	-1.6	13	-2.2	9	-3.7	12	-1.0
50	-2.5	83	0.5	12	-1.4	14	-2.0	10	-3.3	13	-0.7
51	-2.4	84	0.54	13	-1.2	15	-1.8	11	-3.0	14	-0.3
52	-2.3	85	0.6	14	-1.0	16	-1.6	12	-2.7	15	0.0
53	-2.2	86	0.7	15	-0.8	17	-1.4	13	-2.3	16	0.3
54	-2.1	87	0.8	16	-0.6	18	-1.2	14	-2.0	17	0.7
55	-2.09	88	0.9	17	-0.4	19	-1.0	15	-1.7	18	1.0
56	-2.0	89	1.0	18	-0.2	20	-0.8	16	-1.3	19	1.3
57	-1.9	90	1.1	19	-0.0	21	-0.6	17	-1.0	20	1.7
58	-1.8	91	1.2	20	0.2	22	-0.4	18	-0.7	21	2.0
59	-1.7	92	1.3	21	0.4	23	-0.2	19	-0.3		
60	-1.6	93	1.4	22	0.6	24	0.0	20	0.0		
61	-1.5	94	1.5	23	0.8	25	0.2	21	0.3		
62	-1.4	95	1.54	24	1.0	26	0.4	22	0.7		

Student Disengagement				Behavioral		Emotional		Cognitive		Social	
Raw value	Z	Raw value	Z	Raw value	Z	Raw value	Z	Raw value	Z	Raw value	Z
63	-1.36	96	1.6	25	1.2	27	0.6	23	1.0		
64	-1.3	97	1.7	26	1.4	28	0.8	24	1.3		
65	-1.2	98	1.8	27	1.6	29	1.0	25	1.7		
66	-1.1	99	1.9	28	1.8	30	1.2	26	2.0		
67	-1.0	100	2.0	29	2.0	31	1.4				
68	-0.9	101	2.1	30	2.2	32	1.6				
69	-0.8	102	2.2			33	1.8				
70	-0.7	103	2.3			34	2.0				
71	-0.6	104	2.4			35	2.2				
72	-0.5	105	2.45								
73	-0.4	106	2.5								
74	-0.36	107	2.6								
75	-0.3	108	2.7								
76	-0.2	109	2.8								
77	-0.1	110	2.9								

**Table 3.19 : Norms for Interpretation of the Levels of Student Disengagement and its Dimensions**

Student Disengagement			Behavioral Disengagement		
S. No.	Range of z-value	Level	S. No.	Range of z-value	Level
1	Above 2.0	High	1	Above 2.0	High
2	1.1 to 2.0	Above Average	2	1.2 to 2.0	Above Average
3	-1.0 to 1.0	Average	3	-1.0 to 1.0	Average
4	-2.0 to -1.1	Below Average	4	-2.0 to -1.2	Below Average
5	Below -2.0	Low	5	Below -2.0	Low

Emotional Disengagement			Cognitive Disengagement		
S. No.	Range of z-value	Level	S. No.	Range of z-value	Level
1	Above 2.0	High	1	Above 2.0	High
2	1.2 to 2.0	Above Average	2	1.3 to 2.0	Above Average
3	-1.0 to 1.0	Average	3	-1.0 to 1.0	Average
4	-2.0 to -1.2	Below Average	4	-2.0 to -1.3	Below Average
5	Below -2.0	Low	5	Below -2.0	Low
Social Disengagement					
S. No.	Range of z-value	Level			
1	Above 2.0	High			
2	1.3 to 2.0	Above Average			
3	-1.0 to 1.0	Average			
4	-2.0 to -1.3	Below Average			
5	Below -2.0	Low			

### 3.6.6 Interpretation

Student Disengagement was interpreted as average ranging between -1.0 to 1.0, its above average between 1.1 to 2.0 and below average ranges from -2.0 to -1.1. Student Disengagement was extremely high above 2.0 and its extremely low below -2.0. High level of Student Disengagement means undergraduates were not engaged in their academic tasks where low range of z-value depicted respondents are well engaged in their academic tasks.

## 3.7 DESCRIPTION OF THE ACADEMIC PROCRASTINATION SCALE

Validation of **Academic Procrastinatory Scale** by **Alok Kumar Upadhyay and Dr. Meenu Singh (2016)**. Originally, there were 20 items in the scale

administered between 19 to 21 years. It was administered to 100 students of Agra, India. It was a 5-point scale ranges from strongly agree to strongly disagree. The maximum required time was 35 minutes. In this study, the scale was revalidated to find the Academic Procrastination of undergraduate students in Punjab state. For the revalidation, 480 undergraduate college students from the science, commerce, and arts streams were selected from Punjab state. After tool revalidation, this scale had 12 statements. Three components made up this scale. There were 5 items in Time Management, 4 items in Task Aversiveness, and 3 items in Laziness. (Karimi Moonaghi 2017).

- Time Management refers to the ability of an individual to control and manage activities in such a way that the availability of time is maximized. Mish (2003).
- Task Aversiveness means to perform or execute those tasks or activities that are unpleasant and boring. Due to a lack of personal passion, inefficient delays in academic chores generally arise. Steel (2010)
- Laziness reflects work evasion among students. Mish (2003).

Reliability was ensured through alpha and split half i.e. 0.797 and 0.754 respectively.

### 3.7.1 EFA - Exploratory Factor Analysis

**Table 3.20 : Adequate Sample Measure and Sphericity Test**

KMO Measure of Adequate Sample		0.821
Bartlett's Sphericity Test	Chi-Square value	2387.003
	Degree of Freedom	190
	Significance	.000

The KMO Measure of Adequate Sample was 0.821, reflecting sufficient data available for factor analysis. Additionally, Bartlett's Sphericity Test yielded a highly significant p-value of less than 0.001, having Chi-square 2387.003 at 190 df suggested that there were significant correlations amid the variables, further supporting the exactness of conducting analysis for the Procrastination scale dataset.

**Table 3.21 : Total Variance Explained by Principal Component Analysis**

Components	Initial Eigen Values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	PV	CP	Total	PV	CP	Total	PV	CP
1	3.831	31.928	31.928	3.831	31.928	31.928	2.245	18.710	18.710
2	1.185	9.878	41.806	1.185	9.878	41.806	2.043	17.027	35.737
3	1.086	9.053	50.859	1.086	9.053	50.859	1.815	15.123	50.859
4	.887	7.394	58.254						
5	.824	6.866	65.120						
6	.758	6.320	71.441						
7	.736	6.131	77.572						
8	.698	5.819	83.391						
9	.605	5.040	88.431						
10	.521	4.344	92.775						
11	.486	4.046	96.821						
12	.381	3.179	100.000						

Component 1 emerged as the most influential, with an initial Eigen value of 3.831, describing 31.928% of the total variance and contributing to a cumulative percentage of the same value. Even after extraction and rotation, this component retained substantial explanatory power at 18.710%. Component 2, with an initial Eigen value of 1.185, contributed 9.878% to the overall variance and adds to a cumulative percentage of 41.806%. The subsequent components also play a role in elucidating the procrastination phenomenon. This factor analysis sheds light on the distinct dimensions of procrastination behavior, allowing for a deeper understanding of its various contributing factors.

### Factor Structure

The factor analysis was performed initially with 20 items. The first run yields 6-factor and split- factor loading of items. The analysis was performed on the fifteen



remaining items following the elimination of five items. In this Second Run of factor analysis, 3 items were again removed due to split loading. The factor analysis procedure using the PCA and Varimax rotation was again followed. This third run of factor analysis yielded 3 factors. The factor loading for these 12 items was shown below.

**Table 3.22 : Table depicting Rotated Component Matrix Illustration**

	<b>Components</b>		
	<b>Time Management</b>	<b>Task Aversiveness</b>	<b>Laziness</b>
<b>I1</b>	.595		
<b>I2</b>		.692	
<b>I3</b>			.703
<b>I4</b>	.720		
<b>I9</b>			.682
<b>I10</b>	.591		
<b>I12</b>		.655	
<b>I13</b>	.587		
<b>I14</b>			.762
<b>I15</b>		.734	
<b>I18</b>	.582		
<b>I20</b>		.578	

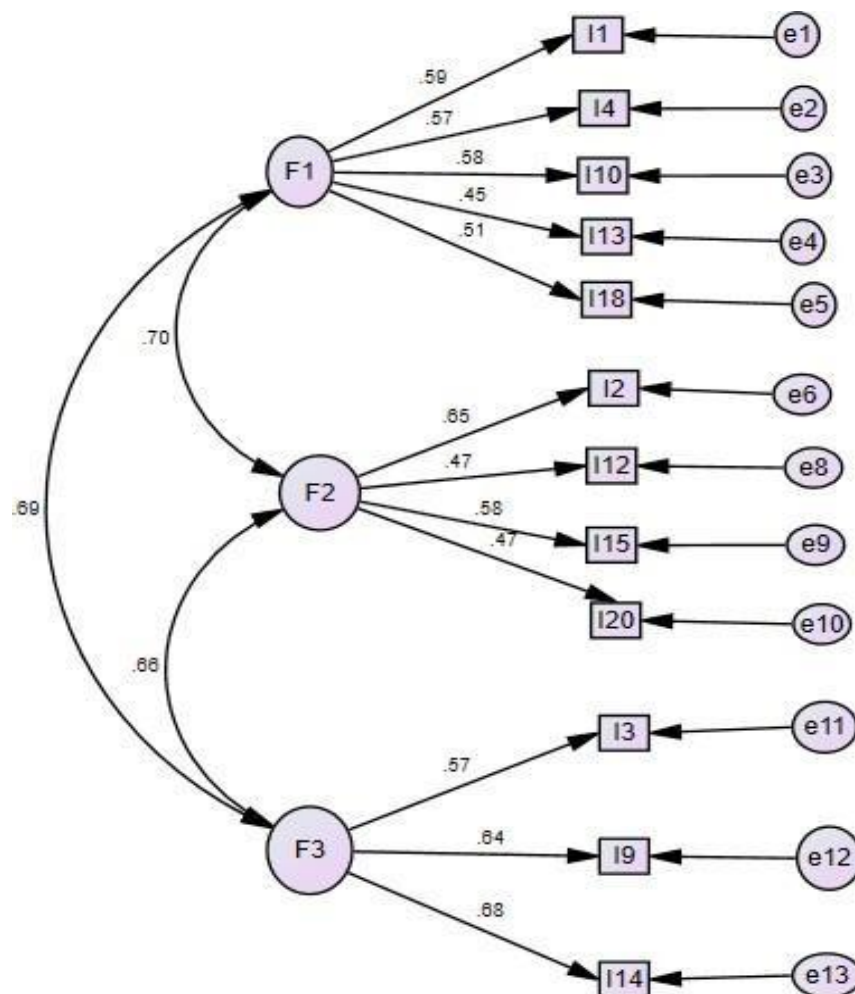
The rotated component matrix for Procrastination revealed the pattern of loadings for each item (I1 to I20) on the three extracted components (labeled Component 1 as Time Management, Component 2 as Task Aversiveness, and Component 3 as Laziness).

In Time Management, items I1, I4, I10, I13, and I18 showed significant loadings, with values ranging from 0.582 to 0.720. This component likely represented a common factor associated with these items. In Task Aversiveness,

items I2, I12, I15, and I20 exhibited notable loadings, with values between 0.578 and 0.734. This suggested the presence of another underlying factor that connects these items. In Laziness, items I3, I9, and I14 demonstrated substantial loadings, ranging from 0.682 to 0.762. This component appeared to represent a separate factor that relates to these specific items.

The results of the RCM indicated that scale items can be grouped into three distinct components, each representing different facets of procrastination behavior. These components helped in understanding the underlying structure of the scale and provided insights into the nature of procrastination tendencies among the individuals being studied.

### 3.7.2 CFA - Confirmatory Factor Analysis



**Figure 3.5 : CFA Model of Academic Procrastination Scale**

The CFA model's ability to fit the data that was observed was evaluated using the model fit indicators. Important fit indices are:

**RMSEA :**

With a 90% confidence interval that spans from 0.058 to 0.081, the RMSEA was 0.069. RMSEA value below 0.08 was considered acceptable, indicated a reasonable fit between the model and the data.

**CFI :**

The CFI was 0.891, indicated a moderate fit of the model. Values above 0.90 are generally desired for good model fit.

**Regression Weights and Standardized Regression Weights:**

These estimates showed the relationships between the latent factors (F1, F2, F3) and the observed variables (I1 to I20). The standardized regression weights range from 0.449 to 1.221, representing the strength and direction of the relationships. Positive weights indicated a positive association, while negative weights indicated a negative association. The values suggested that the factors had varying degrees of influence on the observed variables.

**Co-variances and Correlations :**

These estimates showed the relationships between the latent factors (F1, F2, F3). The covariance estimates indicated the extent to which the factors co-vary with each other. The correlation estimates were standardized covariance and can range from -1 to +1, representing the direction and strength of the relationship. The correlations between F2 and F3 (0.660), F1 and F3 (0.688), and F1 and F2 (0.702) indicated moderate to strong positive associations between the factors.

**Variances :**

These estimates represented the variances of the latent factors (F1, F2, F3) and the error terms (e1 to e13). The values showed the amount of variance explained by each factor and the error terms.

**Table 3.23 : Table showing the Fitness Estimates**

Measures	P-value	CMIN/DF	RMR	RMSEA	GFI	AGFI	PCFI	IFI	CFI	Reliability
Result	0.000	3.313	0.054	0.069	0.949	0.922	0.688	0.892	0.891	Alpha 0.797
Bench Mark	<0.05	<3	<0.08	<0.1	0-1	0-1	>0.8	>0.90	0-1	Split half 0.754

"The Goodness Fit Index (GFI) and Comparative Fit Index (CFI) standard values should be in- between 0-1 though, in the review of related literature. The values of GFI and CFI as reviewed by Schumacker & Lomax should be 0-1, and a value above 0.90 also gives evidence of a good fit. Hair et al. (2010) suggested that the value of CFI > 0.85 is acceptable and the value of CFI > 0.90 is considered a better fit. Mahne and Huxhold (2014) and Lima-Rodríguez et al., (2015) in their studies reported the value of CFI as less than 0.90. The value of RMSEA is acceptable between 0 and 1. RMSEA near 0 shows a better fit (Hu & Bentler 1999, Kline 2004, Hooper et al, 2008).

Confirmatory Factor Analysis was conducted and resultant values are less than the value of 0.9 as suggested. Hair et al. (2010) reported that if 3-4 indices of a model clear the minimum requirements then the model can be considered to be a good fit. Schumacker and Lomax concluded if the fit indices in the majority are above the threshold values, then the theoretical model is supported by data." Overall, the CFA model provided insights into the relationships between the latent factors and the observed variables in the procrastination scale. The model's fit was moderately acceptable, and the relationships between the factors and indicators were interpretable based on their respective regression weights

### **3.7.3 Reliability Analysis**

After calculating exploratory and confirmatory factor analysis, The Average Variance Extracted (AVE) of all the components of The AP Scale was greater than 0.40 (Fornell & Larcker,1981: Farooq, 2016). The Composite Reliability (CR) of all the factors was greater than 0.7 (Fornell & Larcker,1981). For Time Management,

AVE was 0.490 and CR 0.782. Task Aversiveness depicts AVE as 0.462 and CR as 0.766. Laziness reflects AVE as 0.513 where CR was 0.759. To assess the internal consistency, the reliability was calculated by interpretation of the obtained value of "Cronbach's Alpha" i.e. 0.797 in this inventory. This resultant value of Cronbach Alpha illustrated internal consistency with a high degree as assessed (Gliem and Gliem, 2003). So, the analysis of the scale reliability suggested that The Academic Procrastination Scale was consistent.

**Table 3.24 : Reliability Statistics of the Scale**

Components/ Constructs	N	Average Variance Extracted	Composite Reliability	Reliability
Time Management	5	0.490	0.782.	Cronbach's Alpha 0.797 Split half 0.754
Task Aversiveness	4	0.462	0.766	
Laziness	3	0.513	0.759.	
AP Scale	12			

#### **3.7.4 Scoring Procedure**

A five-point rating scale was used in the Academic Procrastination Scale for scoring. Each item was rated on a five-point scale such as strongly agree, agree, neutral, disagree, and strongly disagree. There were 12 items comprising three components. Positive items were rated on five sequential points, 5-Strongly agree to 1-Strongly disagree and negative items were rated as 1-Strongly agree to 5-Strongly disagree.

#### **3.7.5 Scoring and Norms of the Academic Procrastination Scale**

The scale consisted of 12 items. The following formula had been used to prepare the z-score norms based on descriptive statistics:

$$\text{z-value/score} = (\text{Raw score} - \text{Mean}) / \text{Standard Deviation}$$

The range of scores for undergraduate students determined by combining the z-value according to the collective responses and the initial score on the Academic Procrastination scale determined by statistical data. The range of raw value for Academic Procrastination was in the range 16 to 46, time management ranges between 5 to 22, task aversiveness ranges between 5 to 17, and laziness ranges between 3 to 14 as presented in table 3.25. Norms for interpreting the levels of Academic Procrastination and its components had been displayed in Table 3.26.

**Table 3.25 : z-value of Academic Procrastination Scale**

<b>Academic Procrastination</b>				<b>Time Management</b>		<b>Task Aversiveness</b>		<b>Laziness</b>	
<b>Value in Raw form</b>	<b>Z</b>	<b>Value in Raw form</b>	<b>Z</b>	<b>Value in Raw form</b>	<b>Z</b>	<b>Value in Raw form</b>	<b>Z</b>	<b>Value in Raw form</b>	<b>Z</b>
<b>16</b>	-2.3	<b>17</b>	-2.1	<b>5</b>	-2.7	<b>5</b>	-2.0	<b>3</b>	-2.5
<b>18</b>	-2.0	<b>19</b>	-1.9	<b>6</b>	-2.3	<b>6</b>	-1.7	<b>4</b>	-2.0
<b>20</b>	-1.7	<b>21</b>	-1.6	<b>7</b>	-2.0	<b>7</b>	-1.3	<b>5</b>	-1.5
<b>22</b>	-1.4	<b>23</b>	-1.3	<b>8</b>	-1.7	<b>8</b>	-1.0	<b>6</b>	-1.0
<b>24</b>	-1.1	<b>25</b>	-1.0	<b>9</b>	-1.3	<b>9</b>	-0.7	<b>7</b>	-0.5
<b>26</b>	-0.9	<b>27</b>	-0.7	<b>10</b>	-1.0	<b>10</b>	-0.3	<b>8</b>	0.0
<b>28</b>	-0.6	<b>29</b>	-0.4	<b>11</b>	-0.7	<b>11</b>	0.0	<b>9</b>	0.5
<b>30</b>	-0.3	<b>31</b>	-0.1	<b>12</b>	-0.3	<b>12</b>	0.3	<b>10</b>	1.0
<b>32</b>	0.0	<b>33</b>	0.1	<b>13</b>	0.0	<b>13</b>	0.7	<b>11</b>	1.5
<b>34</b>	0.3	<b>35</b>	0.4	<b>14</b>	0.3	<b>14</b>	1.0	<b>12</b>	2.0
<b>36</b>	0.6	<b>37</b>	0.7	<b>15</b>	0.7	<b>15</b>	1.3	<b>13</b>	2.5
<b>38</b>	0.9	<b>39</b>	1.0	<b>16</b>	1.0	<b>16</b>	1.7	<b>14</b>	3.0
<b>40</b>	1.1	<b>41</b>	1.3	<b>17</b>	1.3	<b>17</b>	2.0		
<b>42</b>	1.4	<b>43</b>	1.6	<b>18</b>	1.7				
<b>44</b>	1.7	<b>45</b>	1.8	<b>19</b>	2.0				
<b>46</b>	2.0			<b>20</b>	2.3				
				<b>21</b>	2.7				
				<b>22</b>	3.0				

**Table 3.26 : Norms for interpreting the Academic Procrastination levels and its dimensions**

Academic Procrastination			Time Management		
S. No.	Range of z-value	Level	S. No.	Range of z-value	Level
1	Above 2.0	High	1	Above 2.0	High
2	1.1 to 2.0	Above Average	2	1.3 to 2.0	Above Average
3	-1.0 to 1.0	Average	3	-1.0 to 1.0	Average
4	-2.0 to -1.1	Below Average	4	-2.0 to -1.3	Below Average
5	Below -2.0	Low	5	Below -2.0	Low
Task Aversiveness			Laziness		
S. No..	Range of z-value	Level	S. No.	Range of z-value	Level
1	Above 2.0	High	1	Above 2.0	High
2	1.3 to 2.0	Above Average	2	1.5 to 2.0	Above Average
3	-1.0 to 1.0	Average	3	-1.0 to 1.0	Average
4	-2.0 to -1.3	Below Average	4	-2.0 to -1.5	Below Average
5	Below -2.0	Low	5	Below -2.0	Low

### 3.7.6 Interpretation

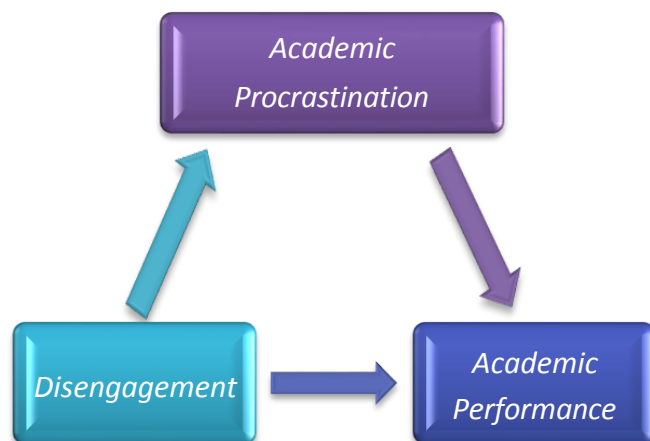
Academic Procrastination was interpreted as average ranging between -1.0 to 1.0, above average between 1.1 to 2.0, and below average ranges from -2.0 to -1.1. Academic Procrastination was extremely high above 2.0 and it's extremely low below -2.0. A high level of procrastination means undergraduates were more prone to postpone their academic tasks whereas the low range of z-score depicted respondents completing their academic tasks timely and they did not indulge in postponement of academic activities.

### 3.8 DESIGN OF THE STUDY - MEDIATION MODEL

I.



II.



**Figure 3.6 : Design of the Study**

### 3.9 PROCEDURE

With prior permission from college authorities, data was collected during college hours through personal visits to the campus. Before administration of tools, all the subjects was made familiar with the purpose of the study. Then the subjects were motivated to give appropriate and optimum responses to every part of a questionnaire given to them. The directions was given to the subjects to understand the procedure to be followed to fill up the questionnaire, they were permitted to ask queries and their doubts were cleared before administrating the test. The subjects were asked to record the answers to all questions. The researcher tried his level best that there was



no distraction or minimum distraction to the subjects who attempt the test. The subjects were given sufficient time to answer the questionnaire. The questionnaires were returned to the subjects after it was duly filled. Thorough screening was done to ensure that no questions was left unanswered.

### **3.10 STATISTICAL TECHNIQUES**

Statistics provide a concrete base for all research activities. It plays a pivotal role in analyzing data and conclude. In the present study:

1. Mean value, S.D., Skewness and Kurtosis were calculated to ascertain the trend of data.
2. T-test, ANOVA and Post-hoc tests were used to discover the significant differences with respect to gender, locale and stream.
3. The association between the variables were ascertained by employing correlation techniques.
4. Regression analysis technique was used to study the model of the study.
5. Furthermore, factor analysis and other higher order stats was applied for the standardization of tools.

## Chapter – 4

### ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with results, analysis and interpretation of data. The data were tabulated and transferred to SPSS 23.0. The analysis was done as per objectives formulated. Objective 1 was calculated with the help of mean, standard deviation, skewness and kurtosis. Mean value provide a summarized view, help in understanding the average value and used in formulating inferences. Standard Deviation is used by the researcher while making predictions and analyzing trends. Skewness and kurtosis explains the spread and height of normal distribution. In objective 2, t-test, ANOVA and Post-hoc tests were used to ascertain the significant difference with respect to gender, locale and streams. Correlation technique was used to discover the relationship between the variables in objectives 3,4,5. Regression analysis technique was used in finding the objective 6 whereas objectives 7 and 8 were determined using mediation analysis.

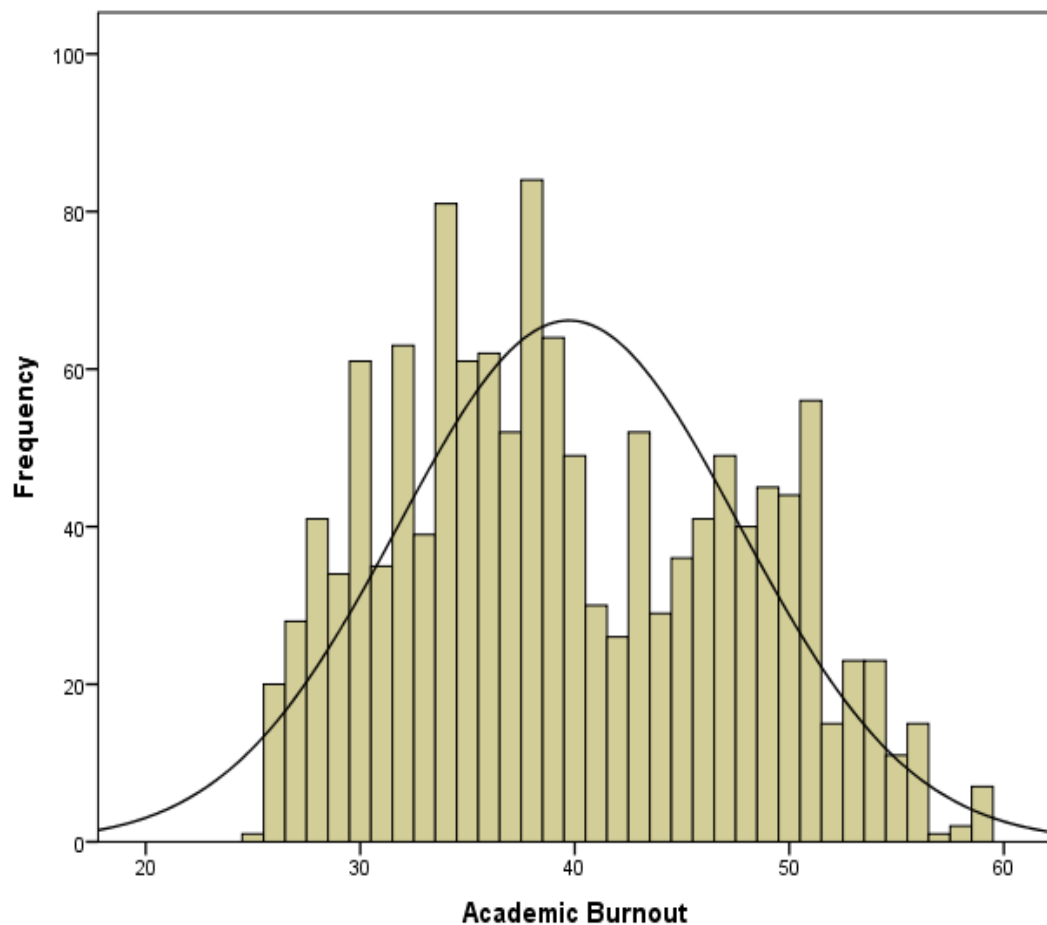
#### 4.1 NORMALITY OF DATA

For Statistical Analysis, Normality is an important requisite to be fulfilled. A distribution is called approximate normal if Skewness and Kurtosis values ranges between -1 and +1 and the values between -2 and +2 are acceptable for the normal distribution. Hair et. al. (2022). Kurtosis reflects whether the distribution is flat or peaked when compared to normal distribution.

**Table 4.1 : Descriptive Statistics for Academic Burnout, Disengagement, Academic Performance and Academic Procrastination**

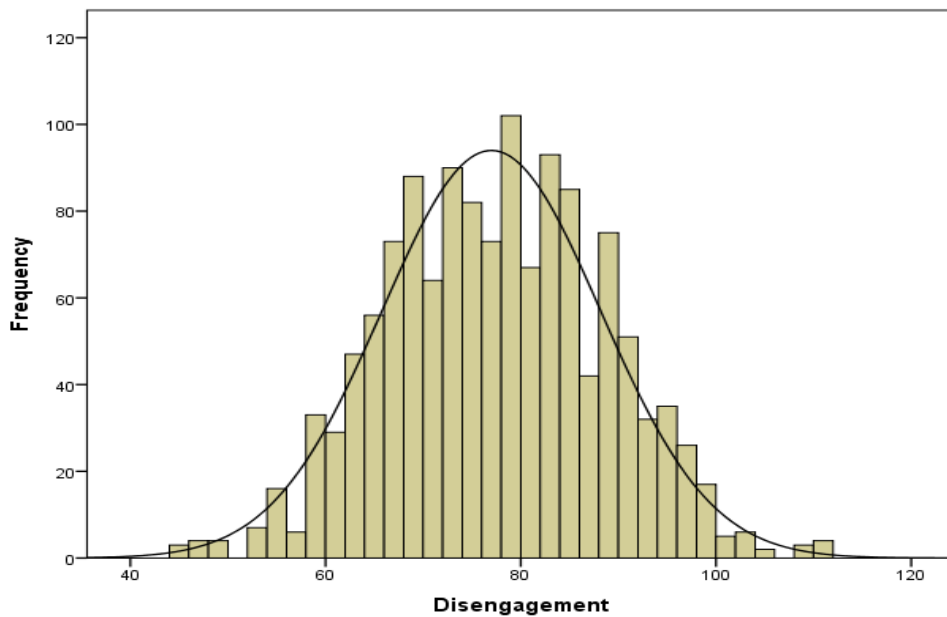
Variables	Mean	Standard Deviation	Skewness	Kurtosis
Academic Burnout	39.73	7.958	.267	-.918
Disengagement	76.98	11.204	.024	-.244
Academic Performance	60.793	5.5995	-.080	-.571
Academic Procrastination	31.69	6.815	-.188	-.938

**Academic Burnout:** The mean score for academic burnout is 39.73 with a standard deviation of 7.958, indicating a moderate level of burnout among students. A distribution is called approximate normal if Skewness and Kurtosis values ranges between -1 and +1. The skewness is .267, data is normal where kurtosis is -.918, data is normal. As skewness and kurtosis of Academic Burnout are .267 and -.918 respectively which is between -1 and +1 indicating data is normal.



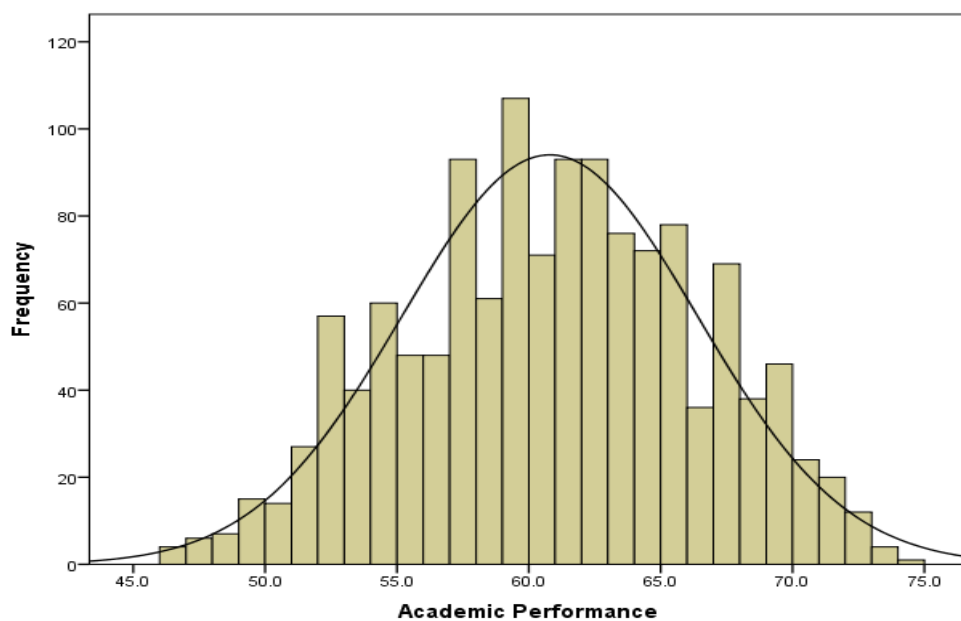
**Figure 4.1 : Normality Curve and Histogram of Academic Burnout**

**Disengagement:** The mean score for disengagement is 76.98 with a standard deviation of 11.204, reflecting a high level of disengagement. A distribution is called approximate normal if Skewness and Kurtosis values ranges between -1 and +1. The skewness is .024, data is normal where kurtosis is -.244, data is normal. As skewness and kurtosis of Disengagement are .024 and -.244 respectively which is between -1 and +1 indicating data is normal.



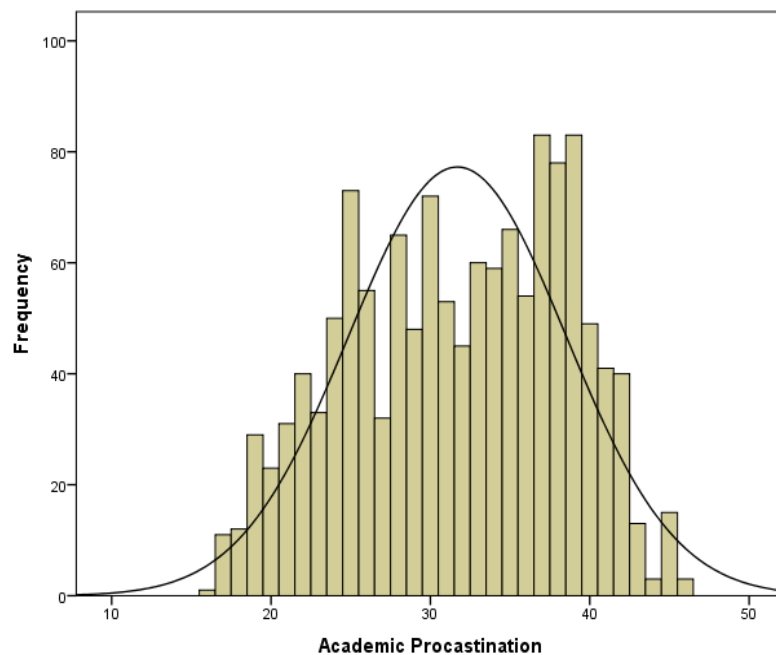
**Figure 4.2 : Normality Curve and Histogram of Disengagement**

**Academic Performance:** With a mean score of 60.793 and a standard deviation of 5.5995, academic performance is moderate among the students. A distribution is called approximate normal if Skewness and Kurtosis values ranges between -1 and +1. The skewness is -.080, data is normal where kurtosis is -.571, data is normal. As skewness and kurtosis of Academic Performance are -.080 and -.571 respectively which is between -1 and +1 indicating data is normal.



**Figure 4.3 : Normality Curve and Histogram of Academic Performance**

**Academic Procrastination:** The mean score for academic procrastination is 31.69 with a standard deviation of 6.815, indicating a moderate level of procrastination. A distribution is called approximate normal if Skewness and Kurtosis values ranges between -1 and +1. The skewness is -.188, data is normal where kurtosis is -.938, data is normal. As skewness and kurtosis of Academic Procrastination are -.188 and -.938 respectively which is between -1 and +1 indicating data is normal.



**Figure 4.4 : Normality Curve and Histogram of Academic Procrastination**

## 4.2 OBJECTIVE 1

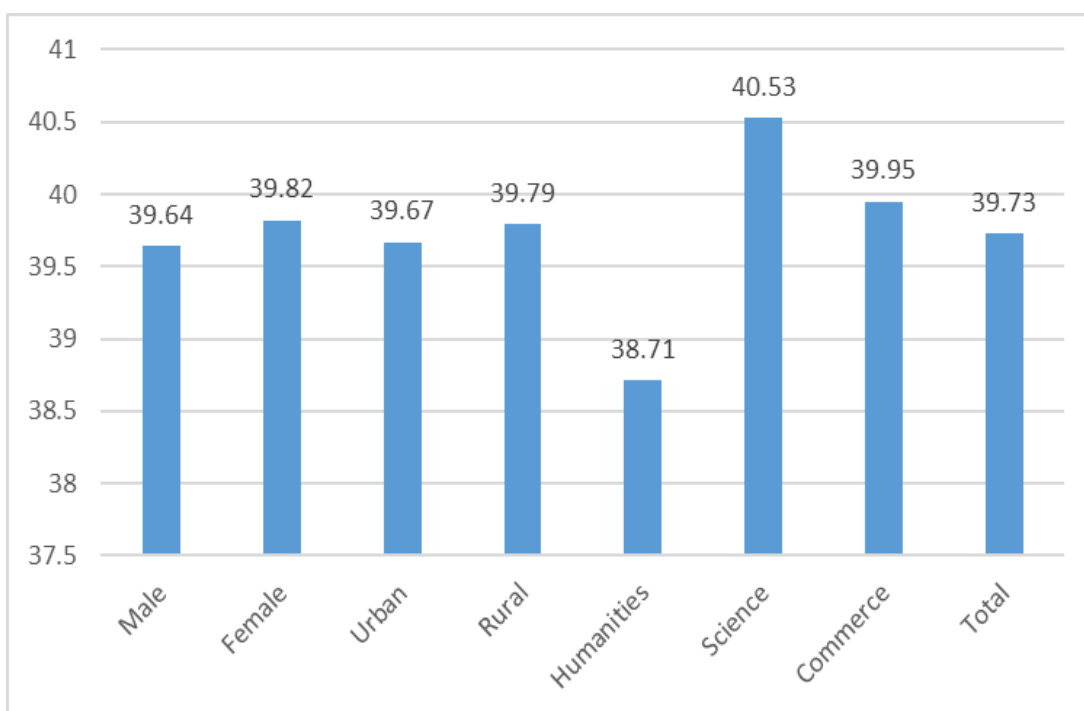
To study the level of Academic Burnout, Disengagement, Academic Performance and Academic Procrastination among college students.

**Table 4.2 : Table Showing Statistical Description of Academic Burnout**

Gender	N	X	S.D.
Male	660	39.64	8.096
Female	660	39.82	7.823
Urban	660	39.67	7.951
Rural	660	39.79	7.971

<b>Gender</b>	<b>N</b>	<b>X</b>	<b>S.D.</b>
Humanities (Arts)	440	38.71	7.500
Science	440	40.53	8.347
Commerce	440	39.95	7.914
Total	1320	39.73	7.958

Table 4.2 shows descriptive statistics of Academic Burnout. The mean was 39.64 with S.D. 8.09 of male undergraduates and mean score was 39.82 with S.D. 7.82 of female undergraduates. The mean score of urban college students is 39.67 with standard deviation 7.95. The mean of rural students was 39.79 with S.D. 7.97. The mean of students studying in humanities (Arts) stream was 38.71 with standard deviation 7.50. The mean value of students studying in science stream was 40.53 with standard deviation 8.34. The mean of students studying in commerce stream was 39.95 with standard deviation 7.91. The mean value of undergraduates on Academic Burnout was 39.73 with standard deviation 7.95.



**Figure 4.5 : Graphical Representation of Mean Scores of Academic Burnout among College Students**

**Table 4.3 : Descriptive Statistics of Dimensions of Academic Burnout**

Dimensions	Personal		Studies		Classmate		Instructor	
	X	S.D.	X	S.D.	X	S.D.	X	S.D.
Male	12.23	3.153	10.09	2.452	7.37	2.212	9.95	2.588
Female	12.24	3.074	10.09	2.482	7.54	2.199	9.95	2.440
Urban	12.13	3.295	10.21	2.569	7.38	2.334	9.95	2.616
Rural	12.33	2.917	9.97	2.354	7.53	2.071	9.96	2.410
Humanities (Arts)	11.97	2.933	9.78	2.450	7.25	2.390	9.72	2.694
Science	12.40	3.183	10.33	2.490	7.75	2.045	10.05	2.519
Commerce	12.33	3.203	10.16	2.431	7.37	2.145	10.09	2.304
Total	12.23	3.112	10.09	2.466	7.45	2.207	9.95	2.514

Table 4.3 shows descriptive statistics of dimensions of Academic Burnout. The mean value on personal burnout among male first year college students was 12.23 with S.D. 3.15. The mean on personal burnout of female undergraduates was 12.24 with S.D. 3.07. The mean value on personal burnout of urban undergraduates was 12.13 with S.D. 3.29. The mean value on personal burnout of rural students was 12.33 with S.D. 2.91. The mean value on personal burnout of undergraduates studying in humanities (Arts) stream was 11.97 with S.D. 2.93. The mean on personal burnout of students studying in science stream was 12.40 with S.D. 3.18. The mean value on personal burnout of students studying in commerce stream was 12.33 with S.D. 3.20. The mean of personal burnout among first year students of Academic Burnout was 12.23 with S.D. 3.11.

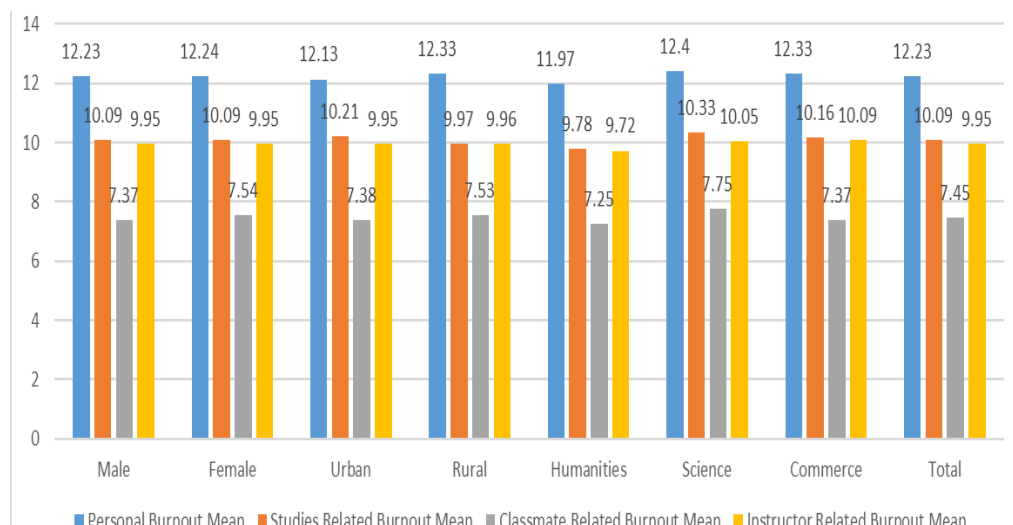
The mean value on dimension study related burnout of male undergraduates was 10.09 with S.D. 2.45. The mean score on dimension study related of female first year students was 10.09 with standard deviation 2.48. The mean score on study related burnout of urban college students was 10.21 with standard deviation 2.56. The mean value on study related burnout of rural undergraduates was 9.97 with standard deviation 2.35. The mean score on study related dimension of burnout of

students studying in humanities (Arts) stream was 9.78 with standard deviation 2.45. The mean score on study related dimension of burnout of first year students studying in science stream was 10.33 with standard deviation 2.49. The mean score on study related burnout of students studying in commerce stream was 10.16 with standard deviation 2.43. The mean score on study related burnout of first year students on Academic Burnout was 10.09 with S.D. 2.46.

The mean value on classmate related burnout of male college students was 7.37 with standard deviation 2.21. The mean on classmate related burnout of female college students was 7.54 with S.D. 2.19. The mean on classmate related burnout of urban college students was 7.38 with S.D. 2.33. The mean score on classmate related burnout of rural college students was 7.53 with S.D. 2.07. The mean on classmate related burnout of students studying in humanities (Arts) stream was 7.25 with standard deviation 2.39. The mean score on classmate related burnout of students studying in science stream was 7.75 with S.D. 2.04. The mean on classmate related burnout of students studying in commerce stream was 7.37 with S.D. 2.14. The mean score on classmate related burnout of college students on Academic Burnout was 7.45 with S.D. 2.20.

The mean on instructor burnout of male college students was 9.95 with standard deviation 2.58. The mean value on instructor burnout of female college students was 9.95 with S.D. 2.44. The mean on instructor burnout of urban first year college students was 9.95 with S.D. 2.61. The mean value on instructor burnout of rural college students was 9.96 with standard deviation 2.41. The mean on instructor burnout of students studying in humanities (Arts) stream was 9.72 with standard deviation 2.69. The mean on instructor burnout of students studying in science stream was 10.05 with S.D. 2.51. The mean value on instructor burnout of students studying in commerce stream was 10.09 with S.D. as 2.30. The mean on instructor burnout of first year college students on Academic Burnout was 9.95 with S.D. as 2.51.





**Figure 4.6 : Graphical Representation of Mean Values of Dimensions of Academic Burnout among College Students**

**Table 4.4 : Frequency Distribution of Scores on Academic Burnout**

	Frequency	Percent	Cumulative Frequency
Low	805	61.0	61.0
Average	233	17.7	78.7
Above Average	257	19.5	98.2
High	25	1.8	100.0

Table 4.4 depicts distribution of frequency on Academic Burnout. Table showed that 61% college students had low level of Academic Burnout. 17.7% first year college students had average level of AB 19.5% undergraduates had above average Academic Burnout. 1.8% students had high level of Academic Burnout.

**Table 4.5 : Frequency Distribution of Scores on Dimension Personal Burnout of Academic Burnout**

	Frequency	Percent
Low	16	1.2
Below Average	243	18.4
Average	834	63.2
Above Average	197	14.9
High	30	2.3

Table 4.5 describes frequency distribution of scores on dimension personal burnout of Academic Burnout. Table showed that 1.2% college students had low level of dimension personal burnout. 18.4% students had below average level of personal burnout dimension. 63.2% college students had average level of dimension personal burnout of Academic Burnout. 14.9% first year college students had above average level of dimension personal burnout of Academic Burnout. 2.3% undergraduates had high level of dimension personal burnout of Academic Burnout.

**Table 4.6 : Frequency Distribution of Scores on Dimension Study related Burnout of Academic Burnout**

	<b>Frequency</b>	<b>Percent</b>
Low	4	0.3
Below Average	173	13.1
Average	885	67.0
Above Average	239	18.1
High	19	1.5

Table 4.6 shows that 0.3% college students had low, 13.1% college students had below average, 67.0% college students had average level, 18.1% college students had above average and 1.5% college students had high level of study related dimension of Academic Burnout.

**Table 4.7 : Frequency Distribution of Scores on Dimension Classmate related Burnout of Academic Burnout**

	<b>Frequency</b>	<b>Percent</b>
Low	29	2.2
Below Average	205	15.5
Average	872	66.1
Above Average	154	11.7
High	60	4.5

Table 4.7 depicts that 2.2% college students had low level, 15.5% college students had below average level, 66.1% college students had average level, 11.7% college students had above average level and 4.5% college students had high level of dimension classmate related burnout of Academic Burnout.

**Table 4.8 : Frequency Distribution of Scores on Dimension Instructor related Burnout of Academic Burnout**

	<b>Frequency</b>	<b>Percent</b>
Low	9	0.7
Below Average	213	16.1
Average	886	67.1
Above Average	153	11.6
High	59	4.5

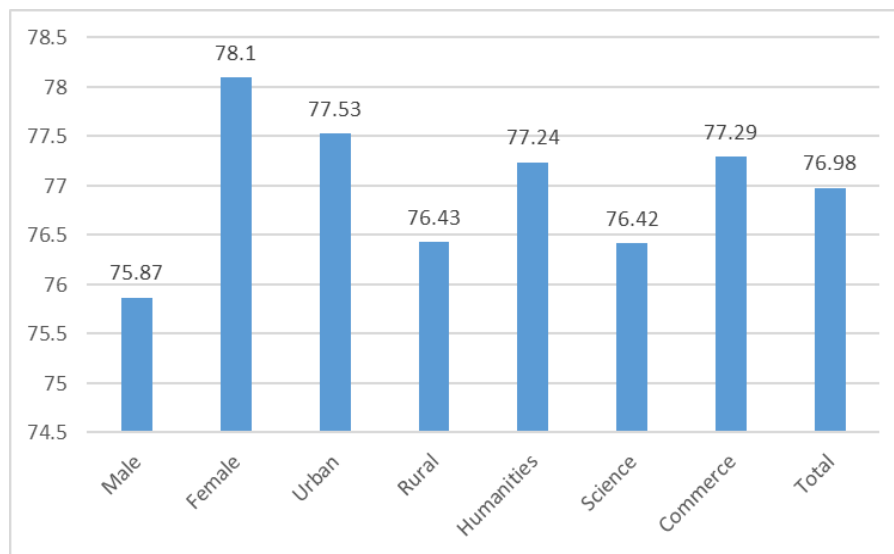
Table 4.8 shows that 0.7% college students had low level of instructor related burnout, 16.1% college students had below average level, 67.1% college students had average level, 11.6% college students had above average level and 4.5% college students had high level of instructor related burnout dimension.

**Table 4.9 : Table Showing Statistical Description of Disengagement**

<b>Gender</b>	<b>N</b>	<b>X</b>	<b>S.D.</b>
Male	660	75.87	11.239
Female	660	78.10	11.066
Urban	660	77.53	10.329
Rural	660	76.43	11.998
Humanities (Arts)	440	77.24	11.069
Science	440	76.42	11.694
Commerce	440	77.29	10.836
Total	1320	76.98	11.204

Table 4.9 shows descriptive statistics of disengagement. Mean of male undergraduates was 75.87 with S.D. 11.23 and mean of female college students was

78.10 with S.D. 11.06. Urban college students had mean score as 77.53 with S.D. 10.32. The mean of rural undergraduates was 76.43 with S.D. 11.99. The mean score of students studying in humanities (Arts) stream was 77.24 with S.D.11.06. The mean of undergraduates studying in science stream was 76.42 with S.D 11.69. The mean value of students studying in commerce stream was 77.29 with S.D 10.83. The mean of first year college students on disengagement was 76.98 with S.D 11.20.



**Figure 4.7 : Graphical Representation of Mean Scores of Disengagement among College Students**

**Table 4.10 : Descriptive Statistics of Dimensions of Disengagement**

	Emotional		Social		Behavioral		Cognitive	
	X	S.D.	X	S.D.	X	S.D.	X	S.D.
Male	23.15	4.409	15.04	2.770	18.35	4.817	19.32	3.608
Female	23.58	4.925	15.53	2.768	19.18	5.249	19.81	3.169
Urban	23.46	4.614	15.46	2.771	19.06	4.873	19.56	3.292
Rural	23.28	4.742	15.10	2.776	18.47	5.213	19.57	3.513
Humanities (Arts)	22.92	4.776	15.42	2.676	19.12	5.151	19.79	3.401
Science	23.67	4.672	15.01	2.916	18.51	4.943	19.23	3.543
Commerce	23.52	4.559	15.42	2.725	18.67	5.053	19.68	3.239
Total	23.37	4.678	15.28	2.779	18.77	5.053	19.57	3.403

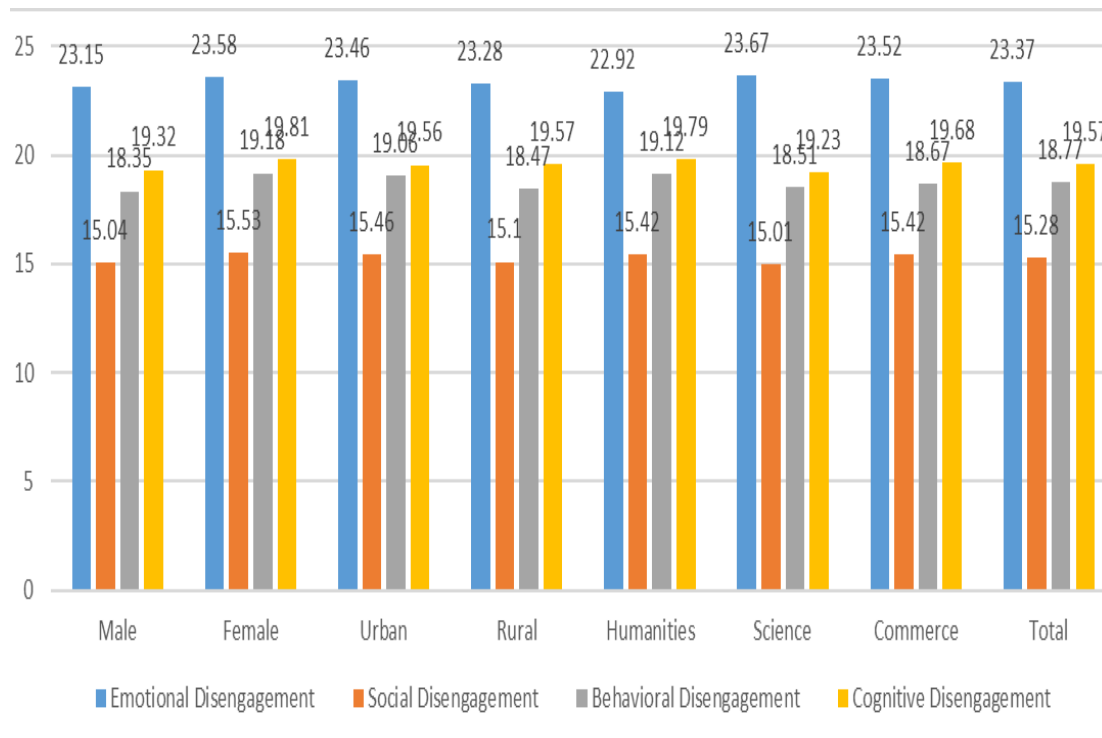
The mean on emotional disengagement of male college students was 23.15 with S.D. as 4.40. The mean value on emotional disengagement of female college students was 23.58 with S.D. 4.92. The mean on emotional disengagement of urban first year college students was 23.46 with 4.61 as S.D. The mean on emotional disengagement of rural college students was 23.28 with S.D. as 4.74. The mean score on emotional disengagement of students studying in humanities (Arts) stream was 22.92 with S.D. 4.77. The mean value on emotional disengagement of students studying in science stream was 23.67 with standard deviation 4.67. The mean score on emotional disengagement of students studying in commerce stream was 23.52 with S.D. as 4.55. The mean on emotional disengagement of college students was 23.37 with 4.67 as S.D.

The mean value on social disengagement of male first year college students was 15.04 with S.D. as 2.77. The mean score on social disengagement of female college students was 15.53 with S.D as 2.76. The mean on social disengagement of urban undergraduates was 15.46 with 2.77 as S.D. The mean value on social disengagement of rural college students was 15.10 with standard deviation 2.77. The mean on social disengagement of students studying in humanities (Arts) stream was 15.42 with standard deviation 2.67. The mean value on social disengagement of students studying in science stream was 15.01 with standard deviation 2.91. The mean on social disengagement of students studying in commerce stream was 15.42 with S.D. as 2.72. The mean score on social disengagement of college students was 15.28 with standard deviation 2.77.

The mean on behavioral disengagement of male college students was 18.35 with standard deviation 4.81. The mean value on behavioral disengagement of female college students was 19.18 with standard deviation 5.24. The mean score on behavioral disengagement of urban college students was 19.06 with standard deviation 4.87. The mean on behavioral disengagement of rural college students was 18.47 with standard deviation 5.21. The mean score on behavioral disengagement of students studying in humanities (Arts) stream was 19.12 with standard deviation 5.15. The mean value on behavioral disengagement of students studying in science stream was 18.51 with standard deviation 4.94. The mean on behavioral

disengagement of students studying in commerce stream was 18.67 with standard deviation 5.05. The mean score on behavioral disengagement of college students was 18.77 with S.D as 5.05.

The mean value on cognitive disengagement of male first year college students was 19.32 with standard deviation 3.60. The mean on cognitive disengagement of female college students was 19.81 with standard deviation 3.16. The mean value on cognitive disengagement of urban college students was 19.56 with standard deviation 3.29. The mean on cognitive disengagement of rural college students was 19.57 with standard deviation 3.51. The mean score on cognitive disengagement of students studying in humanities (Arts) stream was 19.79 with S.D as 3.40. The mean on cognitive disengagement of students studying in science stream was 19.23 with 3.54 as S.D. The mean score on cognitive disengagement of students studying in commerce stream was 19.68 with standard deviation 3.23. The mean on cognitive disengagement of college students was 19.57 with S.D. as 3.40.



**Figure 4.8 : Graphical Representation of Mean Scores of Dimensions of Disengagement among College Students**

**Table 4.11 : Frequency Distribution of Scores on Disengagement**

	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Frequency</b>
Low	777	58.9	58.9
Average	333	25.2	84.1
Above Average	190	14.4	98.5
High	20	1.5	100.0

Table 4.11 shows that 58.9% college students had low level of disengagement. 25.2% college students had average level of disengagement. 14.4% college students had above average level of disengagement. 1.5% college students had high level of disengagement.

**Table 4.12 : Frequency Distribution of Scores on Emotional Disengagement  
Dimension**

	<b>Frequency</b>	<b>Percent</b>
Low	33	2.5
Below Average	163	12.3
Average	930	70.5
Above Average	175	13.3
High	19	1.4

Table 4.12 describes 2.5% college students had low level of emotional disengagement. 12.3% first year students had below average emotional disengagement. 70.5% undergraduate students had average emotional disengagement. 13.3% undergraduates had above average level and 1.4% college students had above high level of emotional disengagement.

**Table 4.13 : Frequency Distribution of Scores on Social Disengagement  
Dimension**

	<b>Frequency</b>	<b>Percent</b>
Low	36	2.7
Below Average	198	15.0
Average	923	69.9
Above Average	163	12.4

Table 4.13 shows that 2.7% college students had low level of social disengagement. 15.0% college students had below average level of social disengagement. 69.9% college students had average level of social disengagement. 12.4% college students had above average level of disengagement. No college students had above high level of social disengagement.

**Table 4.14 : Frequency Distribution of Scores on Behavioral Disengagement Dimension**

	<b>Frequency</b>	<b>Percent</b>
Low	38	2.9
Below Average	170	12.9
Average	867	65.7
Above Average	212	16.1
High	33	2.4

Table 4.14 depicts that 2.9% college students had low level of behavioral disengagement. 12.9% college students had below average level of behavioral disengagement. 65.7% college students had average level of behavioral disengagement. 16.1% college students had above average level of disengagement. 2.4% college students had above high level of behavioral disengagement.

**Table 4.15 : Frequency Distribution of Scores on Cognitive Disengagement Dimension**

	<b>Frequency</b>	<b>Percent</b>
Low	32	2.4
Below Average	169	12.8
Average	828	62.7
Above Average	291	22.1

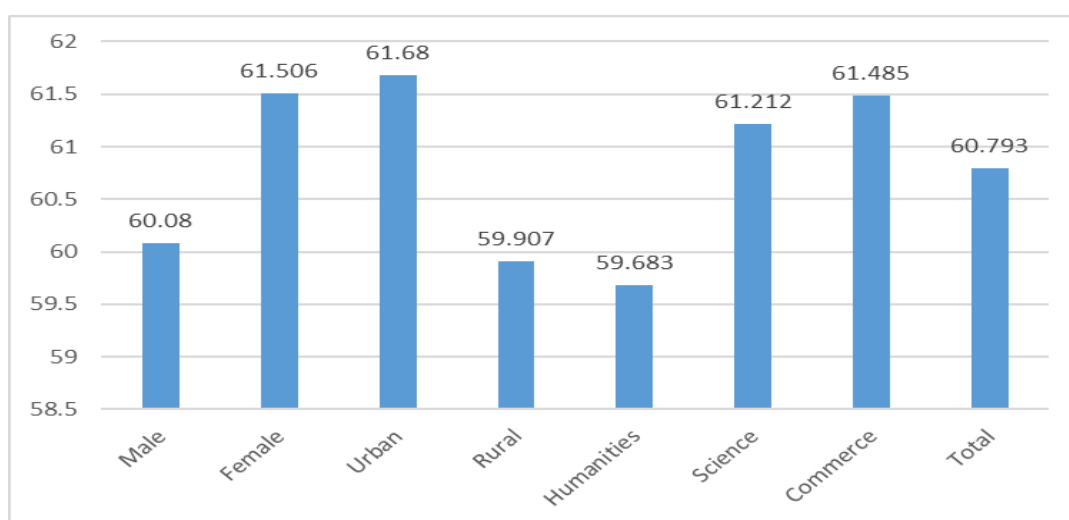
Table 4.15 shows that 2.4% college students had low level of cognitive disengagement. 12.8% college students had below average level of cognitive disengagement. 62.7% college students had average level of cognitive disengagement. 22.1% college students had above average level of disengagement. No college students had above high level of cognitive disengagement.



**Table 4.16 : Descriptive Statistics of Academic Performance**

Gender	N	X	S.D.
Male	660	60.080	5.2561
Female	660	61.506	5.8406
Urban	660	61.680	5.6393
Rural	660	59.907	5.4205
Humanities (Arts)	440	59.683	5.5138
Science	440	61.212	5.7840
Commerce	440	61.485	5.3347
Total	1320	60.793	5.5995

Table 4.16 shows descriptive statistics of Academic Performance of undergraduates. Male college students had mean score as 60.08 with S.D. 5.25. The mean of female undergraduates was 61.50 with S.D. as 5.84. The mean of urban college students was 61.68 with S.D. 5.63. Rural college students had mean score as 59.90 with S.D. 5.42. The mean of students studying in humanities (Arts) stream was 59.68 with S.D. 5.51. The mean of students studying in science stream was 61.21 with S.D. 5.78. The mean of students studying in commerce stream was 61.48 with S.D. as 5.33. The mean of college students on performance was 60.79 with S.D. as 5.59



**Figure 4.9 : Graphical Representation of Mean Scores of Academic Performance**

**Table 4.17 : Frequency Distribution of Scores on Academic Performance**

	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Low	751	56.9	56.9
Average	337	25.5	82.4
Above Average	215	16.3	98.7
High	17	1.3	100.0

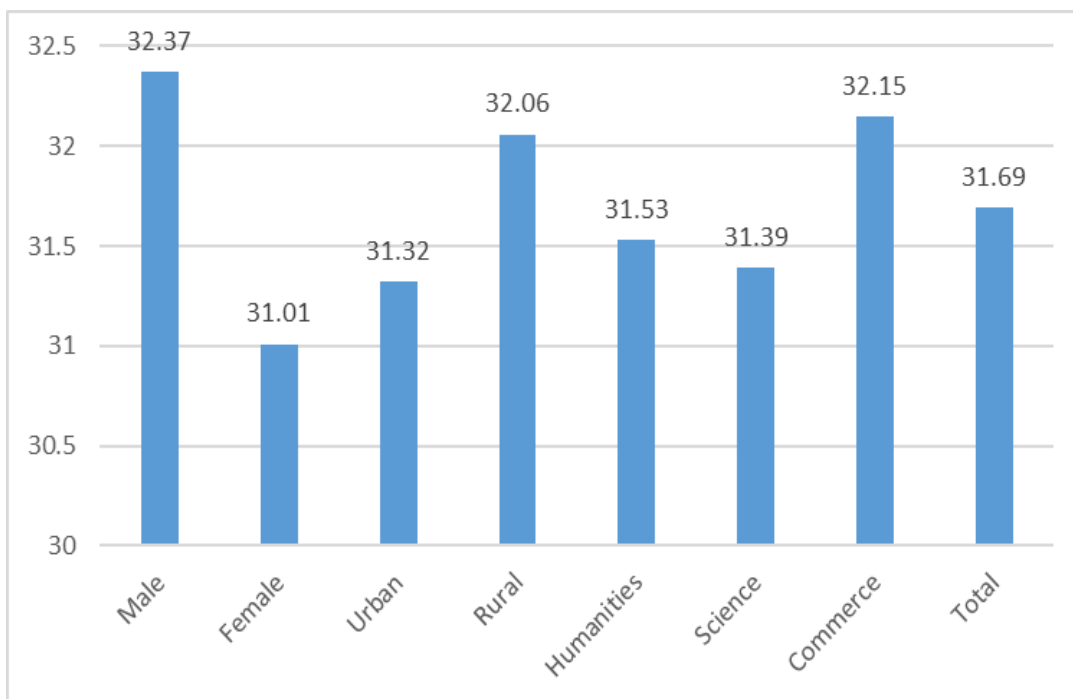
Table 4.17 depicts that 56.9% students had low level, 25.5% students had average level, 16.3% students had above average level and 1.3% students had high level of performance.

**Table 4.18 : Table Showing Statistical Description of Academic Procrastination**

<b>Gender</b>	<b>N</b>	<b>X</b>	<b>S.D.</b>
Male	660	32.37	6.802
Female	660	31.01	6.765
Urban	660	31.32	7.041
Rural	660	32.06	6.564
Humanities (Arts)	440	31.53	6.989
Science	440	31.39	7.042
Commerce	440	32.15	6.384
Total	1320	31.69	6.815

Table 4.18 shows descriptive statistics of Academic Procrastination. Male college students had mean score as 32.37 with S.D. 6.80. Mean value of female undergraduates was 31.01 with S.D. 6.76. Urban college students had mean value as 31.32 with S.D. 7.04. The mean of rural undergraduates was 32.06 with S.D. 6.56. The mean of undergraduate students studying in humanities (Arts) stream was 31.53 with S.D. as 6.98. The mean of first year students studying in science stream was 31.39 with S.D. as 7.04. The mean of students studying in commerce stream was

32.15 with S.D. as 6.38. The mean value of college students on Academic Procrastination was 31.69 with standard deviation 6.81.



**Figure 4.10 : Graphical Representation of Mean Scores of Academic Procrastination**

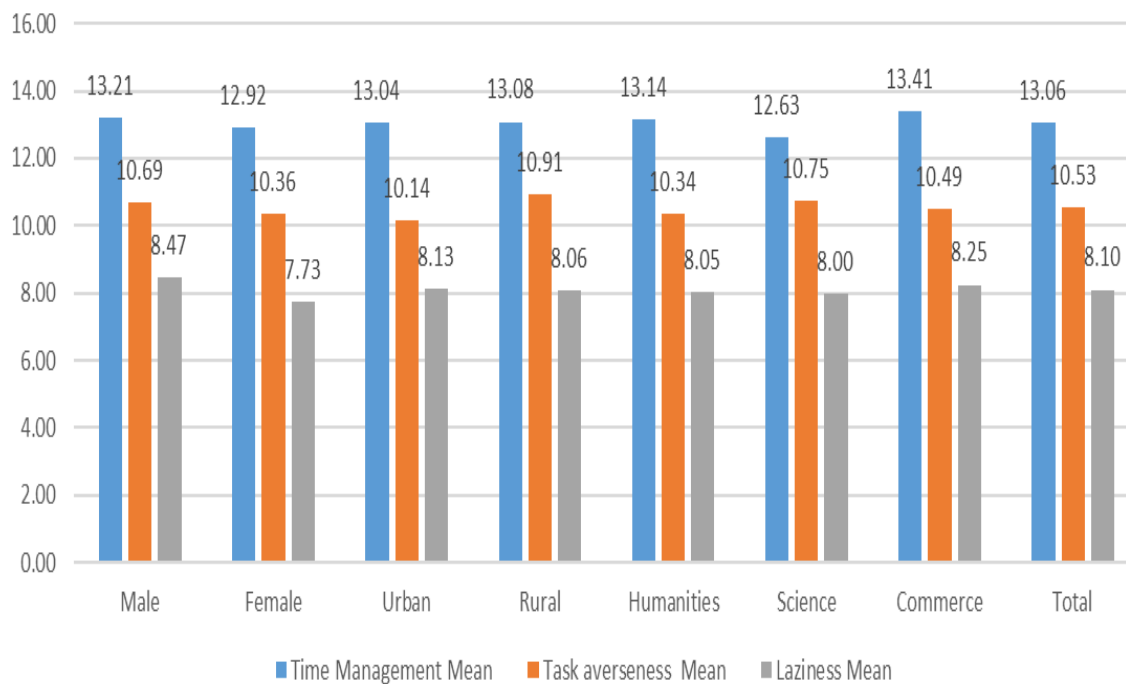
**Table 4.19 : Descriptive Statistics of Academic Procrastination and its Dimensions**

	Time Management		Task Aversiveness		Laziness	
	X	S.D.	X	S.D.	X	S.D.
Male	13.21	3.34	10.6909	2.68784	8.4652	2.45
Female	12.92	3.33	10.3606	2.88899	7.7288	2.415
Urban	13.04	3.58	10.1409	2.64256	8.1333	2.51196
Rural	13.08	3.07	10.9106	2.88887	8.0606	2.40812
Humanities (Arts)	13.14	3.57	10.3364	2.68812	8.0455	2.39166
Science	12.63	3.36	10.7523	2.98439	7.9955	2.43737
Commerce	13.41	3.01	10.4886	2.68970	8.2500	2.54638
Total	13.06	3.33	10.5258	2.79406	8.0970	2.45993

Table 4.19 describes descriptive statistics of dimension Academic Procrastination. The mean score of male undergraduates on time management was 13.21 with standard deviation 3.34. Female college students had mean value on time management as 12.92 with S.D. as 3.33. The mean value of urban undergraduates on time management was 13.04 with S.D. as 3.58. Rural college students had mean value on time management as 13.08 with S.D. 3.07. The mean score of students studied humanities (Arts) stream on time management was 13.14 with standard deviation 3.57. The mean of students in science stream on time management was 12.63 with standard deviation 3.36. The mean of first year students in commerce stream on time management was 13.41 with S.D. as 3.01. The mean of college undergraduates on time management of Academic Procrastination was 13.06 with S.D. as 3.33.

The mean of male undergraduates on task aversiveness was 10.69 with S.D. as 2.68. The mean of female college students on task aversiveness was 10.36 with S.D. 2.88. The mean of urban college students on task aversiveness was 10.14 with S.D. as 2.64. The mean value of rural students on task aversiveness was 10.91 with S.D. 2.88. The mean of students studying in humanities (Arts) stream on task aversiveness was 10.33 with 2.68 as S.D. The mean of students studying in science stream on task aversiveness was 10.75 with standard deviation 2.98. The mean of students studying in commerce stream on task aversiveness was 10.48 with S.D. as 2.68. The mean of college students on task aversiveness of Academic Procrastination was 10.52 with S.D. 2.79.

The mean value of male college students on Laziness was 8.46 with S.D. 2.45. The mean of female college students on Laziness was 7.72 with S.D. 2.41. The mean value of urban college students on Laziness was 8.13 with 2.51 as S.D. The mean of rural college students on Laziness was 8.06 with S.D. as 2.40. The mean of students studying in humanities (Arts) stream on Laziness was 8.04 with standard deviation 2.39. The mean value of students studying in science stream on Laziness was 7.99 with S.D. 2.43. The mean of students studying in commerce stream on Laziness was 8.25 with 2.54.as S.D. The mean value of college students on Laziness of Academic Procrastination was 8.09 with S.D. as 2.45.



**Figure 4.11 : Graphical Representation of Mean Scores of Dimensions of Academic Procrastination among College Students**

**Table 4.20 : Frequency Distribution of Scores on Academic Procrastination**

	Frequency	Percent	Cumulative Percent
Low	733	55.5	55.5
Average	340	25.8	81.3
Above Average	244	18.5	99.8
High	3	0.2	100.0

Table 4.20 shows that 55.5% college students had low Academic Procrastination level. 25.8% first year college students had average Academic Procrastination level. 18.5% undergraduates had above average Academic Procrastination level. 0.2% first year undergraduates had high Academic Procrastination level.

**Table 4.21 : Frequency Distribution of Scores on Time Management**

	<b>Frequency</b>	<b>Percent</b>
Low	15	1.1
Below Average	208	15.8
Average	886	67.1
Above Average	175	13.3
High	36	2.7

Table 4.21 shows that 1.1% college students had low level of time management dimension of Academic Procrastination. 15.8% college students had below average level of time management dimension of Academic Procrastination. 67.1% college students had average level of time management dimension of Academic Procrastination. 13.3% college students had above average level of time management dimension of Academic Procrastination. 2.7% college students had high level of time management dimension of Academic Procrastination.

**Table 4.22 : Frequency Distribution of Scores on Task Aversiveness**

	<b>Frequency</b>	<b>Percent</b>
Low	4	0.3
Below Average	197	14.9
Average	907	68.7
Above Average	197	14.9
High	15	1.2

Table 4.22 describes that 0.3% college students had low level of task aversiveness dimension of Academic Procrastination. 14.9% college students had below average level of task aversiveness dimension of Academic Procrastination. 68.7% college students had average level of task aversiveness dimension of Academic Procrastination. 14.9% college students had above average level of task

aversiveness dimension of Academic Procrastination. 1.2% college students had high level of task aversiveness dimension of Academic Procrastination.

**Table 4.23 : Frequency Distribution of Scores on Laziness**

	<b>Frequency</b>	<b>Percent</b>
Low	22	1.7
Below Average	177	13.4
Average	889	67.3
Above Average	217	16.4
High	15	1.2

Table 4.23 shows that 1.7% college students had low level of laziness dimension of Academic Procrastination. 13.4% college students had below average level of laziness dimension of Academic Procrastination. 67.3% college students had average level of laziness dimension of Academic Procrastination. 16.4% college students had above average level of laziness dimension of level of laziness dimension of Academic Procrastination. 1.2% college students had high level of laziness dimension of level of laziness dimension of Academic Procrastination.

## **DISCUSSION**

Therefore, from percentage analysis results it was found that first year undergraduate students possessed low Academic Burnout subsequently "below average, average, above average, high" levels of Academic Burnout and its dimensions i.e. personal, studies, classmate and instructor related dimension undergoes average level of Academic Burnout. It means students were self motivated towards their studies. Students showed interest in their academic tasks and they were more planned and organized in their classroom chores. Munko (2017) "in his study found Academic Burnout level among students is average" where Rezaei (2019) "found a significant percentage of students are suffering from Academic Burnout " and Liu (2023) found that about 60% of university students are prone to Academic Burnout.

Results showed majority of the college students had low disengagement level followed by "below average, average, above average, high" levels of disengagement and dimensions of disengagement namely emotional disengagement, social disengagement, behavioral disengagement and cognitive disengagement possess average level of disengagement. It reflected college undergraduate students were interested towards their work, connected with friends, peers and classmates, readiness for colleges and more planned and organized.

56.9% undergraduates had low level of Academic Performance. Poor performance of students in academics was due to academic overload, more stress on assignments, sessional work, notes preparation and self study. They were unable to cope up with academic environment. Jiao (2011) showed the highest procrastination level is due to task aversiveness dimension, on average, tended to be those with the low performance level where Carbonel (2013) "found that there are 50 % of college students fall under average performance, and 35% of them fall within low performance". It means students lack interest in subjects opted, postponement of academic tasks and activities and social withdrawal. Quinco-Cadosales (2021) "The best predictor of students' performance was note-taking and reading. First-year college students need to developed the habit of studying their lessons, reading, and taking down notes to improve the performance of students in academics".

The findings showed first year undergraduate students had low level of Academic Procrastination and its dimensions i.e. time management, task aversiveness and laziness possess average level. It reflected that undergraduates were more focused and organized. Academic tasks and classroom activities seemed to be interested for them. They opted better coping strategies for completing their tasks. Kasim (2015) "found that participants in the study exhibited moderate procrastination tendencies", Kaur (2019) a maximum number of students fall into moderate Academic Procrastination levels whereas Arif (2014) found college students procrastinate more than students studying in universities. Saplavaska (2018) found 48 % high, 27 % medium, and 25 % low level of Academic Procrastination among second year college students, Kaur (2019) showed that "a maximum number of students fall into moderate Academic Procrastination levels".



### 4.3 OBJECTIVE 2

To find out the difference in the Academic Burnout, Disengagement, Academic Performance and Academic Procrastination among college students with regard to their gender, locale and stream.

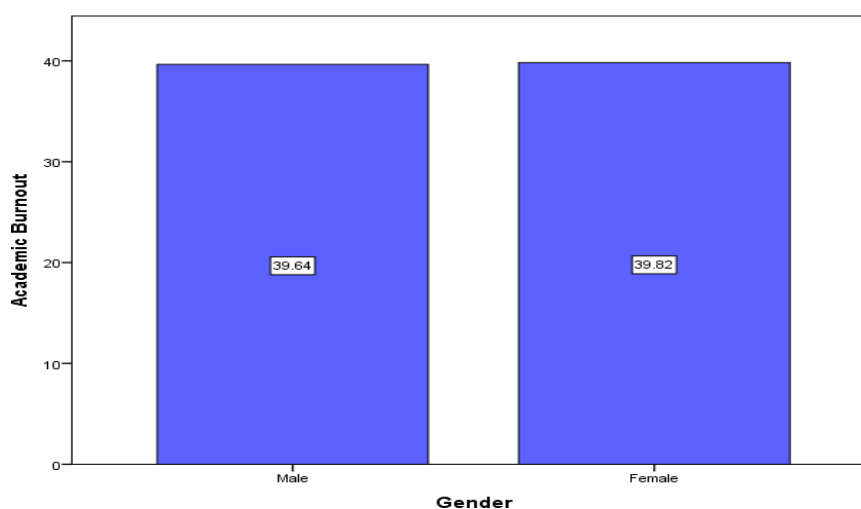
**Table 4.24 : Significance of Gender Difference in Dimensions of Academic Burnout among College Students**

	Gender	N	X	S.D.	S Ed	t-value	Sig
Personal Burnout	Male	660	12.23	3.153	0.171	0.080	0.937
	Female	660	12.24	3.074			
Studies Related Burnout	Male	660	10.09	2.452	0.136	0.001	1.000
	Female	660	10.09	2.482			
Classmate Related Burnout	Male	660	7.37	2.212	0.121	1.422	0.155
	Female	660	7.54	2.199			
Instructor Related Burnout	Male	660	9.95	2.588	0.138	0.044	0.965
	Female	660	9.95	2.440			
Academic Burnout	Male	660	39.64	8.096	0.438	0.408	0.683
	Female	660	39.82	7.823			

Table 4.24 shows mean, standard deviation, standard error of difference, t-values and significance level for dimensions of Academic Burnout with regard to gender. The t-value for gender difference in dimension personal burnout of Academic Burnout was 0.080, which was not significant. It reflected no statistical significant difference amid dimension personal burnout among undergraduates based on gender. The t-value in dimension Studies Related Burnout of Academic Burnout was 0.001, which was not significant. It means no statistical significant difference gender based amid Studies Related dimension among undergraduates. The t-value for gender difference in dimension Classmate Related Burnout of Academic Burnout was 1.42, which means no significant difference exists in dimension Classmate Related Burnout of Academic Burnout among male and female undergraduates. The

t-value for gender difference in dimension Instructor Related Burnout of Academic Burnout was 0.044, which was not significant. No significant difference exists in dimension Instructor Related Burnout of Academic Burnout of male and female undergraduates.

For gender difference, there exists t-value in Academic Burnout as 0.408, was not significant. It reflected no difference in Academic Burnout of undergraduates.



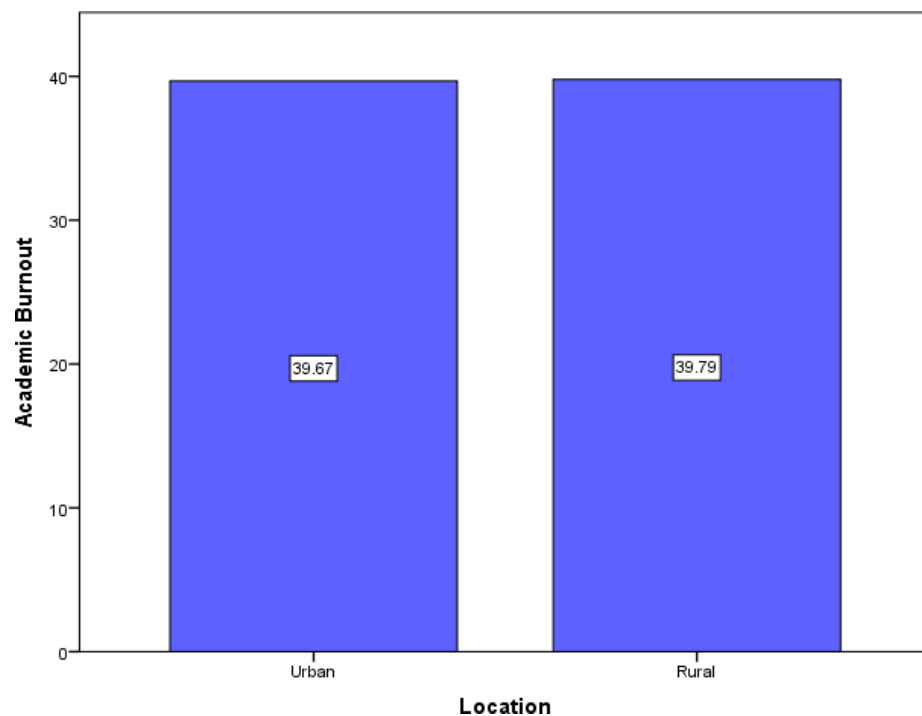
**Figure 4.12 : Mean of Academic Burnout represented Graphically on the Basis of Gender**

**Table 4.25 : Significance of Location difference in Dimensions of Academic Burnout among College Students**

	Location	N	X	S.D.	S Ed	t-value	Sig
Personal Burnout	Urban	660	12.13	3.295	0.171	1.194	0.233
	Rural	660	12.33	2.917			
Studies Related Burnout	Urban	660	10.21	2.569	0.136	1.810	0.071
	Rural	660	9.97	2.354			
Classmate Related Burnout	Urban	660	7.38	2.334	0.121	1.223	0.222
	Rural	660	7.53	2.071			
Instructor Related Burnout	Urban	660	9.95	2.616	0.138	0.066	0.948
	Rural	660	9.96	2.410			
Academic Burnout	Urban	660	39.67	7.951	0.438	0.270	0.787
	Rural	660	39.79	7.971			

Table 4.25 depicts mean, standard deviation, standard error of difference, t-values and significance level for dimensions of Academic Burnout on the basis of location of residence. The t-value for location of residence difference in dimension personal burnout of Academic Burnout was 1.19, which was not significant. It conveyed no significant difference was found in dimension personal burnout of Academic Burnout of urban and rural undergraduates. On the basis of locale, the t-value for dimension Studies Related Burnout of Academic Burnout was 1.81, reflecting no significant difference. The t-value for location of residence difference in dimension Classmate Related Burnout of Academic Burnout was 1.22, which was not significant. The t-value for location of residence difference in dimension Instructor Related Burnout of Academic Burnout was 0.066, which was not significant.

On the basis of locale, the t-value for Academic Burnout was 0.270, which reflected no significant difference in Academic Burnout among urban and rural undergraduates.



**Figure 4.13 : Mean Scores of Academic Burnout represented Graphically with regard to Location**

**Table 4.26 : Table Summarize ANOVA for Dimensions of Academic Burnout among College Students with regard to Streams**

		Sum of squares	Degree of Freedom	$\chi^2$	F Value	Sig.
Personal Burnout	Between Groups	48.097	2	24.048	2.488	0.083
	Within Groups	12727.502	1317	9.664		
	Total	12775.599	1319			
Studies Related Burnout	Between Groups	69.618	2	34.809	5.765	0.003
	Within Groups	7951.473	1317	6.038		
	Total	8021.091	1319			
Classmate Related Burnout	Between Groups	59.168	2	29.584	6.122	0.002
	Within Groups	6364.105	1317	4.832		
	Total	6423.273	1319			
Instructor Related Burnout	Between Groups	36.224	2	18.112	2.874	0.057
	Within Groups	8300.673	1317	6.303		
	Total	8336.897	1319			

Table 4.26 Summarize ANOVA for dimensions Academic Burnout on the basis of different streams. The F value for dimension personal burnout of Academic Burnout was 2.48, which means no significant difference in dimension personal burnout of Academic Burnout among undergraduates studying in three streams.

The F value for dimension studies related burnout of Academic Burnout was 5.76, which was significant at .01 level. It means there was significant difference in studies related dimension of Academic Burnout among first year students studying in humanities, science and commerce streams. Further, the results of post hoc tests shows that dimension studies related burnout of Academic Burnout of college students studying in science stream was significantly higher than students studying in humanities (Arts) stream ( $p < .01$ ). No significant difference in studies related dimension of Academic Burnout of college students studying these three streams.

The F value for dimension classmate related burnout of Academic Burnout is 6.12, which was significant at .01 level. It means there was significant difference in dimension Classmate related burnout of Academic Burnout among undergraduates studying these streams. Further, the results of post hoc tests showed that dimension Classmate related burnout of Academic Burnout of college students studying in science stream was significantly higher than students studying in humanities (Arts) stream ( $p < .01$ ). Also, dimension Classmate related burnout of Academic Burnout of college students studying in commerce stream was significantly higher than students studying in humanities (Arts) stream ( $p < .05$ ). No significant difference in Classmate related dimension of Academic Burnout of first year college students studying in science & commerce streams.

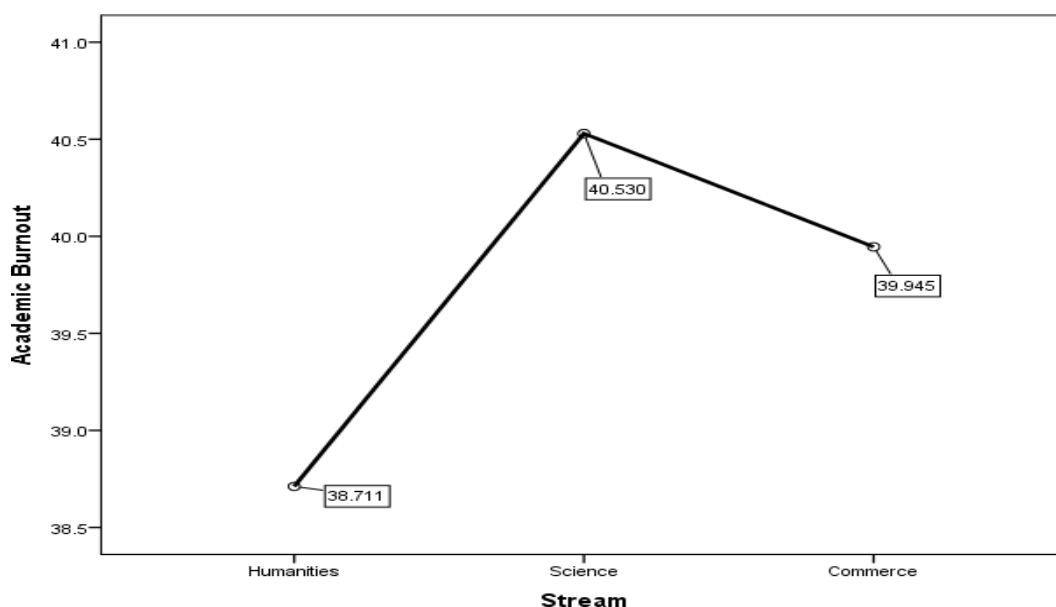
The F value for dimension Instructor Related Burnout of Academic Burnout was 2.87, which was not significant. It means no significant difference exists in Instructor Related dimension of Academic Burnout among students studying in humanities, science and commerce streams.

**Table 4.27 : Summary of ANOVA for Academic Burnout among College Students on the Basis of Stream**

	Sum of Squares	Degree of Freedom	X <sup>2</sup>	F-value	Significance
Between Groups	758.256	2	379.128	6.032	0.002
Within Groups	82776.650	1317	62.852		
Total	83534.906	1319			

Table 4.27 Summarize ANOVA for Academic Burnout with respect to streams. The F value for Academic Burnout was 6.032, significant at .01 level. It reflected significant difference in Academic Burnout among first year college students studying three streams. Further, the results of post hoc tests showed that Academic Burnout among first year college students studying in science stream was significantly higher than students studying in humanities (Arts) stream ( $p < .01$ ). Also, Academic Burnout of college students studying in commerce stream was

significantly higher than students studying in humanities (Arts) stream ( $p < .05$ ). But no statistical significant difference in academic burnout of college students studying in science and commerce.



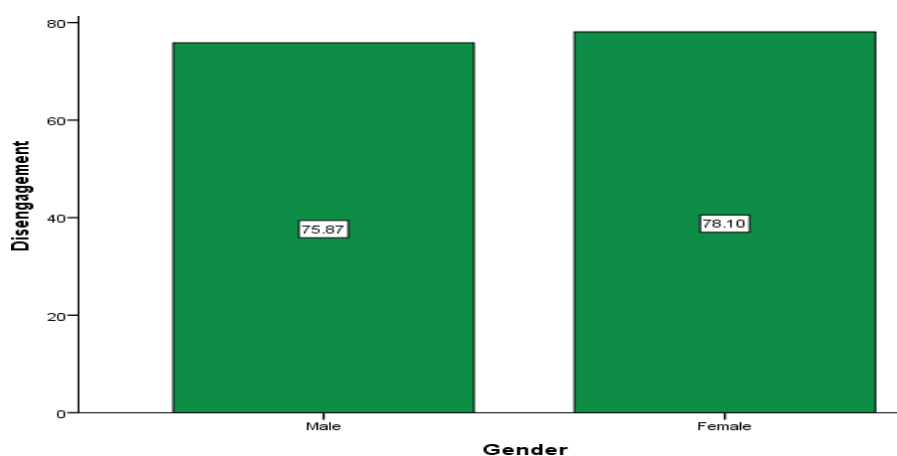
**Figure 4.14 : Mean Scores of Academic Burnout represented graphically with regard to Stream**

**Table 4.28 : Significance of Gender Difference in Disengagement and its Dimensions among College Students**

	Gender	N	Mean Value	S.D.	S.E. Difference	t-value	Sig.
Emotional Disengagement	Male	660	23.15	4.409	0.257	1.678	0.094
	Female	660	23.58	4.925			
Social Disengagement	Male	660	15.04	2.770	0.152	3.201	0.001
	Female	660	15.53	2.768			
Behavioral Disengagement	Male	660	18.35	4.817	0.277	2.994	0.003
	Female	660	19.18	5.249			
Cognitive Disengagement	Male	660	19.32	3.608	0.187	2.578	0.010
	Female	660	19.81	3.169			
Disengagement	Male	660	75.87	11.239	0.614	3.635	0.000
	Female	660	78.10	11.066			

Table 4.28 shows mean, standard deviation, standard error of difference, t-values and significance level for dimensions of disengagement on the basis of gender. The t-value for gender difference in dimension emotional disengagement of disengagement was 1.67, which was not significant. It showed no significant difference among dimension emotional disengagement of disengagement of male and female undergraduates. With regard to gender, the t-value for dimension social disengagement was 3.20, which means significant difference in dimension social disengagement among first year college students. Further, the mean value of female undergraduates was more than male students. So, female students had significantly higher level of social disengagement. The t-value for gender difference in dimension behavioral disengagement of disengagement was 2.99, means a statistical significant difference exists amid behavioral dimension of disengagement amid college students with respect to gender. Moreover, the mean value of female undergraduates was more than male. So, female students had significantly higher level of behavioral disengagement. The t-value for gender difference in dimension cognitive disengagement of disengagement was 2.57, which means a significant difference in dimension cognitive disengagement at 0.05 level and females had significantly higher level of cognitive disengagement.

On the basis of gender, the t-value of disengagement was 3.635, reflected a significant variation amid disengagement of undergraduates at 0.01 level. It. In addition, females had high disengagement level than males.



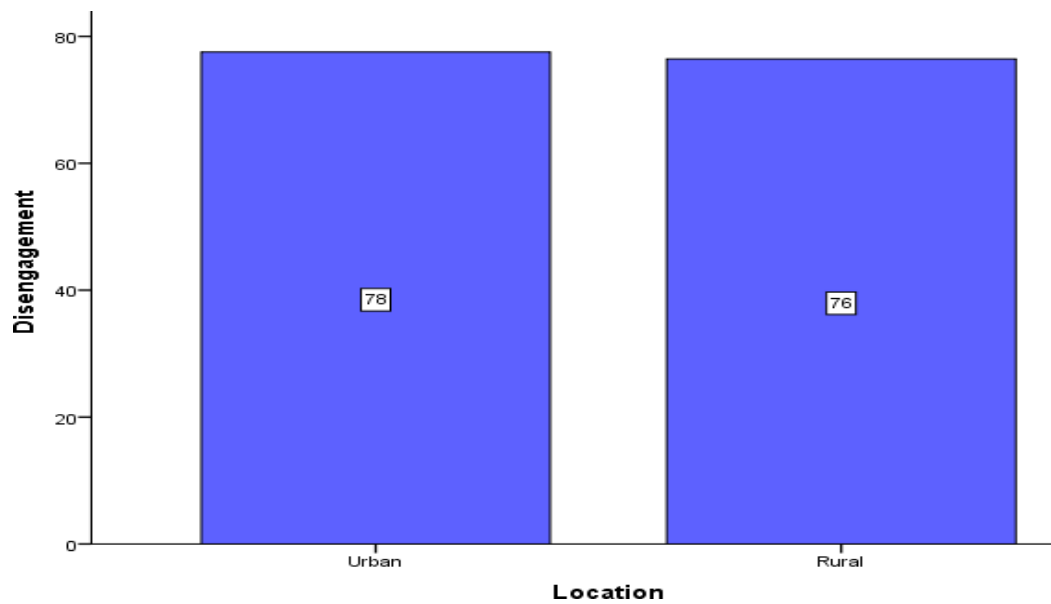
**Figure 4.15 : Mean Scores of Disengagement represented Graphically among College Students Genderwise**

**Table 4.29 : Significance of Location Difference in Disengagement and its Dimensions among College Students**

	Location	N	Mean Value	S.D.	S.E. Difference	t-value	Sig. (2-tailed)
Emotional Disengagement	Urban	660	23.46	4.614	0.258	0.688	0.491
	Rural	660	23.28	4.742			
Social Disengagement	Urban	660	15.46	2.771	0.153	2.322	0.020
	Rural	660	15.10	2.776			
Behavioral Disengagement	Urban	660	19.06	4.873	0.278	2.127	0.034
	Rural	660	18.47	5.213			
Cognitive Disengagement	Urban	660	19.56	3.292	0.187	0.081	0.936
	Rural	660	19.57	3.513			
Disengagement	Urban	660	77.53	10.329	0.616	1.797	0.073
	Rural	660	76.43	11.998			

Table 4.29 shows mean, standard deviation, standard error of difference, t-values and significance level for dimensions of disengagement on the basis of locale. For emotional disengagement, t-value was 0.68 which means no significant difference in dimension emotional disengagement of urban and rural undergraduates. On the basis of locale, the t-value for dimension social disengagement was 2.32, which was significant at 0.05 level. Moreover, urban students had significantly high social disengagement than rural students. The t-value for location difference in dimension behavioral disengagement was 2.12, significant at 0.05 level. In addition, the mean value of urban undergraduates was more than rural students. So, urban students had significantly higher level of behavioral disengagement than rural students. The t-value for location difference in dimension cognitive disengagement of disengagement was 0.81, which was not significant. It means no significant difference in dimension cognitive disengagement of urban and rural undergraduates was found. On the basis of locale, the t-value for disengagement was 1.797, which means no significant difference in disengagement of urban and rural undergraduates.





**Figure 4.16 : Mean of Disengagement represented Graphically among College Students with regard to Locale**

**Table 4.30 : Summary of ANOVA for Disengagement and Dimensions among College Students on the Basis of Streams**

		Sum of Squares	Degree of freedom	X <sup>2</sup>	F-value	Significance
Emotional Disengagement	Between Groups	139.502	2	69.751	3.198	0.041
	Within Groups	28721.298	1317	21.808		
	Total	28860.799	1319			
Social Disengagement	Between Groups	47.468	2	23.734	3.084	0.046
	Within Groups	10135.695	1317	7.696		
	Total	10183.164	1319			
Behavioral Disengagement	Between Groups	87.120	2	43.560	1.708	0.182
	Within Groups	33585.014	1317	25.501		
	Total	33672.133	1319			

		Sum of Squares	Degree of freedom	$\chi^2$	F-value	Significance
Cognitive Disengagement	Between Groups	78.874	2	39.437	3.418	0.033
	Within Groups	15193.523	1317	11.536		
	Total	15272.397	1319			
Disengagement	Between Groups	209.611	2	104.805	.835	0.434
	Within Groups	165372.916	1317	125.568		
	Total	165582.527	1319			

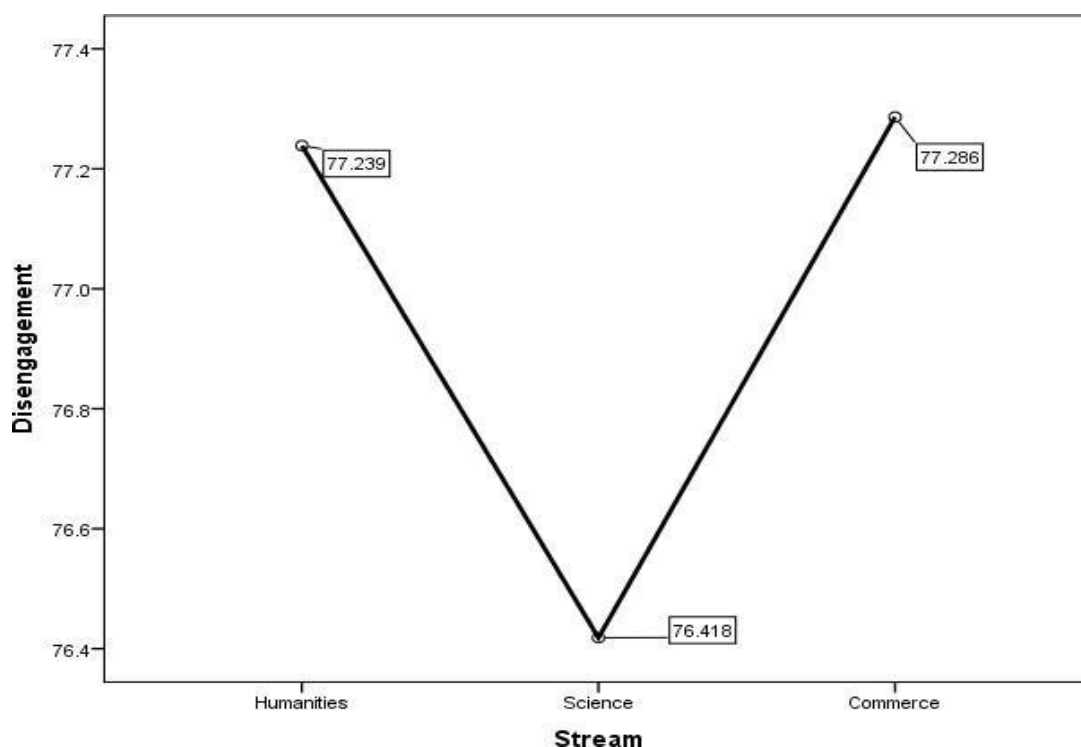
Table 4.30 Summarize ANOVA for disengagement on the basis of streams. The F value for emotional disengagement dimension was 3.19, at 0.05 level was significant. It reflected a significant difference in emotional disengagement among college students studying in humanities, science and commerce streams. Further, post hoc tests found no significant difference in emotional disengagement dimension among any streams of students.

The F value for social disengagement dimension was 3.08, which was significant at 0.05 level. Further, post hoc tests found no significant difference in social disengagement of any pair of streams of students.

The F value for behavioral disengagement dimension was 1.70, which means no significant difference exists in behavioral disengagement among undergraduates studying these streams.

The F value for cognitive disengagement dimension was 3.41, significant at 0.05 level. Further, the results of post hoc tests revealed that students of humanities (Arts) stream had significantly high cognitive disengagement than science stream students.

The F value for disengagement was 0.835, which means no significant difference exists in disengagement among first year students studying humanities, science and commerce streams.

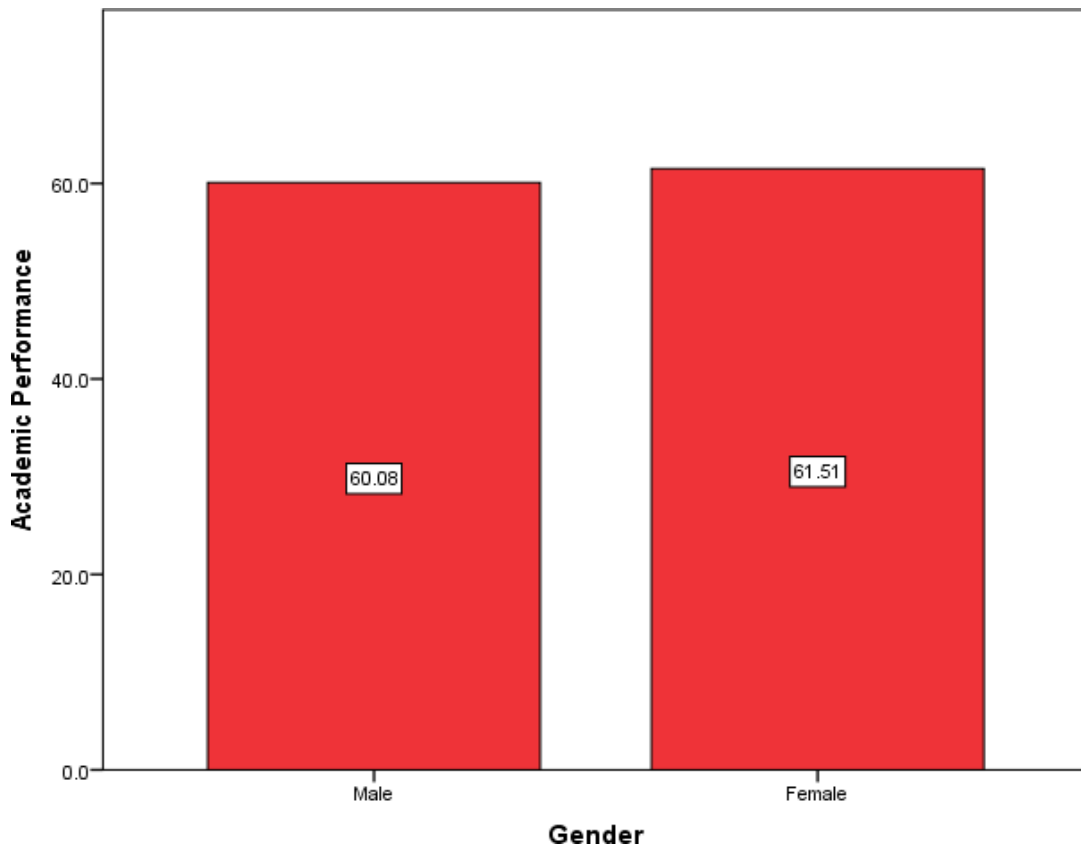


**Figure 4.17 : Mean Scores of Disengagement represented Graphically among College Students with regard to Stream**

**Table 4.31 : Significance of Gender Difference in Academic Performance of College Students**

Variables	Gender	N	X	S.D.	S. Ed.	t-value	Significance
Academic Performance	Male	660	60.080	5.2561	0.3058	4.662	0.000
	Female	660	61.506	5.8406			

For gender difference, t-value performance of male and female undergraduates. Moreover, the mean value on performance of female undergraduates in academics was more than mean score of male. It means females had high level of performance than males.

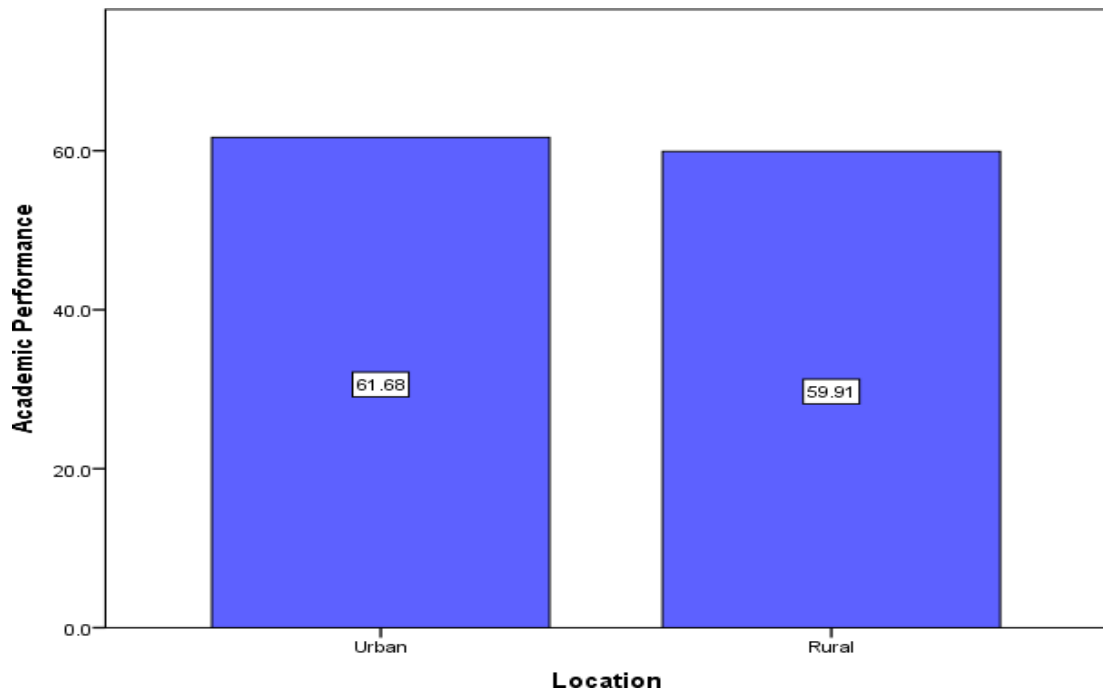


**Figure 4.18 : Mean Scores of Academic Performance represented Graphically among College Students with respect to Gender**

**Table 4.32 : Significance of Location Difference in Academic Performance among College Students**

	Location	N	X	S.D.	S Ed	t-value	Significance
Academic Performance	Urban	660	61.680	5.6393	0.3045	5.822	0.000
	Rural	660	59.907	5.4205			

On the basis of locale, the t-value for Academic Performance was 5.822, significant at .01 level among undergraduates. In addition, the mean value of Academic Performance of urban undergraduates was more than mean score of rural students. It means that urban college students had significantly higher level of performance than rural undergraduates.



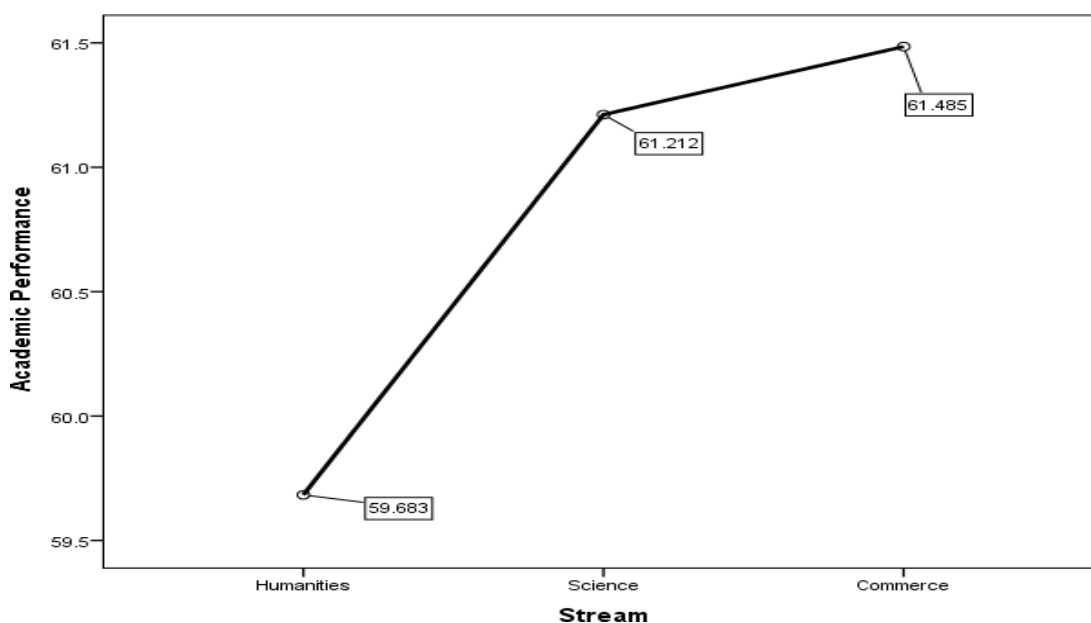
**Figure 4.19 : Mean of Academic Performance represented graphically among College Students with respect to Locale**

**Table 4.33 : Summary of ANOVA for Academic Performance among College Students with respect to Streams**

	Sum of Squares	Degree of freedom	$\chi^2$	F-value	Significance
Between Groups	830.048	2	415.024	13.487	0.000
Within Groups	40526.922	1317	30.772		
Total	41356.970	1319			

Table 4.33 Summarize ANOVA for Performance with respect to streams. The F-value for Academic Burnout was 13.487, which means significant difference exists in academic performance among first year students studying these streams. Further, the results of post hoc tests showed that students' Performance studying in science stream was significantly higher than students studying in humanities (Arts) stream ( $p < .01$ ). Also, performance of college students studying in commerce stream was

significantly higher than students studying in humanities (Arts) stream ( $p < .05$ ). No significant variation was found amid performance of science and commerce stream students.



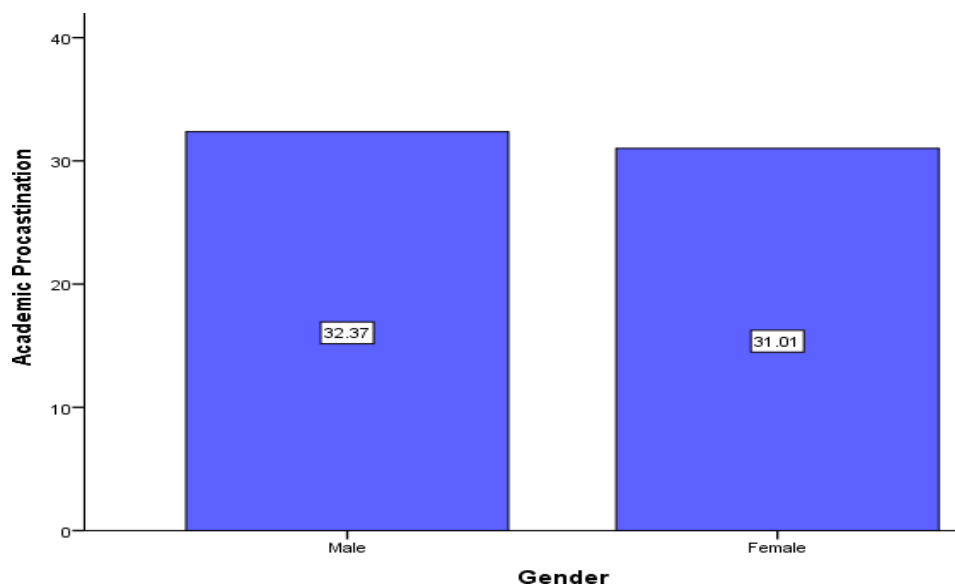
**Figure 4.20 : Mean of Academic Performance represented graphically among College Students with respect to Stream**

**Table 4.34 : Significance of Gender Difference in Academic Procrastination and its Dimensions among College Students**

	Gender	N	X	S.D.	S.E. Difference	t-value	Sig. (2-tailed)
Time Management	Male	660	13.21	3.345	0.184	1.575	0.116
	Female	660	12.92	3.331			
Task Aversiveness	Male	660	10.69	2.688	0.154	2.150	0.032
	Female	660	10.36	2.889			
Laziness	Male	660	8.47	2.451	0.134	5.498	0.000
	Female	660	7.73	2.415			
Academic Procrastination	Male	660	32.37	6.802	0.373	3.632	0.000
	Female	660	31.01	6.765			

The t-value for gender difference in dimension time management of Academic Procrastination was 1.57, which means no significant difference was found in time management of Academic Procrastination among male and female first year undergraduates. With regard to gender, the t-value for dimension Task Aversiveness of Academic Procrastination was 2.15, means a significant difference in Task Aversiveness dimension of Academic Procrastination at .05 level. It means that males undergraduates had high level of dimension Task Aversiveness of Academic Procrastination than female college students. The t-value for Laziness dimension of Academic Procrastination was 5.49, reflected a significant difference in Laziness dimension of Academic Procrastination at .01 level. Further, the mean of Laziness dimension of Academic Procrastination of male first year students was more than mean of female undergraduates. It means that male college students had significantly higher level of Laziness dimension of Academic Procrastination than female college students.

The t-value for Academic Procrastination was 3.632, showed statistical significant variation amid Academic Procrastination with respect to gender among first year college students. Further, male college students had significantly high Academic Procrastination level than female first year students.



**Figure 4.21 : Mean of Academic Procrastination represented graphically among College Students with respect to Gender**

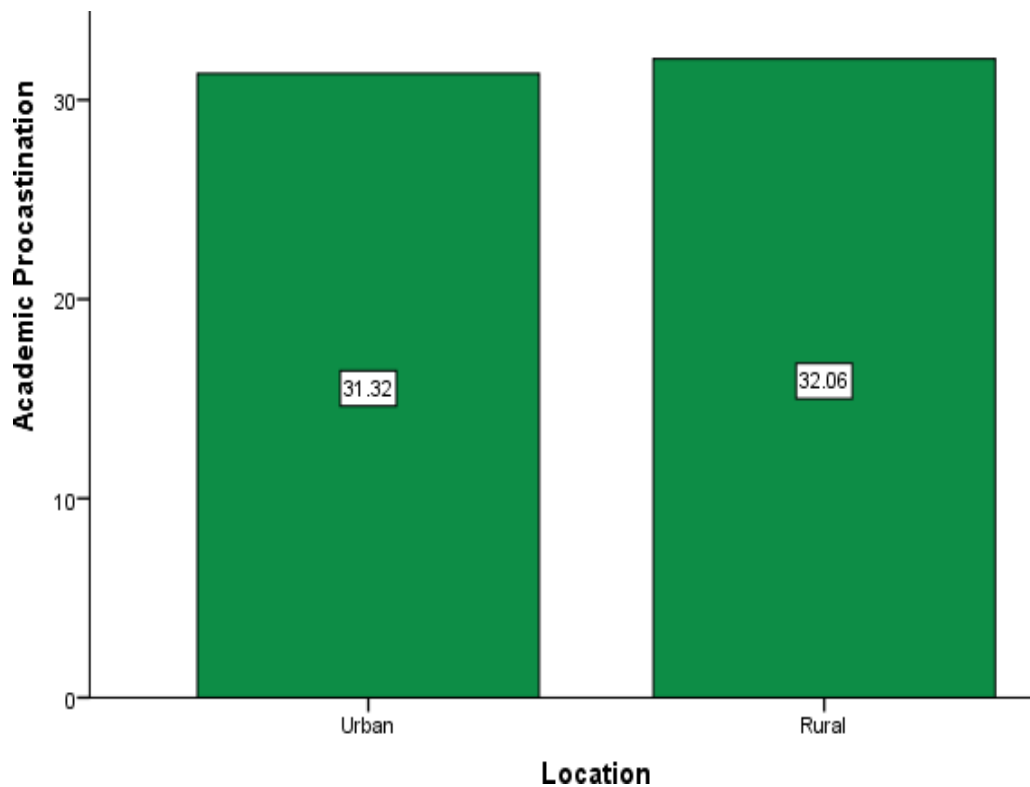
**Table 4.35 : Significance of Difference In Academic Procrastination And Dimensions Among College Students with respect to Locale**

	<b>Location</b>	<b>N</b>	<b>X</b>	<b>S.D.</b>	<b>S.E. Mean</b>	<b>S.E. Difference</b>	<b>t-value</b>	<b>Sig. (2-tailed)</b>
Time Management	Urban	660	13.05	3.587	.140	0.184	0.239	0.811
	Rural	660	13.09	3.076	.120			
Task Aversiveness	Urban	660	10.14	2.643	.103	0.152	5.05	0.000
	Rural	660	10.91	2.889	.112			
Laziness	Urban	660	8.13	2.512	.098	0.135	0.537	0.591
	Rural	660	8.06	2.408	.094			
Academic Procrastination	Urban	660	31.32	7.041	.274	0.375	1.97	0.048
	Rural	660	32.06	6.564	.256			

The t-value for location difference in dimension time management of Academic Procrastination was 0.23, which was not significant. It means no significant difference in dimension time management of Academic Procrastination among urban and rural college students. The t-value for location difference in dimension task aversiveness of Academic Procrastination was 5.05, which means a significant difference in task aversiveness dimension of Academic Procrastination of urban and rural college students at 0.01 level. It means that rural college students had significantly higher level of dimension task aversiveness of Academic Procrastination than urban college students. On the basis of locale, the t-value for laziness dimension of Academic Procrastination was 0.53, which showed no significant difference in laziness dimension of Academic Procrastination of urban and rural college students.

The t-value of Academic Procrastination was 1.977 with respect to locale, which means a statistical significant difference exists amid Academic Procrastination among urban and rural first year college students at 0.05 level. It means that rural college students had significantly high Academic Procrastination level than urban undergraduates.





**Figure 4.22 : Mean of Academic Procrastination represented graphically among College Students with respect to Locale**

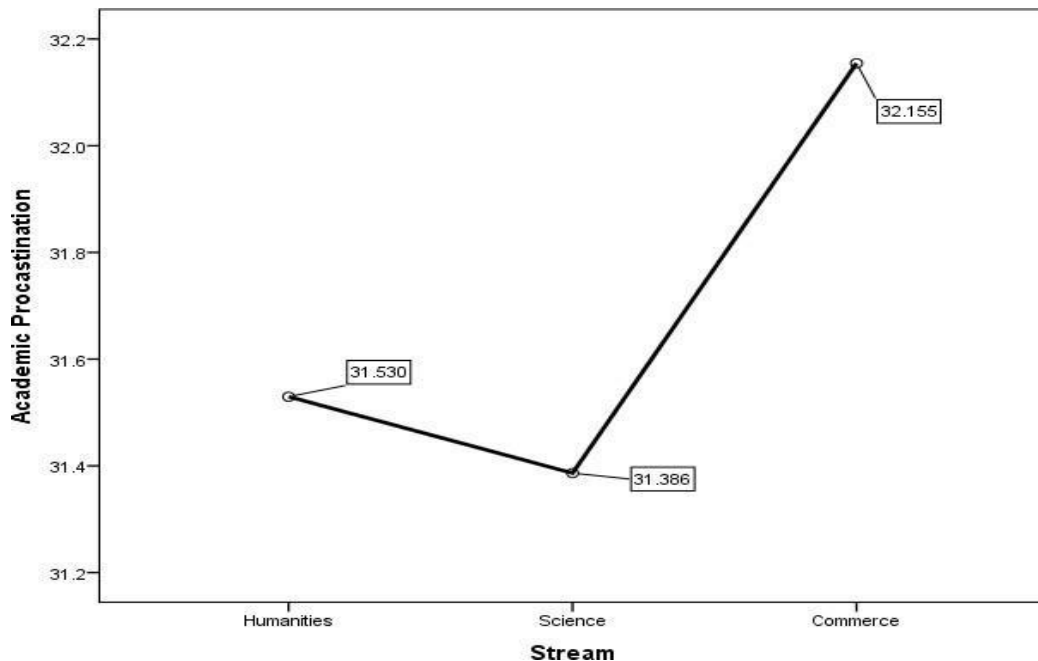
**Table 4.36 : Summary of ANOVA for Academic Procrastination and its Dimensions among College Students with respect to Stream**

		Sum of Squares	Degree of Freedom	x <sup>2</sup>	F-value	Significance
Time Management	Between Groups	137.170	2	68.585	6.197	0.002
	Within Groups	14575.830	1317	11.067		
	Total	14712.999	1319			
Task Aversiveness	Between Groups	38.965	2	19.483	2.501	0.082
	Within Groups	10258.159	1317	7.789		
	Total	10297.124	1319			

		Sum of Squares	Degree of Freedom	$\chi^2$	F-value	Significance
Laziness	Between Groups	16.006	2	8.003	1.323	0.267
	Within Groups	7965.582	1317	6.048		
	Total	7981.588	1319			
Academic Procrastination	Between Groups	146.847	2	73.423	1.582	0.206
	Within Groups	61105.425	1317	46.397		
	Total	61252.272	1319			

Table 4.36 shows summary of ANOVA for Academic Procrastination and its dimensions on the basis of stream. The F value for dimension time management of Academic Procrastination was 6.19, which was significant at .01 level. It means a significant difference exists in time management dimension of Academic Procrastination among first year students studying humanities, science and commerce streams. Further, result of post hoc tests revealed that students of commerce stream had significantly higher level of time management than students of science stream. The F value for dimension Task Aversiveness of Academic Procrastination was 2.50, which means no significant difference exists in Task Aversiveness dimension of Academic Procrastination among first year college students studying these streams. The F value for dimension Laziness of Academic Procrastination was 1.32, which means no significant difference in Laziness dimension of Academic Procrastination among humanities, science and commerce students.

The F-value for Academic Procrastination was 1.582, which means no significant difference was found in Academic Procrastination among students studying three streams.



**Figure 4.23 : Mean of Academic Procrastination represented graphically among College Students with respect to Streams**

## **DISCUSSION**

### **Academic Burnout**

In this research, no significant difference exists in Academic Burnout with regard to gender among first year students. It means burden and unable to meet deadlines to complete academic tasks were felt by both male and female students. Ogbueghu (2019) revealed "no significant difference in Academic Burnout among male and female students" where Vinter (2020) found "girls reported significantly higher levels of burnout" and Liu (2023) revealed "male students are more prone to burnout than female". No significant difference exists amid Academic Burnout of urban and rural undergraduates. Stream wise, a significant variation was found amid Academic Burnout among humanities, science and commerce students.

### **Disengagement**

A significant difference exists in disengagement with respect to gender among first year students. Poor classroom attendance and dropout rates resulted in disengaged students in colleges. Further, females had significantly high

disengagement level than male college students where Blondal (2012) found males students were generally more disengaged and Natalia (2015) revealed that "male students have a higher tendency to be morally disengaged". No significant difference exists in disengagement of urban and rural first year students. Results revealed no significant difference in disengagement of first year students studying humanities (Arts), science and commerce streams.

### **Academic Performance**

With respect to gender, a significant difference exists among performance of students in academics. Proper planning, well organized and systematic behavior of female college students added to their performance in classroom. Female college students had high performance level than males. Proper planning, well organized and systematic behavior of females added to their performance in classroom. Arora (2017) found girls achieve higher grades than boys and Vargas-Ramos (2021) found that "female college students had a higher performance than males" where Sivan (2022) revealed that Performance showed no difference among both sexes and Gutierrez (2023) found that "sex of the students did not cause any differences in their assessments towards performance in academics", College students' performance varied substantially depending on their gender. Urban undergraduates had high performance level than rural pupils. In addition, a significant difference exists in performance among first year college students studying these streams.

### **Academic Procrastination**

It was found a significant difference in Academic Procrastination with respect to gender among undergraduates. Males had significantly high Academic Procrastination level than female college students. Less focused attitude of students enhanced their tendency to postpone various academic chores to near future. Rahardjo (2013) Khursheed (2018) Ashraf (2019) Males undergraduates had a high percentage of Academic Procrastination than female students. Sirin (2011) revealed that " Academic Procrastination did not differ in terms of gender" and Mohammed (2013) found undergraduates' Academic Procrastination scores did not differ significantly according to gender and Quinn (2019) showed no differences between

procrastination on the basis of gender whereas Arif (2014) found "a significant difference is found among males and females in Academic Procrastination " and Bhat (2023) showed that "there are significant difference in terms of gender". On the contrary, Kaur (2019) results related to Academic Procrastination show insignificant differences between the Academic Procrastination behavior concerning both gender and Mangat (2019) "no significant difference has been found in Academic Procrastination of male and female students", A significant difference exists in Academic Procrastination of urban and rural college students. Also, rural undergraduates had significantly high Academic Procrastination level than urban college students. No significant difference was found amid Academic Procrastination among college students studying these streams where Bhat (2023) showed a significant difference exists amid gender and streams i.e. arts, science, and others.

#### 4.4 OBJECTIVE 3

To find out the relationship of Academic Burnout and Disengagement with Academic Performance.

**Table 4.37 : Correlation Coefficient of Academic Performance with Academic Burnout and Dimensions Categorized by Gender**

Burnout Dimensions		Pearson Correlation	Sig. (2-tailed)
Male	Personal	-0.503	0.000
	Studies	-0.143	0.000
	Classmate	-0.212	0.000
	Instructor	-0.262	0.000
	Academic Burnout	-0.381	0.000
Female	Personal	-0.600	0.000
	Studies	-0.240	0.000
	Classmate	-0.230	0.000
	Instructor	-0.371	0.000
	Academic Burnout	-0.493	0.000

Table 4.37 shows correlation coefficient of Performance with Academic Burnout categorized by gender. The correlation coefficient between personal burnout and performance in academics among males was -0.503, which reflected an inverse relationship between personal dimension and performance amid males at 0.01 level. The correlation coefficient between study related burnout and performance among male first year students was -0.143, which reflected a significant negative relationship amid study related burnout and performance among male college students at 0.01 level. The correlation coefficient between classmate related burnout and performance among males was -0.212, which showed a negative relationship between classmate related dimension and performance in academics among males at 0.01 level. The correlation coefficient between instructor related burnout and performance among males was -0.262, depicted an inverse correlation amid instructor related dimension and performance amid male undergraduates at 0.01 level. The correlation coefficient among Academic Burnout and performance in academics among males was - 0.381, showed a significant negative relationship amid Academic Burnout and performance among male college students at 0.01 level.

The correlation coefficient amid personal burnout and performance among females was - 0.600, depicted a significant inverse correlation among personal burnout and performance among females at 0.01 level. The correlation coefficient between study related burnout and performance in academics among female undergraduates was -0.240, reflected a negative correlation between study related dimension and performance amid females at 0.01 level. The correlation coefficient between classmate related burnout and performance among females was -0.230, showed a significant negative relationship between classmate related burnout and performance among female first year students at 0.01 level. The correlation coefficient between instructor related burnout and performance among female undergraduates was -0.371, which means a negative relationship exists amid instructor related burnout and performance among females at 0.01 level. The correlation coefficient amid Academic Burnout and performance among females was -0.493, which reflected a significant inverse correlation among Academic Burnout and performance in academics among female first year college students at 0.01 level.

**Table 4.38 : Correlation Coefficient of Academic Performance with Academic Burnout and Dimensions Categorized by Locale**

Burnout Dimensions		Pearson Correlation	Sig. (2-tailed)
Urban	Personal	-0.541	0.000
	Studies	-0.153	0.000
	Classmate	-0.118	0.002
	Instructor	-0.315	0.000
	Academic Burnout	-0.412	0.000
Rural	Personal	-0.561	0.000
	Studies	-0.261	0.000
	Classmate	-0.321	0.000
	Instructor	-0.322	0.000
	Academic Burnout	-0.463	0.000

Table 4.38 shows Coefficients of correlation of performance with Academic Burnout categorized by Location of residence. The correlation coefficient between personal burnout and performance among urban first year college students was -0.541, which reflected a negative relationship amid personal burnout and performance among urban students at 0.01 level. The correlation coefficient between study related burnout and performance among urban undergraduates was -0.153, which depicted an inverse relationship among study related dimension and performance of urban students at 0.01 level. The correlation coefficient between classmate related burnout and performance among urban undergraduates was -0.118, which revealed a negative relationship between classmate related dimension and performance among urban students at 0.01 level. The correlation coefficient between instructor related burnout and performance among urban students was -0.315, which means a significant inverse correlation was found amid instructor related dimension and performance in academics among urban college students at 0.01 level. The correlation coefficient between Academic Burnout and performance among urban students was -0.412, reflecting an inverse relationship among Academic Burnout and performance of urban students at 0.01 level.

The correlation coefficient between personal burnout dimension and performance among rural students was -0.561, which at 0.01 level reflected a negative relationship between them. The correlation coefficient between study related burnout dimension and performance among rural first year college students was -0.261, depicted a substantial inverse correlation amid study related dimension and performance among rural students at 0.01 level. The correlation coefficient between classmate related burnout dimension and performance among rural students was -.0321, reflected an inverse relationship between them at 0.01 level. The ( $r = -0.322$ ) between instructor related dimension and performance, which showed a significant negative correlation between them among rural students at 0.01 level. The correlation coefficient between Academic Burnout and performance among rural first year college students was -0.463, depicted a significant inverse correlation amid Academic Burnout and performance in academics among rural undergraduates at 0.01 level.

**Table 4.39 : Correlation Coefficient of Academic Performance with Academic Burnout and Dimensions Categorized by Stream**

Burnout Dimensions		Pearson Correlation	Sig. (2-tailed)
Humanities (Arts)	Personal	-0.468	0.000
	Studies	-0.119	0.012
	Classmate	-0.008	0.871
	Instructor	-0.243	0.000
	Academic Burnout	-0.312	0.000
Science	Personal	-0.588	0.000
	Studies	-0.270	0.000
	Classmate	-0.413	0.000
	Instructor	-0.441	0.000
	Academic Burnout	-0.539	0.000



Burnout Dimensions		Pearson Correlation	Sig. (2-tailed)
Commerce	Personal	-0.628	0.000
	Studies	-0.230	0.000
	Classmate	-0.284	0.000
	Instructor	-0.298	0.000
	Academic Burnout	-0.489	0.000

Table 4.39 depicts Coefficients of correlation of Performance with Academic Burnout categorized by stream. The correlation coefficient amid personal burnout and performance of college students of humanities (Arts) stream in academics is -0.468, which was significant at 0.01 level. It reflected a negative relationship amid personal burnout dimension and performance among humanities (Arts) stream students. The ( $r = -0.119$ ), which reflected an inverse relationship between study related dimension and performance among humanities (Arts) stream students at 0.05 level. The correlation coefficient between classmate related burnout dimension and performance of undergraduates in humanities (Arts) stream was -0.008, which depicted no significant relationship between classmate related burnout dimension and performance among humanities (Arts) stream students. The correlation coefficient between instructor related burnout and performance among humanities (Arts) stream students was -0.243, which showed significant negative relationship between them at 0.01 level. The correlation coefficient amid Academic Burnout and a performance among humanities (Arts) stream students was -0.312, which reflected a significant negative relationship between Academic Burnout and performance among humanities (Arts) stream students at 0.01 level.

The correlation coefficient between personal burnout and performance among science stream students was -0.588, showed a negative correlation amid personal burnout and performance among science stream students at 0.01 level. The correlation coefficient between study related burnout dimension and performance among science stream students was -0.270, showed a negative relationship between them at 0.01 level. The correlation coefficient between classmate related burnout and performance among science stream students was -0.413, revealed a significant

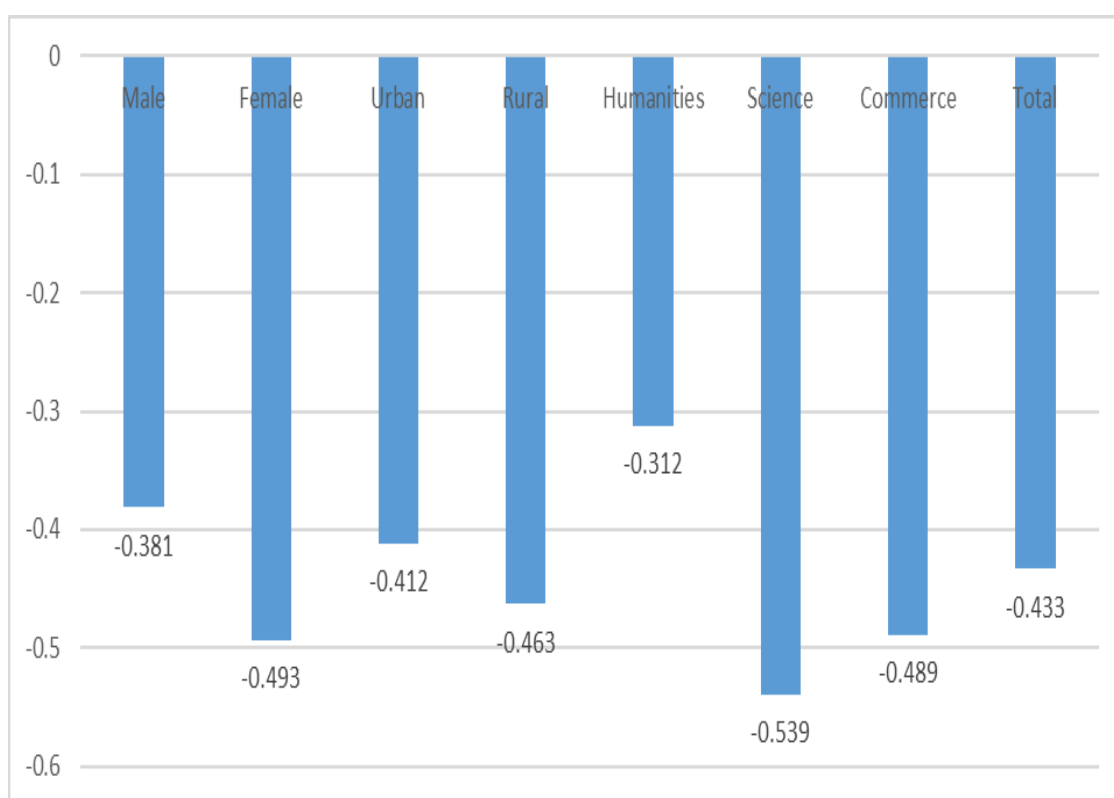
inverse correlation among them at 0.01 level. The correlation coefficient between instructor related burnout dimension and performance among first year science stream students was -0.441, revealed a significant inverse relationship amid instructor related dimension and performance of science stream students at 0.01 level. The correlation coefficient between Academic Burnout and performance among science stream students was -0.539, which means a negative relationship was found between Academic Burnout and performance in academics among science stream students at 0.01 level.

The correlation coefficient amid personal burnout and performance of commerce stream students was -0.628, which means there exists a negative relationship between them at 0.01 level. The correlation coefficient between study related burnout and performance among commerce stream undergraduates is -0.230, which reflected an inverse correlation between them. The correlation coefficient among classmate related burnout dimension and performance of commerce stream students was -0.284, which depicted a negative relationship between classmate related burnout dimension and performance among commerce stream students at 0.01 level. The correlation coefficient between instructor related burnout dimension and performance among commerce stream undergraduates was -0.298, showed a significant negative relationship between them. The correlation coefficient amid Academic Burnout and performance among commerce stream students was -0.489, which reflected a significant negative relationship between Academic Burnout and performance among commerce stream first year students.

**Table 4.40 : Correlation Coefficient of Academic Performance with Academic Burnout and Dimensions**

<b>Dimensions</b>	<b>Pearson Correlation</b>	<b>Sig. (2-tailed)</b>
Personal	-0.548	0.000
Studies	-0.193	0.000
Classmate	-0.214	0.000
Instructor	-0.314	0.000
Academic Burnout	-0.433	0.000

Table 4.40 shows correlation coefficient of performance of students in academics with Academic Burnout and its dimensions. The correlation coefficient between personal burnout and performance among undergraduates was -0.548, which showed a negative relationship between them at 0.01 level. The correlation coefficient between study related dimension and performance amid college students is - 0.193, reflected a significant inverse correlation between study related dimension and performance among college students at 0.01 level. The ( $r = -0.214$ ) amid classmate related dimension and college students' performance, reflected a significant negative correlation amid them at 0.01 level. The correlation coefficient between instructor related and performance among first year students was -0.314, reflected an inverse correlation among instructor related dimension and performance among students at 0.01 level. The correlation coefficient between Academic Burnout and performance among first year students was -0.433, significant at 0.01 level depicted a significant negative relationship amid them.



**Figure 4.24 : Graphical Representation of Correlation Coefficient of Academic Performance with Academic Burnout and its Dimensions**

**Table 4.41 : Correlation Coefficient of Academic Performance with  
Disengagement and Dimensions Categorized by Gender**

		<b>Pearson Correlation</b>	<b>Sig. (2-tailed)</b>
Male	Emotional Disengagement	-0.032	0.410
	Social Disengagement	-0.097	0.013
	Behavioral Disengagement	0.032	0.405
	Cognitive Disengagement	-0.102	0.009
	Disengagement	-0.055	0.155
Female	Emotional Disengagement	0.194	0.000
	Social Disengagement	0.081	0.037
	Behavioral Disengagement	0.106	0.006
	Cognitive Disengagement	0.110	0.005
	Disengagement	0.188	0.005

Table 4.41 shows correlation coefficient of performance with disengagement and its dimension categorized by Gender. The correlation coefficient between emotional disengagement and performance among males was -0.032, which means no significant relationship exists between them. The correlation coefficient between social disengagement and performance among male students was -0.097, which reflected a significant inverse correlation among them at 0.05 level. The correlation coefficient amid behavioral disengagement dimension and performance among male undergraduates was 0.032, which showed no significant relationship between them. The correlation coefficient between cognitive disengagement and performance among males was - 0.102, which reflected a significant negative relationship at 0.05 level. The correlation coefficient among disengagement and performance of male college students was -0.055, means no significant correlation was found among them.

The correlation coefficient between emotional disengagement and performance females in academics was 0.194, which reflected a significant positive relationship exists between them. The correlation coefficient between social

disengagement and performance among females was 0.081, showed no significant relationship amid social disengagement dimension and performance among females. The correlation coefficient between behavioral disengagement and performance of female students was 0.106, which reflected a significant positive relationship between them. The correlation coefficient between cognitive disengagement and performance among females was 0.110, which showed a significant positive correlation at 0.05 level. The correlation coefficient amidst disengagement and performance in academics among females is 0.188, which was significant and positive correlation.

**Table 4.42 : Correlation Coefficient of Academic Performance with Disengagement and its Dimensions Categorized by Locale**

		<b>Pearson Correlation</b>	<b>Sig. (2-tailed)</b>
Urban	Emotional Disengagement	0.118	0.002
	Social Disengagement	-0.046	0.242
	Behavioral Disengagement	0.065	0.094
	Cognitive Disengagement	-0.030	0.440
	Disengagement	0.062	0.114
Rural	Emotional Disengagement	0.075	0.055
	Social Disengagement	0.043	0.270
	Behavioral Disengagement	0.083	0.032
	Cognitive Disengagement	0.053	0.176
	Disengagement	0.091	0.019

The correlation coefficient between emotional disengagement and performance among urban students is 0.118, which depicted a significant positive relationship among them. The correlation coefficient between social disengagement and performance in academics among urban undergraduates was -0.046, which showed no significant relationship between them. The correlation coefficient between behavioral disengagement dimension and performance among urban first

year college students was 0.065, which reflected no significant relationship among urban students. The correlation coefficient between cognitive disengagement dimension and performance among urban students was -0.030, which showed no significant relationship between them. The correlation coefficient between disengagement and performance in academics of urban first year students is 0.062, depicted no significant relationship exists between them.

The correlation coefficient between emotional disengagement and performance among rural students was 0.075, showed no significant relationship. The ( $r = 0.043$ ) between social disengagement and performance among rural students, reflected no significant relationship between them. The correlation coefficient between behavioral disengagement dimension and performance among rural students was 0.083, no statistical significance difference exists amid behavioral disengagement and performance among rural students. The correlation coefficient between cognitive disengagement and performance of rural students was 0.053, which reflected no significant relationship between them. The ( $r = 0.091$ ), which showed no significant relationship between disengagement and performance among rural undergraduates.

**Table 4.43 : Correlation Coefficient of Academic Performance with Disengagement and Dimensions Categorized by Stream**

		Pearson Correlation	Sig. (2-tailed)
Humanities (Arts)	Emotional Disengagement	0.065	0.171
	Social Disengagement	0.051	0.289
	Behavioral Disengagement	0.027	0.577
	Cognitive Disengagement	0.052	0.281
	Disengagement	0.069	0.150
Science	Emotional Disengagement	0.012	0.799
	Social Disengagement	-0.027	0.573
	Behavioral Disengagement	0.196	0.000
	Cognitive Disengagement	0.027	0.566
	Disengagement	0.090	0.061

		<b>Pearson Correlation</b>	<b>Sig. (2-tailed)</b>
Commerce	Emotional Disengagement	0.202	0.000
	Social Disengagement	0.017	0.720
	Behavioral Disengagement	0.045	0.349
	Cognitive Disengagement	-0.033	0.490
	Disengagement	0.100	0.035

The correlation coefficient amid emotional disengagement and performance among humanities (Arts) stream students was 0.065, showed no significant relationship exists among them. The ( $r = 0.051$ ) which reflected no significant relationship between social disengagement and performance in humanities (Arts) stream students. The correlation coefficient amid behavioral disengagement and performance in humanities (Arts) stream students was 0.027, showed no significant relationship exists between them. The correlation coefficient between cognitive disengagement and performance in humanities (Arts) stream students was 0.052, which depicted no significant relationship between them. The correlation coefficient between disengagement and performance among humanities (Arts) stream students was 0.069, which means no significant relationship exists between disengagement and performance among humanities (Arts) stream students.

The correlation coefficient between emotional disengagement and performance among science stream students was 0.012, means no significant relationship exists between them. The correlation coefficient between social disengagement and performance among science stream students was -0.027, means no significant correlation is found between social disengagement and performance of science students. The correlation coefficient between behavioral disengagement and performance in academics among science stream students was 0.196, which showed positive relationship between them. The correlation coefficient between cognitive disengagement dimension and performance among science stream students was 0.027, means no significant relationship was found between cognitive disengagement dimension and performance. The correlation coefficient between disengagement and performance among science stream students was 0.090, reflected no significant relationship was found between them.

The correlation coefficient between emotional disengagement dimension and performance in academics among commerce stream students was 0.202, means a positive relationship was found between them. The ( $r = 0.017$ ) which reflected no significant relationship between social disengagement and performance in academics among commerce stream students. The correlation coefficient between behavioral disengagement dimension and performance among commerce stream students was 0.045, which depicted no significant relationship between behavioral disengagement dimension and performance among commerce stream students. The correlation coefficient between cognitive disengagement and performance among commerce stream undergraduates was -0.033, which showed no significant relationship between them. The correlation coefficient between disengagement and performance among commerce stream first year students was 0.100, which reflected a positive relationship between disengagement and performance of commerce stream undergraduates.

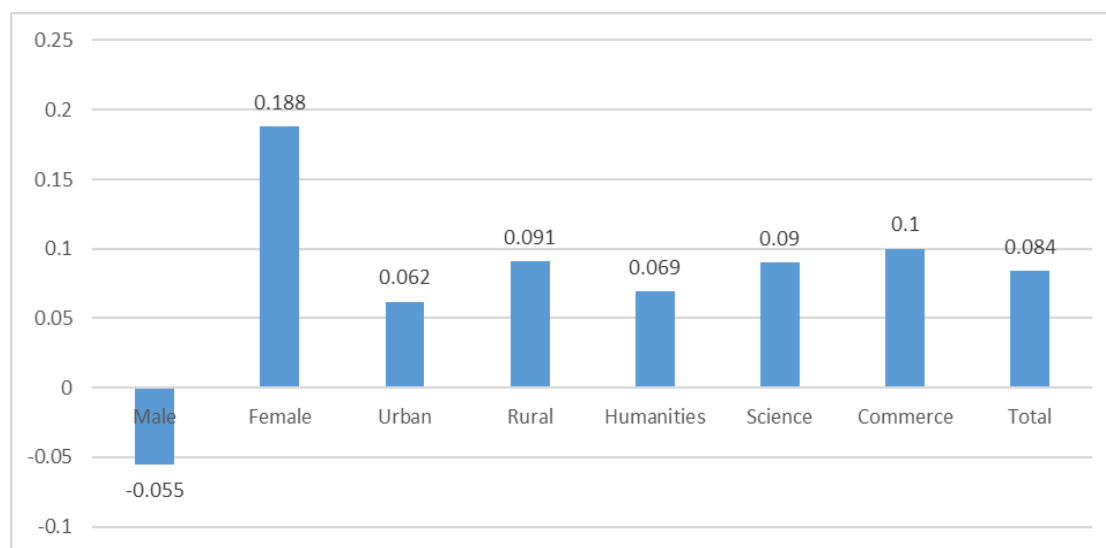
**Table 4.44 : Correlation Coefficient of Academic Performance with Disengagement and Dimensions**

	<b>Pearson Correlation</b>	<b>Sig. (2-tailed)</b>
Emotional Disengagement	0.098	0.000
Social Disengagement	0.008	0.772
Behavioral Disengagement	0.083	0.003
Cognitive Disengagement	0.011	0.681
Disengagement	0.084	0.002

The correlation coefficient between emotional disengagement and performance of undergraduates in academics was 0.098, which showed a positive relationship was found between them. The correlation coefficient between social disengagement and performance among students was 0.008, reflected no significant relationship among them. The correlation coefficient between behavioral disengagement and performance in academics among undergraduates was 0.083, which depicted a positive relationship between behavioral disengagement dimension



and performance among college students. The ( $r = 0.011$ ) which reflected no significant relationship between cognitive disengagement and performance amid undergraduates. The correlation coefficient between disengagement and performance in academics among first year students was 0.084, which showed a significant and positive relationship between them.



**Figure 4.25 : Graphical Representation of Coefficient of Correlation of Academic Performance with Disengagement**

## DISCUSSION

Findings revealed a significant inverse correlation was obtained amid academic burnout and academic performance among students with regard to gender. Rahmatpour (2021) Males reported higher scores of academic burnout than females. On the basis of locale, a significant inverse correlation was found amid academic burnout and academic performance among urban and rural first year college students. A significant reciprocal relationship exists amid academic burnout and performance in academics among humanities (Arts), science and commerce stream students. A significant inverse correlation amid academic burnout and academic performance among college students. Rana (2016) revealed a significant and negative relationship exists between academic burnout with student's performance. Naderi (2018) revealed the inverse correlation of academic burnout with the academic performance. Ahmed (2019) showed a significant strong inverse correlation amidst burnout and academic

performance. Oyoo (2020) revealed a inverse relationship between academic burnout and achievement in academics. Madigan (2021) revealed burnout had a significant reciprocal correlation with academic achievement whereas March-Amengual (2022) "Performance was unaffected by either psychological distress and burnout". Oyoo (2020) focused that academic burnout was a warning signal to the academic achievement of pupils. Asayesh (2016) stated that training deals with stress leads to reduction in academic burnout and improvement in performance.

In this study, it was found no significant relationship exists amid disengagement and academic performance among males and there exists significant correlation amid disengagement and performance among female undergraduates. On the basis of locale, no significant relationship was found amid disengagement and performance in academics among urban and rural first year students. Findings revealed no significant relationship was found amid disengagement and academic performance among humanities (Arts) and science stream students whereas a significant direct correlation was found amid disengagement and academic performance among commerce stream students. A significant and positive relationship amid disengagement and academic performance among first year students. Sabry (2006) found an inverse correlation amid academic achievement and disengagement. When students were involved in preparation for competitive examinations through online mode and self study and their attendance and involvement in academic chores in the classroom was least but their overall performance uplifts in such cases which reflects a positive relationship between disengagement and academic performance.

When variables were analyzed dimension wise, it was found that means that there was negative relationship among personal burnout dimension and academic performance, and study related dimension of burnout and academic performance among college students. Similarly, a significant and negative relationship exists among classmate related dimension and academic performance, and instructor related dimension and academic performance among undergraduates. Serafica (2023) found a positive correlation amid achievement and instructor related dimension. Pouratashi (2018) revealed that the "dimensions of academic burnout had negative and

significant effects on performance in academics" Duru (2014) found that academic achievement was negatively linked with burnout dimensions.

The findings revealed a significant positive relationship was found among emotional disengagement and academic performance of undergraduates in academics, and behavioral disengagement and academic performance among first year students whereas no significant relationship exists between social disengagement and academic performance, and cognitive disengagement and academic performance among first year students.

#### 4.5 OBJECTIVE 4

To find out the relationship of Academic Procrastination with Academic Performance.

**Table 4.45 : Correlation Coefficient of Academic Performance with Academic Procrastination and Dimensions Categorized by Gender**

Dimensions		Pearson Correlation	Sig. (2-tailed)
Male	Time Management	-0.109	0.005
	Task Aversiveness	-0.104	0.007
	Laziness	-0.004	0.909
	Academic Procrastination	-0.096	0.013
Female	Time Management	-0.152	0.000
	Task Aversiveness	-0.183	0.000
	Laziness	-0.069	0.075
	Academic Procrastination	-0.178	0.000

The coefficient of correlation amid time management dimension and performance among male college students was -0.109, means a negative correlation exists amid time management dimension and performance of males at 0.05 level. The correlation coefficient between task aversiveness and performance among male undergraduates was -0.104, depicted a significant negative relationship amid task

aversiveness and performance among males at 0.05 level. The correlation coefficient between laziness and performance among male students was -0.004, which showed no significant relationship among laziness and performance of males. The correlation coefficient among Academic Procrastination and performance among males was -0.096, which means a significant negative relationship exists between them at 0.05 level.

The correlation coefficient amid time management dimension and performance among females was -0.152, revealed a significant inverse correlation between them at 0.01 level. The ( $r = -0.183$ ) amid task aversiveness and performance in academics among females, showed a significant negative relationship among them at 0.01 level. The ( $r = -0.069$ ) which means no significant correlation was found amid laziness and performance among females. The correlation coefficient amid Academic Procrastination and performance among females was -0.178, means a significant and negative relationship exists amid Academic Procrastination and performance among females at 0.01 level.

**Table 4.46 : Correlation Coefficient of Academic Performance with Academic Procrastination and Dimensions Categorized by Locale**

		Pearson Correlation	Sig. (2-tailed)
Urban	Time Management	-0.148	0.000
	Task Aversiveness	-0.081	0.037
	Laziness	-0.008	0.831
	Academic Procrastination	-0.103	0.008
Rural	Time Management	-0.122	0.002
	Task Aversiveness	-0.185	0.000
	Laziness	-0.134	0.001
	Academic Procrastination	-0.188	0.000

The  $r = -0.148$ , which means there was significant inverse correlation amidst time management dimension and performance among urban first year undergraduates

at 0.01 level. The correlation coefficient between task aversiveness and performance among urban undergraduates was -0.081, reflected no significant correlation between task aversiveness and performance. The  $r = -0.008$  between laziness and performance among urban students was, which showed no significant relationship between them. The coefficient of correlation exists among Academic Procrastination and performance among urban undergraduates was -0.103, which reflected a significant and inverse correlation between Academic Procrastination and performance of urban undergraduates at 0.05 level.

The correlation coefficient amid time management and performance among rural students in college was -0.122, which means a significant negative correlation exists among time management dimension and performance among rural undergraduates at 0.01 level. The correlation coefficient amid task aversiveness and performance among rural college students was -0.185, reflected a significant inverse correlation between task aversiveness and performance among rural students at 0.01 level. The correlation coefficient between laziness and performance among rural first year students was -0.134, which showed a significant negative relationship between them at 0.01 level. The correlation coefficient amid Academic Procrastination and performance among rural first year students was -0.188, which reflected a significant and inverse correlation amid Academic Procrastination and performance among rural undergraduates at 0.01 level.

**Table 4.47 : Correlation Coefficient of Academic Performance with Academic Procrastination and Dimensions Categorized by Stream**

		<b>Pearson Correlation</b>	<b>Sig. (2-tailed)</b>
Humanities (Arts)	Time Management	-0.084	0.077
	Task Aversiveness	-0.034	0.475
	Laziness	-0.009	0.843
	Academic Procrastination	-0.053	0.267
Science	Time Management	-0.122	0.010
	Task Aversiveness	-0.224	0.000
	Laziness	-0.053	0.271
	Academic Procrastination	-0.171	0.000

		<b>Pearson Correlation</b>	<b>Sig. (2-tailed)</b>
Commerce	Time Management	-0.221	0.000
	Task Aversiveness	-0.217	0.000
	Laziness	-0.136	0.004
	Academic Procrastination	-0.250	0.000

The correlation coefficient amid time management and performance among humanities (Arts) stream students was -0.084. It means no significant relationship was found between time management and performance among humanities (Arts) stream students. The correlation coefficient amid task aversiveness and performance among humanities (Arts) stream students was -0.034, which reflected no significant relationship between them. The correlation coefficient was -0.009 between laziness and performance among undergraduates of humanities (Arts) stream, which was insignificant. It means no significant relationship exists between laziness and performance in academics among humanities (Arts) stream students. The correlation coefficient between Academic Procrastination and performance among humanities (Arts) stream students was -0.053, which was found to be insignificant.

The correlation coefficient among time management and performance of science stream students was -0.122, which reflected a significant inverse correlation among time management and performance of science stream students. Correlation coefficient between task aversiveness and performance of science stream students was -0.224, which means a significant negative relationship was found among task aversiveness and performance of science stream students at 0.01 level. The correlation coefficient was -0.053, which reflected no significant correlation amid laziness and performance of science students. The correlation coefficient between Academic Procrastination and performance in academics of science stream students was -0.171, which means a significant negative relationship exists amid Academic Procrastination and performance among science stream undergraduates.

The ( $r = -0.221$ ) amidst time management and performance among commerce stream students reflected a significant negative correlation among commerce stream students at 0.01 level. The correlation coefficient between task aversiveness and

performance among commerce stream students was -0.217, which reflected a significant inverse correlation between them at 0.01 level. The correlation coefficient amid laziness and performance among commerce stream undergraduates was -0.136, which showed a significant inverse relationship among laziness and performance of commerce stream students. The correlation coefficient between Academic Procrastination and performance of commerce stream students was -0.250, which undergoes a significant negative relationship between Academic Procrastination and performance among commerce stream undergraduates.

**Table 4.48 : Correlation Coefficient of Academic Performance with Academic Procrastination and Dimensions**

	<b>Pearson Correlation</b>	<b>Sig. (2-tailed)</b>
Time Management	-0.136	0.000
Task Aversiveness	-0.153	0.000
Laziness	-0.057	0.040
Academic Procrastination	-0.150	0.000

The coefficient of correlation amidst time management dimension and performance among college students was -0.136, which reflected a significant inverse correlation between them at 0.01 level. The correlation coefficient amid task aversiveness and performance among college students was - 0.153, which showed negative relationship between task aversiveness and performance at 0.01 level. The correlation coefficient amid laziness and performance among undergraduates was - 0.057, which reflected a significant negative correlation between them at 0.05 level. The correlation coefficient amid Academic Procrastination and performance among undergraduates was -0.150, which reflected significant and negative relationship between Academic Procrastination and performance among undergraduates.

## **DISCUSSION**

A significant inverse correlation exists among academic procrastination and academic performance of male and female undergraduates where Sirin (2011)

showed academic procrastination and grades (performance) did not differ in terms of gender. Similarly, Kasim (2015) found "gender variable had no impact on academic procrastination tendency and academic achievement" But Gupta (2018) revealed "a significant difference among male and female students in their academic procrastination, a significant difference exists among male and female university students in their performance" Bashir (2019) "For procrastination, based on gender, found a significant difference among university students performance" Abdellatif (2020) revealed no significant impact on gender (male-female) between the performance and academic procrastination. In this research study, it was found that college students' performance irrespective of their gender deteriorated when they consider academic tasks were boring and undergoes poor coping strategies. Findings showed a significant inverse correlation amid academic procrastination and academic performance undergraduates with respect to locale.

On the basis of streams, no significant relationship was found amid academic procrastination and academic performance among humanities (Arts) stream undergraduates and a significant inverse correlation amid academic procrastination and academic performance among science and commerce stream students. Similarly, Bashir (2019) "For procrastination, there exists no significant difference in academic performance among students with regard to streams".

A significant negative relationship amid academic procrastination and academic performance among undergraduates. High academic stress and anxiety, lack of concentration, planning and motivation, unable to cope up results in poor performance in academics. Savithri (2014) found a significant relationship between academic procrastination and performance, Kasim (2015) academic procrastination was significantly negatively correlated with performance. It was found that students who had higher levels of academic procrastination had lower performance in academics. Similarly, Kim (2015) Gupta (2018). Goroshit (2019) showed a negative effect of academic procrastination on performance. But, Moya-Salazar (2023) did not find a significant correlation amid academic procrastination and performance. Rajapakshe (2021) found academic procrastination has a direct impact on performance in academics.



Dimension wise, a significant negative relationship amid time management and academic performance, task aversiveness and performance in academics. Jiao (2011) showed high level of procrastination due to task aversiveness, on average, with the low level of performance of undergraduate students. Gupta (2018) time management and task aversiveness dimensions of academic procrastination were inversely correlated with the students' performance.

#### 4.6 OBJECTIVE 5

To find out inter-relationship of Academic Burnout and Disengagement with Academic Procrastination.

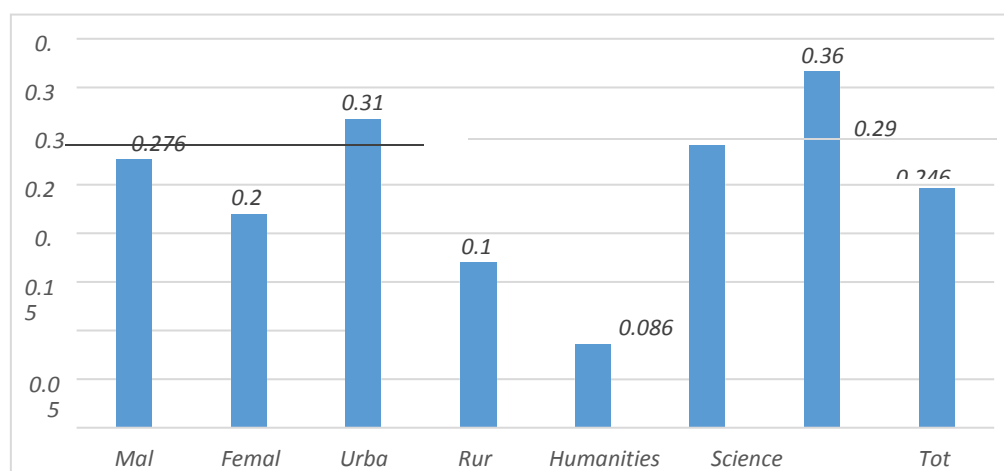
**Table 4.49 : Correlation Coefficient of Academic Procrastination with Academic Burnout and Disengagement**

	Academic Burnout		Disengagement	
	Correlation	Sig.	Correlation	Sig.
Male	0.276	0.000	-0.228	0.000
Female	0.220	0.000	-0.132	0.001
Urban	0.318	0.000	-0.186	0.000
Rural	0.170	0.000	-0.190	0.000
Humanities (Arts)	0.086	0.000	-0.196	0.000
Science	0.290	0.000	-0.218	0.000
Commerce	0.366	0.000	-0.151	0.001
Total	0.246	0.000	-0.189	0.000

Table 4.49 shows correlation coefficient of Academic Procrastination with Academic Burnout, Disengagement, categorized by Gender, Location and Stream. The correlation coefficient between Academic Burnout and Academic Procrastination among males is 0.276, which reflected a significant and positive relationship between male undergraduates at 0.01 level. The correlation coefficient amid Academic Burnout and Academic Procrastination among females was 0.220, means a positive relationship found between them at 0.01 level.

The correlation coefficient among Academic Burnout and Academic Procrastination of urban undergraduates was 0.318, which means a significant positive correlation amid Academic Burnout and Academic Procrastination among urban college students at 0.01 level. The correlation coefficient between Academic Burnout and Academic Procrastination among rural college students was 0.170, which reflected a significant positive correlation amid Academic Burnout and Academic Procrastination of rural college students at 0.01 level.

The correlation coefficient amid Academic Burnout and Academic Procrastination among humanities (Arts) stream students was 0.086, which means no significant relationship exists between Academic Burnout and Academic Procrastination of humanities (Arts) stream students. The correlation coefficient amidst Academic Burnout and Academic Procrastination of science stream students was 0.290, means significant positive relationship between them at 0.01 level. The correlation coefficient among Academic Burnout and Academic Procrastination of commerce stream students was 0.366, which means a significant positive correlation was found amid Academic Burnout and performance of commerce stream students at 0.01 level. The correlation coefficient amid Academic Burnout and Academic Procrastination of college students was 0.246, which means a positive relationship between Academic Burnout and Academic Procrastination of college students at 0.01 level.



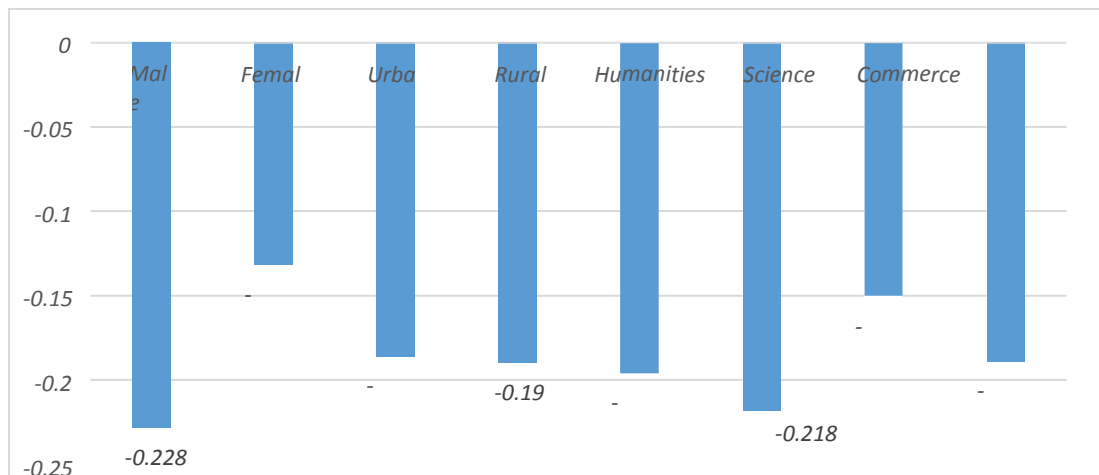
**Figure 4.26 : Graphical Representation of Coefficient of Correlation of Academic Procrastination with Academic Burnout**

The correlation coefficient between Disengagement and Academic Procrastination among males was -0.228, which reflected a significant negative relationship between Disengagement and Academic Procrastination among males at 0.01 level. The correlation coefficient between Disengagement and Academic Procrastination among females was - 0.132, which showed a significant negative relationship between Disengagement and Academic Procrastination among females at 0.01 level.

The correlation coefficient between Disengagement and Academic Procrastination among urban undergraduates was -0.186, showed a significant negative relationship between disengagement and Academic Procrastination among urban students at 0.01 level. The correlation coefficient between Disengagement and Academic Procrastination among rural college students was -0.190, which reflected a significant negative relationship between Disengagement and Academic Procrastination among rural students at 0.01 level.

The correlation coefficient between Disengagement and Academic Procrastination among humanities (Arts) stream students was -0.196, which means a significant negative relationship exists between Disengagement and Academic Procrastination of humanities (Arts) stream students at 0.01 level. It. The correlation coefficient between Disengagement and Academic Procrastination among science stream students was -0.218, which reflected a significant negative relationship between Disengagement and Academic Procrastination among science stream students at 0.01 level. The correlation coefficient between Disengagement and Academic Procrastination among undergraduates of commerce stream was -0.151, which showed a significant negative relationship between them at 0.01 level.

The correlation coefficient between Disengagement and Academic Procrastination among undergraduates was - 0.189, showed a significant negative relationship between Disengagement and Academic Procrastination among first year students at 0.01 level.



**Figure 4.27 : Graphical Representation of Coefficient of Correlation of Academic Procrastination with Disengagement**

**Table 4.50 : Correlation Coefficient between Dimensions of Academic Burnout and Dimensions of Disengagement**

Dimensions	Emotional		Social		Behavioral		Cognitive	
	R	Sig.	R	Sig.	R	Sig.	R	Sig.
<b>Personal</b>	-0.089	0.001	-0.017	0.530	-0.069	0.012	-0.035	0.209
<b>Studies</b>	-0.073	0.008	0.008	0.784	-0.101	0.000	-0.030	0.274
<b>Classmate</b>	-0.102	0.000	-0.021	0.456	-0.072	0.009	-0.040	0.146
<b>Instructor</b>	-0.071	0.010	-0.010	0.720	-0.029	0.293	-0.011	0.679

The correlation coefficient amid personal burnout and emotional disengagement was - 0.089, which was significant negative relationship between personal burnout and emotional disengagement at 0.01 level. The correlation coefficient amid personal burnout and social disengagement was -0.017, which was not significant reflecting no significant relationship exists between personal burnout and social disengagement. The correlation coefficient amidst personal burnout and behavioral disengagement was -0.069, which showed a significant inverse correlation amidst personal burnout and behavioral disengagement at 0.05 level. The correlation coefficient among personal burnout and cognitive disengagement was -0.035,

reflected no significant relationship exists between personal burnout and cognitive disengagement.

The correlation coefficient between studies related burnout and emotional disengagement was -0.073, which was significant negative relationship between studies related burnout and emotional disengagement at 0.01 level.. The correlation coefficient amidst studies related burnout and social disengagement was 0.008, which was not significant. The correlation coefficient amid studies related burnout and behavioral disengagement was -0.101, reflected a significant negative relationship between studies related burnout and behavioral disengagement. The correlation coefficient amidst studies related dimension and cognitive disengagement was -0.030, which was not significant.

The correlation coefficient amid classmate related dimension and emotional disengagement was -0.102, which was significant negative relationship between classmate related burnout and emotional disengagement at 0.01 level. The correlation coefficient amidst classmate related burnout and social disengagement was -0.021, reflected no significant relationship between classmate related burnout and social disengagement. The correlation coefficient amid classmate related burnout and behavioral disengagement is -0.072, which was significant negative relationship between classmate related burnout and behavioral disengagement at 0.05 level. The correlation coefficient among classmate related burnout and cognitive disengagement was -0.040, which was not significant. It showed no significant relationship between classmate related burnout and cognitive disengagement.

The correlation coefficient among instructor related burnout and emotional disengagement was -0.071, which was significant negative relationship between instructor related burnout and emotional disengagement at 0.01 level. The correlation coefficient amid instructor related dimension and social disengagement was -0.010, which reflected no significant relationship amid instructor related burnout and social disengagement. The correlation coefficient amidst instructor related burnout and behavioral disengagement was -0.029, which was not significant. The correlation coefficient amidst instructor related burnout and cognitive disengagement was -

0.011, which means no significant relationship was found between instructor related dimension and cognitive disengagement.

## **DISCUSSION**

A significant positive relationship was found amid academic burnout and academic procrastination among male and female undergraduates. Results revealed a significant positive correlation between academic burnout and academic procrastination among urban and rural first year students. It was found no significant relationship exists amid academic burnout and academic procrastination among humanities (Arts) stream students whereas a significant positive relationship found amid academic burnout and academic procrastination of science and commerce stream undergraduates. Moreover, a significant positive relationship found amid academic burnout and academic procrastination of first year students. Fynchina (2012) revealed burnout and procrastination were significantly correlated, Balkis (2013) students' burnout components were positively related to academic procrastination, Seif (2020) revealed academic burnout had a positive and significant relationship with academic procrastination, Baing (2023) showed a notable relationship amid procrastination and academic burnout among undergraduates. Lacson (2023) showed a significant relationship amid academic burnout and academic procrastination among students, Abdi Zarrin (2019) showed academic burnout had a significant relationship with academic procrastination whereas Demir (2017) found a significant inverse correlation amid academic procrastination and student burnout.

The findings showed a significant inverse relationship exists amidst disengagement and academic procrastination among male and female college students. A reciprocal relationship found amid disengagement and academic procrastination among urban and rural undergraduates. There was significant negative correlation amid disengagement and academic procrastination among humanities (Arts), science and commerce stream students. A significant inverse relationship exists amid disengagement and academic procrastination among college students. Abdellatif (2020) showed academic procrastination was positively related with disengagement.

On the basis of dimensions, a significant negative relationship exists amid personal burnout and emotional disengagement and no significant relationship was found amid personal burnout and social disengagement. A significant negative relationship exists among personal burnout and behavioral disengagement and no significant relationship found between personal burnout and cognitive disengagement. In case of studies related burnout, a significant negative relationship amid studies related burnout and emotional disengagement, and studies related burnout and behavioral disengagement whereas no significant relationship exists between studies related burnout and social disengagement, and studies related burnout and cognitive disengagement. In this study, results revealed a significant negative relationship amid classmate related burnout and emotional disengagement, and classmate related burnout and behavioral disengagement while no significant relationship between classmate related burnout and social disengagement, and classmate related burnout and cognitive disengagement. The findings showed a significant negative relationship amid instructor related burnout and emotional disengagement whereas there was no significant relationship among instructor related burnout and social disengagement, instructor related burnout and behavioral disengagement, and instructor related burnout and cognitive disengagement.

#### **4.7 OBJECTIVE 6**

To verify the influence of Academic Burnout, Disengagement and Academic Procrastination on Academic Performance of college students.

**Table 4.51 : Model Summary for Verifying the Impact of Academic Burnout on Academic Performance**

	<b>R</b>	<b>R<sup>2</sup></b>	<b>Adjusted R<sup>2</sup></b>	<b>S. E. of the Estimate</b>
1	0.433	0.187	0.187	5.05

Table 4.51 shows model summary for verifying the impact of Academic Burnout on performance in academics of first students. The multiple correlation between the variable was 0.433. The R<sup>2</sup> value for the model was 0.187, which reflected 18.7 % variance was described by this model.

**Table 4.52 : Summary of ANOVA for the Model**

	Sum of Squares	Degree of Freedom	X <sup>2</sup>	F-value	Sig.
Regression	7740.649	1	7740.649	303.489	0.000
Residual	33616.321	1318	25.506		
Total	41356.970	1319			

Table 4.52 Summarize ANOVA for the model. The F value for verifying the impact of Academic Burnout on performance in academics of college undergraduates was 303.48, which was significant at 0.01 level conveying that specified model was fit to verify this impact on first year students.

**Table 4.53 : Summary of Coefficient of Significance to Verify the Influence of Academic Burnout on Academic Performance of College Students**

	Unstandardized Coefficients		Standardized Coefficients	t-value	Sig.
	B	Std. Error	Beta		
(Constant)	72.887	0.708		102.95	0.000
Academic Burnout	-0.304	0.017	-0.433	-17.42	0.000

Table 4.53 shows summary of coefficient of significance to verify the influence of Academic Burnout on performance of college undergraduates. For Academic Burnout, t-value was -17.42, significant at 0.01 level which reflected Academic Burnout had a significant influence on performance in academics of first students. The regression equation for this model:

$$\text{Academic Performance} = 102.95 - 17.42 \text{ Academic Burnout}$$



Hence, it can be interpreted that 1 unit rise in the academic burnout of college students deteriorated the academic performance of college students by 17.42 units. Rana (2016) found that an increase in academic burnout among students decreases the students' academic performance, Pouratashi (2018) found academic burnout had negative and significant effects on academic performance, Ahmed (2019) showed that there exists a significant inverse relationship between burnout and performance.

**Table 4.54 : Model Summary for Verifying the Influence of Disengagement on Academic Performance of College Students**

	<b>R</b>	<b>R<sup>2</sup></b>	<b>Adjusted R<sup>2</sup></b>	<b>S.E. of the Estimate</b>
1	0.084	0.007	0.006	5.58

Table 4.54 shows model summary for verifying the impact of disengagement on performance in academics of first year college students. The multiple correlation between the variable was 0.084. The R<sup>2</sup> value for this model was 0.007, which conveyed 0.7 % variance was explained by this model.

**Table 4.55 : Summary of ANOVA for the Model**

		<b>Sum of Squares</b>	<b>Df</b>	<b>X2</b>	<b>F value</b>	<b>Significance</b>
1	Regression	288.551	1	288.551	9.260	0.002
	Residual	41068.419	1318	31.160		
	Total	41356.970	1319			

Table 4.55 shows summary of ANOVA for the model. The F value of disengagement on undergraduates performance was 9.26, at 0.01 level was statistically significant reflecting a specified model was fit to verify this influence on first year students.

**Table 4.56 : Summary of Coefficient of Significance to Verify the Influence of Disengagement on Academic Performance of College Students**

Model		Unstandardized Coefficients		Standardized Coefficients	t- value	Sig.
		B	S.E.	Beta		
1	(Constant)	57.580	1.067		53.957	0.000
	Disengagement	0.042	0.014	0.084	3.043	0.002

Table 4.56 shows summary of coefficient of significance to verify the impact of disengagement on performance of first year college students. The t-value for disengagement was 3.043, which was significant at 0.01 level. It means that disengagement had significant impact on performance of undergraduates. The regression equation for this model:

$$\text{Academic Performance} = 53.957 + 3.043 \text{ Disengagement}$$

Hence, it can be interpreted that 1 unit rise in the Disengagement of college students improves the academic performance of college students by 3.043 units. When students were involved in preparation for competitive examinations through online mode and self study and their attendance and involvement in academic chores in the classroom was least but their overall performance uplifts in such cases which reflects a positive relationship between disengagement and academic performance.

**Table 4.57 : Model Summary for Verifying the Influence of Academic Procrastination on Academic Performance of College Students**

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	S.E. of the Estimate
1	0.150	0.022	0.022	5.53

Table 4.57 shows model summary for verifying the impact of Academic Procrastination on performance of first year students. The multiple correlation between the variable was 0.150. The  $R^2$  value for the model was 0.022, which showed 2.2 % variance was described by this model.

**Table 4.58 : Summary of ANOVA for the Model**

		Sum of Squares	Degree of Freedom	$\chi^2$	F-value	Significance
1	Regression	927.751	1	927.751	30.245	0.000
	Residual	40429.219	1318	30.675		
	Total	41356.970	1319			

Table 4.58 Summarize ANOVA for the model. The F-value of Academic Procrastination on first year college students' performance was 30.24, at 0.01 level was significant, means specified model was fit to verify the influence of Academic Procrastination undergraduates' performance.

**Table 4.59 : Summary of Coefficient of Significance to Verify the Influence of Academic Procrastination on Academic Performance of College Students**

Model		Unstandardized Coefficients		Standardized Coefficients	t-value	Significance
		B	S.E.	Beta		
1	(Constant)	64.693	0.725		89.186	0.000
	Academic Procrastination	-0.123	0.022	-0.150	-5.500	0.000

Table 4.59 shows summary of coefficient of significance to verify the impact of Academic Procrastination on performance in academics among undergraduates. For Academic Procrastination, t-value was -5.50, had significant influence on college students' performance at 0.01 level. The regression equation for this model:

$$\text{Academic Performance} = 89.186 - 5.50 \text{ Academic Procrastination}$$

Hence, it can be interpreted that 1 unit rise in the academic procrastination of college students deteriorated the academic performance of college students by 5.50 units. Goroshit (2018) indicated procrastination was negatively connected with grades (achievement) of students, Gupta (2018) showed a significant reciprocal correlation between academic procrastination and students' performance. Similarly, Goroshit (2019) indicated high level of academic procrastination are harmful for students' performance, Kuftyak (2021) showed high procrastination level is related to failure in academics.

**Table 4.60 : Model Summary for Verifying the Influence of Academic Burnout, Disengagement and Academic Procrastination on Academic Performance of College Students (Multiple Regression)**

<b>R</b>	<b>R<sup>2</sup></b>	<b>Adjusted R<sup>2</sup></b>	<b>S.E. of the Estimate</b>
0.437	0.191	0.189	5.0426

Table 4.60 shows model summary for verifying the effect of Academic Burnout, Disengagement and Academic Procrastination on students' performance. The multiple correlation between the variables was 0.437. The R<sup>2</sup> value for the model was 0.191, conveyed means 19.1 % variance was confirmed by this model.

**Table 4.61 : Summary of ANOVA for the Model**

	<b>Sum of Squares</b>	<b>Degree of freedom</b>	<b>Mean Square Value</b>	<b>F-value</b>	<b>Significance</b>
<b>Regression</b>	7894.389	3	2631.463	103.489	0.000
<b>Residual</b>	33462.581	1316	25.427		
<b>Total</b>	41356.970	1319			

Table 4.61 Summarize ANOVA for the model. For verifying the effect of Academic Burnout, Disengagement and Academic Procrastination on college undergraduates performance, F value was 103.489, at 0.01 level was significant. It

means that the specified model was fit to verify the effect of Academic Burnout, Disengagement and Academic Procrastination on performance of college first year students.

**Table 4.62 : Summary of Coefficient of Significance to Verify the Influence of Academic Burnout, Disengagement and Academic Procrastination on Academic Performance of College Students**

	Unstandardized Coefficients		Standardized Coefficients	t-value	Sig.
	B	Std. Error	Beta		
(Constant)	71.902	1.409		51.019	0.000
Academic Burnout	-0.295	0.018	-0.420	16.396	0.000
Disengagement	0.021	0.013	0.042	1.674	0.094
Academic Procrastination	-0.032	0.021	-0.038	1.481	0.139

Table 4.62 depicts summary of coefficient of significance to verify the effect of Academic Burnout, Disengagement and Academic Procrastination on undergraduates' performance. For Academic Burnout, t-value was 16.396, which conveys Academic Burnout had significant influence on performance in academics of undergraduate college students at 0.01 level. The t-value for disengagement was 1.674, which was not, it means that disengagement had no significant influence on performance of students. The t-value for Academic Procrastination was 1.481, which means Academic Procrastination had no significant influence on performance of first year college students.

## **DISCUSSION**

Regression analysis revealed Academic Burnout had significant influence on performance of college students in academics. It means academic overload, too much assignments and lack of interest, motivation and creativity deteriorates performance of first year college students. From the literature review, it was found that Asayesh (2016) revealed students with high stress level experienced more severe academic

burnout with poor performance, Ghadampour (2016) revealed that academic burnout can predict performance, Rana (2016) increase in academic burnout among students decreases the student's performance in academics, Pouratashi (2018) found academic burnout had negative and significant effects on performance, Ahmed (2019) showed that there exists a significant strong inverse relationship amid burnout and performance and Oyoo (2020) revealed a significant inverse relationship amid academic burnout and academic achievement. But Salanova (2010) found burnout did not predict performance and March-Amengual (2022) found performance was unaffected by burnout. While verify the effect of academic burnout, disengagement and academic procrastination on college students performance, it was revealed that academic burnout had significant impact on performance of first year college students in academics.

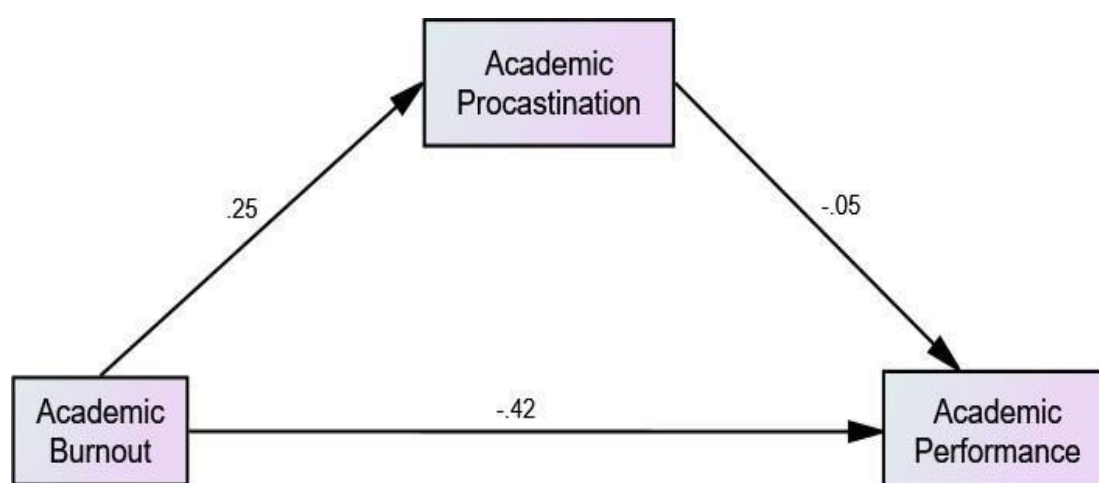
It was found that disengagement had a significant influence on academic performance of first year undergraduates. When student feel disengaged, he did not participate in college activities along with poor attendance in classroom and not taking academic chores seriously poor results. Verkuyten (2014) found performance of students was negatively related to disengagement. While verify the influence of academic burnout, disengagement and academic procrastination among undergraduates performance, disengagement had no significant impact on academic performance of first year students.

Results showed academic procrastination had significant influence on academic performance of college students. It reflected when college students tends to postpone their academic chores due to lack of planning, organization, motivation and lack of clarity regarding submission date of assignments and their less focused attitude towards studies leads to poor academic results. Jiao (2011) suggested that the level of academic procrastination appears to play an important role among graduate students concerning their academic performance, Savithri (2014) found a significant relationship amid academic procrastination and academic performance, Kim (2015) A significant correlation amid procrastination and performance, Goroshit (2018) indicated procrastination was negatively connected with grades (achievement), Gupta (2018) showed a significant reciprocal correlation amid academic procrastination and

students' performance in the university. Similarly, Goroshit (2019) indicated high level of academic procrastination are harmful to these students' performance, Kuftyak (2021) showed high procrastination level is related to failure in academics and Rajapakshe (2021) revealed that academic procrastination has a direct impact on performance. But Moya-Salazar (2023) "did not find a significant association between academic procrastination and academic performance among first year students", While verify the impact of Academic Burnout, Disengagement and Academic Procrastination on Academic Performance of first year college students, Academic Procrastination had no significant impact on academic performance of first year undergraduates.

#### 4.8 OBJECTIVE 7

To verify the mediating role of Academic Procrastination on the relationship between Academic Burnout and Academic Performance of college students.



**Figure 4.28 : Mediation Model of Academic Procrastination, Academic Burnout and Academic Performance of College Students.**

The relationship amid Academic Burnout and Academic Procrastination was positive and significant (standard Estimate = .25,  $p < 0.001$ ), indicated high Academic Burnout level were associated with high Academic Procrastination level. The relationship amidst Academic Procrastination and Performance was negative but insignificant at the conventional level (standard Estimate = - 0.05,  $p = 0.072$ ). The relationship amidst Academic Burnout and Performance was inverse and highly

significant (standard Estimate = 0.25,  $p < 0.001$ ), indicated that high Academic Burnout level were associated with low Performance.

**Table 4.63 : Mediation Effect Between Academic Procrastination, Academic Burnout And Academic Performance of College Students**

Effect Between	Direct	Indirect	Total
Academic Burnout -> Academic Procrastination	0.246	0	0.246
Academic Burnout ->Performance	-0.421	-0.011	0.433
Academic Procrastination -> Performance	-0.046	0	-0.046

First direct effect between Academic Burnout and Academic Performance was studied controlling for Academic Procrastination ( $\beta = 0.25$ ,  $p < 0.001$ ). The direct effect between Academic Burnout and Academic Performance was significant which fulfilled the first condition of mediation analysis. Again, as seen from Table 4.63 Academic Burnout affect Academic Procrastination ( $\beta = -0.42$ ,  $p < 0.001$ ). Also Academic Procrastination predicts Academic performance ( $\beta = -0.05$ ,  $p = 0.072$ ). Then multiple regression analysis with Academic Burnout and Academic Procrastination predicting Academic Performance is studied. The indirect effect from Academic Burnout to Academic Procrastination and Academic Procrastination to Academic Performance was significant ( $\beta = -0.011$   $P < 0.001$ ). As  $\beta$  value is reduced from -0.421 to -0.011 but still significant, therefore it can be concluded that Academic Procrastination partially mediates the relationship between Academic Burnout and Academic Performance.

## DISCUSSION

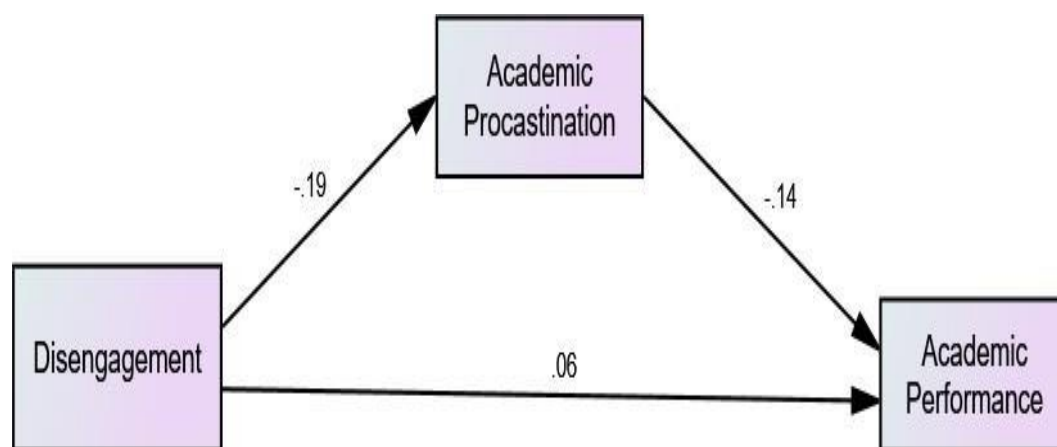
Mediation analysis revealed high Academic Burnout level was associated with high Academic Procrastination level and with lower performance level. It indicated a positive relationship between Academic Burnout and Academic Procrastination. There was no mediation effect of any other variable between Academic Burnout and Academic Procrastination. It means undergraduates feels academic pressure, lack interest in academic activities and poor coping strategies that



leads to postponement of academic chores which results in Academic Procrastination. Anaita (2020) revealed that procrastination do not acts as a mediator between fear of failure and student performance in academics whereas Enayati (2017) found a significant relationship amid the student's attitudes toward the university and their Academic Burnout mediated Academic Procrastination and Garavand (2021) concluded that motivation to Academic Burnout was confirmed through the mediation of Academic Procrastination. It suggested a negative relationship between Academic Burnout and performance in through the mediation of Academic Procrastination. It means undergraduates' performance studying in colleges is affected by burnout conditions along with mediation impact of Academic Procrastination. Moreover, the findings revealed an inverse correlation between Academic Procrastination and Performance with no mediation effect of any other variable between them. Rajapakshe (2021) Academic Procrastination had a direct impact on performance in academics whereas Wasim (2021) interpreted Academic Procrastination as a negative mediator amid emotional intelligence and performance. To promote the performance among college undergraduates, more focus paid to arouse interest in academic tasks by avoiding Academic Procrastination and burnout.

#### 4.9 OBJECTIVE 8

To verify the mediating role of Academic Procrastination on the relationship between Disengagement and Academic Performance of college students.



**Figure 4.29 : Mediation Model of Academic Procrastination, Disengagement and Academic Performance of College Students.**

The relationship amid disengagement and Academic Procrastination was not significant (standard Estimate = - 0.06,  $p > 0.001$ ), indicated that disengagement was not associated with higher levels of Academic Procrastination. The relationship amidst Academic Procrastination and Performance was negative but insignificant at the conventional level (standard Estimate = -0.14,  $p < 0.001$ ). The relationship amid disengagement and Performance was inverse and highly notable (standard Estimate = 0.25,  $p < 0.001$ ), indicated that higher levels of disengagement were associated with lower performance.

**Table 4.64 : Mediation Effect between Academic Procrastination, Disengagement and Academic Performance of College Students.**

<b>Effect Between</b>	<b>Direct</b>	<b>Indirect</b>	<b>Total</b>
Disengagement-> Academic Procrastination	-0.189	0	-0.189
Disengagement->Academic Performance	0.057	-0.026	0.084
Academic Procrastination ->Academic Performance	-0.139	0	-0.139

First direct effect between Disengagement and Academic Performance was studied controlling for Academic Procrastination ( $\beta = -0.189$ ,  $p < 0.001$ ). The direct effect between Disengagement and Academic Performance was significant which fulfilled the first condition of mediation analysis. Again, as seen from Table 4.64 Disengagement affect Academic Procrastination ( $\beta = 0.057$ ,  $p < 0.001$ ). Also Academic Procrastination predicts Academic performance ( $\beta = -0.139$ ,  $p = 0.072$ ). Then multiple regression analysis with Disengagement and Academic Procrastination predicting Academic Performance is studied. The indirect effect from Disengagement to Academic Procrastination and Academic Procrastination to Academic Performance was significant ( $\beta = -0.026$ ,  $p < 0.001$ ). As  $\beta$  value is reduced from 0.0571 to -0.026 but still significant, therefore it can be concluded that Academic Procrastination partially mediates the relationship between Disengagement and Academic Performance.

## DISCUSSION

Mediation analysis found that disengagement was not associated with high academic procrastination level where as high disengagement level were associated with low performance. It revealed a negative relationship between disengagement and academic procrastination with no mediation effect of any other variable between disengagement and academic procrastination whereas Li (2023) found that academic procrastination mediated the effect of problematic smart phone use on school engagement and disengagement of school students. It means when students were not engaged in their academic chores, they usually postponed their tasks and did not feel included. It was found a positive relationship between disengagement and performance in academics. Along with a small indirect effect of other variables mediated through academic procrastination. It was concluded a negative relationship between academic procrastination and Performance with no mediation effect of any other variable between them. Rajapakshe (2021) academic procrastination had a direct impact on performance whereas Wasim (2021) interpreted academic procrastination acts as negative mediator amid emotional intelligence and performance. Uztemur (2020) academic procrastination negatively predicted academic success. Moreover, the partial mediating effect of academic procrastination amid social media addiction and success in academics was significant. Anaita (2020) found procrastination did not acts as mediator among fear of failure and student academics.

## **Chapter – 5**

# **CONCLUSIONS, IMPLICATIONS, LIMITATIONS AND SUGGESTIONS**

## **5.1 CONCLUSIONS**

### **5.1.1 Results pertaining to descriptive and inferential statistics**

#### **Academic Burnout**

1. It was found from percentage analysis that first year undergraduate students undergoes low level of Academic Burnout and dimensions of Academic Burnout possesses average level of Academic Burnout.
2. In this research, it was found no significant change in Academic Burnout of undergraduates on the basis of gender. Moreover, no significant change was found in dimensions of Academic Burnout among first year college students gender wise.
3. The findings showed no significant change was found amid Academic Burnout with respect to locale. Moreover, there was no discernible change in personal, studies, classmate and instructor related dimension of Academic Burnout of urban and rural college students.
4. Academic Burnout among college students studying commerce, science, and the humanities (arts) varied considerably. Moreover, Academic Burnout of college students studying in commerce stream was significantly higher than students studying in humanities (Arts) stream and no discernible change is found in Academic Burnout of first year college students studying in science and commerce streams. Moreover, no discernible change was found in personal and instructor related burnout of Academic Burnout among first year college students studying in humanities (Arts), science and commerce stream whereas there was significant difference in dimension studies related and classmate related burnout of Academic Burnout among undergraduates studying humanities (Arts), science and commerce streams.

5. It was found that studies related burnout of Academic Burnout of first year college students studying in science stream was significantly higher than students studying in humanities (Arts) stream. No discernible change in studies related dimension of Academic Burnout of college students studying in humanities (Arts) & commerce and science & commerce streams. Results revealed that classmate related burnout of Academic Burnout of college students studying in science stream was significantly higher than students studying in humanities (Arts). Also, dimension classmate related burnout of Academic Burnout of college students studying in commerce stream was significantly higher than students studying in humanities (Arts). No significant difference in dimension classmate related dimension of Academic Burnout of first year college students studying in science & commerce streams.

### **Disengagement**

6. It was found that 58.9% undergraduate college students had low level of disengagement and dimensions of disengagement namely emotional disengagement, social disengagement, behavioral disengagement and cognitive disengagement had average level of disengagement.
7. There was a significant variation in undergraduate disengagement depending on gender. Further, the female first year undergraduates had significantly higher level of disengagement than male. No discernible change was found in emotional disengagement of students in colleges on the basis of gender. When social, behavioral and cognitive disengagement was studied, it was found a significant difference in social disengagement, behavioral disengagement and cognitive disengagement among male and female college students. Females had high social, behavioral and cognitive disengagement level than males.
8. No discernible change was found in disengagement with regard to locale. There was no notable change in dimension emotional disengagement and cognitive disengagement location wise whereas in social disengagement and behavioral disengagement, there exists a noticeable difference in these dimensions among urban and rural first year college students.

9. Results revealed no significant difference was found in disengagement among first year college students studying humanities (Arts), science and commerce streams. There was significant difference in dimensions of disengagement among college students with respect to streams but no significant change was found in behavioral disengagement among these stream students.
10. Post hoc tests showed no discernible change in emotional and social disengagement among any streams. In cognitive disengagement, tests revealed that students studying humanities (Arts) stream had significantly higher level than students studying science stream.

### **Academic Performance**

11. Percentage analysis confirmed that majority of the undergraduate college students had low performance.
12. Results showed a significant difference exists amid undergraduates' performance with regard to gender. Female undergraduates had significantly higher level of academic performance than male.
13. Findings showed a significant difference exists among performance of urban and rural first year students. Urban undergraduates had significantly high performance than rural college students.
14. A significant difference exists among college students' academic performance studying three major streams.
15. Undergraduates' academic performance studying science stream was significantly higher than students studying in humanities (Arts). Also, performance of undergraduates studying commerce stream was significantly higher than students studying in humanities (Arts). But no significant change exists in performance of undergraduates studying science and commerce streams.

### **Academic Procrastination**

16. The findings of this study showed first year undergraduate students had low level of Academic Procrastination and its dimensions i.e. time management, task aversiveness and laziness possess average level.

17. It was discovered that there were notable gender differences in Academic Procrastination scores among undergraduates. Male first year undergraduates had significantly high level of Academic Procrastination than female students. But no discernible change gender wise was found in time management of Academic Procrastination. Results revealed male college students were more lazy and had higher task aversiveness than females.
18. A significant difference was found in Academic Procrastination of undergraduate college students with respect to locale. Also, rural first year students had significantly high level of Academic Procrastination than urban. No notable variation exists amid dimension time management and laziness of Academic Procrastination location wise whereas a notable variation was found in dimension task aversiveness of Academic Procrastination with regard to locale. Rural college students had higher task aversiveness as compared to urban college students.
19. Results showed no discernible change in Academic Procrastination among college undergraduates studying humanities (Arts), science and commerce streams. Moreover, there was no discernible change in dimension task aversiveness and laziness of Academic Procrastination among college first year students of these streams. But a significant difference was found in time management dimension of Academic Procrastination among first year students of three streams.
20. Post hoc tests results revealed that students of commerce stream had significantly higher level of time management than students of science stream.

### **5.1.2 Results pertaining to Correlation**

21. A significant negative relationship exists amid Academic Burnout and performance of male and female undergraduates in academics. On the basis of locale, a significant negative relationship was found among Academic Burnout and performance in academics of college students. Results showed a notable inverse association amid Academic Burnout and performance of humanities

(Arts), science and commerce stream students. A notable opposite relationship was revealed between Academic Burnout and performance of undergraduates.

22. No noticeable association exists amidst disengagement and performance of male undergraduates in academics and notable relationship exists between disengagement and performance among female undergraduates in academics. On the basis of locale, it was found no significant relationship exists amid disengagement and performance among urban and rural college students. Findings revealed no significant relationship exists amid disengagement and performance in humanities (Arts) and science stream students whereas a significant positive relationship amid disengagement and performance among commerce undergraduates was found. A significant positive relationship exists in the middle of disengagement and performance among undergraduates.
23. A noteworthy inverse correlation was discovered between Academic Procrastination and the performance of both male and female undergraduates. Similarly, a significant opposite association exists amid Academic Procrastination and performance among undergraduates with regard to gender. On the basis of streams, no significant relationship exists amid Academic Procrastination and performance among undergraduates having humanities (Arts) stream and a significant negative relationship was discovered amid Academic Procrastination and performance in academics of science and commerce undergraduates. A significant inverse association exists amid Academic Procrastination and among undergraduates' performance.
24. With regard to gender, it was found a significant direct relationship exists amid Academic Burnout and Academic Procrastination college undergraduates. A significant direct association amidst AB and Academic Procrastination among urban and rural first year students. In this research study, no significant association was found between Academic Burnout and Academic Procrastination among college students studying humanities (Arts) stream whereas a significant positive relationship exists amid Academic Burnout and Academic Procrastination among science and commerce undergraduates.



Moreover, a significant positive relationship was found between Academic Burnout and Academic Procrastination among undergraduates.

25. Findings showed a significant negative relationship exists amid disengagement and Academic Procrastination among male and female college students. On the basis of locale, there was significant negative relationship between disengagement and Academic Procrastination among urban and rural college students. There was a significant negative relationship between disengagement and Academic Procrastination among college students of humanities (Arts) stream, science stream and commerce stream. In this research, it was found that there was significant negative relationship between disengagement and Academic Procrastination among college students.
26. When these variables were analyzed dimension wise, a notable inverse association exists amid personal burnout and performance, and study related burnout and performance among college students. Similarly, results revealed that there was significant negative relationship between classmate related burnout and performance, and instructor related burnout and students' performance.
27. The findings revealed a positive relationship was found amid emotional disengagement and performance in academics, and behavioral disengagement and undergraduates' performance whereas no significant relationship exists among social disengagement and performance, and cognitive disengagement and performance of first year college students.
28. Dimension wise, it was found a significant inverse relationship amid time management, task aversiveness, laziness and undergraduates' performance. Moreover, a significant inverse association was found between Academic Procrastination and performance of undergraduates.
29. A significant inverse association exists amid personal burnout and emotional disengagement and no significant relationship between personal burnout and social disengagement was found. A significant negative relationship among

personal burnout and behavioral disengagement while no significant relationship exists between personal burnout and cognitive disengagement. In case of studies related burnout, a significant negative relationship was found among studies related burnout and emotional disengagement, and studies related burnout and behavioral disengagement whereas no significant relationship exists between studies related burnout and social disengagement, and studies related burnout and cognitive disengagement. Results showed a opposite correlation amid classmate related burnout and emotional disengagement, and classmate related burnout and behavioral disengagement while no significant relationship between classmate related burnout and social disengagement, and classmate related burnout and cognitive disengagement. The findings showed a significant negative relationship was found among instructor related burnout and emotional disengagement whereas there was no meaningful connection amid instructor related burnout and social disengagement, instructor related burnout and behavioral disengagement, and instructor related burnout and cognitive disengagement.

### **5.1.3 Results pertaining to Regression**

30. Regression analysis revealed that Academic Burnout had significant influence on performance in academics of college students and disengagement had significant influence on performance of first year college students. It was found that Academic Procrastination had significant influence on performance in academics of undergraduates. While verify the impact of Academic Burnout, Disengagement and Academic Procrastination on performance of undergraduates in academics, it was found that Academic Burnout had significant influence on students' performance and disengagement had no significant impact on college students' performance. In addition, Academic Procrastination had no significant influence on performance of college students.

### **5.1.4 Results pertaining to Mediation**

31. High level of Academic Burnout was linked with high level of Academic Procrastination and with lower levels of performance. It indicated a positive

relationship was found amid Academic Burnout and Academic Procrastination. There was no mediation effect of any other variable between Academic Burnout and Academic Procrastination. It suggested an inverse association was found amid Academic Burnout and performance was found with a small indirect effect of other variables mediated through Academic Procrastination. The findings revealed a negative relationship amid Academic Procrastination and performance with no mediation effect of any other variable between Academic Procrastination and performance in academics.

32. It was found that disengagement was not associated with high level of Academic Procrastination whereas high level of disengagement were associated with lower performance. It revealed a negative relationship between disengagement and Academic Procrastination with no mediation effect of any other variable between disengagement and Academic Procrastination. It was found a positive relationship exists between disengagement and performance. Along with a small indirect effect of other variables mediated through Academic Procrastination. It was concluded a negative relationship was found amid Academic Procrastination and performance with no mediation effect of any other variable between Academic Procrastination and performance in academics.

## **5.2 RECOMMENDATIONS**

1. *The dimensions of Academic Burnout i.e. personal, studies, classmate and instructor related burnout possesses average level of Academic Burnout. Make time for social activities help undergraduate students to overcome personal burnout where setting up reasonable goals and better time management reduce different dimension of burnout among them.*
2. *A significant difference in Academic Burnout among humanities, science and commerce students. Moreover, Academic Burnout amidst college students studying in commerce stream was significantly higher than students studying in humanities (Arts) stream. It is required to study and take breaks at regular intervals. For commerce undergraduate students, when they are tired, do not study and take some rest.*

3. *Dimensions of disengagement namely emotional disengagement, social disengagement, behavioral disengagement and cognitive disengagement had average level of disengagement.* Firstly it is mandatory to understand the reasons behind disengagement. Active learning techniques, student engagement with each other in the classroom, give priority to wellness issues of undergraduates.
4. *The findings showed a significant variation in disengagement of undergraduates gender wise. Female college students had significantly higher level of disengagement than male college students.* Create a positive environment where female students can openly share their issues and problems, negative feedback should be discouraged, female students should be aware of their talents and potentials and child centered education should be encouraged.
5. *When disengagement dimensions were studied, female students had significantly higher level of social disengagement, behavioral disengagement and cognitive disengagement.* Teachers acts as a friend, philosopher and guide especially for female students. Provide support and motivation to female students with their academic work, show interest in their hobbies and skills. Above all privacy of girls issues and concerns should be top priority.
6. *There was a significant difference in social disengagement and behavioral disengagement dimensions among urban and rural college students.* In rural colleges, there is a lack of quality teachers, poor classroom attendance and non-involvement of students in classroom chores. In rural colleges teacher quality should be enhanced, involvement of students in curricular and co- curricular tasks should be encouraged, more stress on collaborative tasks.
7. *Majority of the undergraduate college students had low level of performance.* Among first year undergraduates it is necessary to build good self study habits, utilizing time efficiently, set specific goals, enhance classroom engagement and avoid procrastination.
8. *Results showed a significant variation in gender wise performance of first year undergraduates. Female undergraduates had high level of performance than*

*male college students.* Male students need to be more organized and systematic, build a positive attitude, identify their strengths and weaknesses and follow college code of conduct.

9. *A significant difference in performance of first year undergraduates with regard to locale. Urban undergraduates had high level of performance than rural first year students.* Ensure modern technology, digital platforms, internet connection and well trained teachers who use modern methods and techniques for effective teaching. Provision of conducive environment for students promotes effective learning.
10. *A significant difference in performance among humanities science and commerce first year students. Performance of undergraduates studying science stream was significantly higher than students studying in humanities (Arts). Also, Performance of undergraduates studying commerce stream was significantly higher than students studying humanities (Arts).* Undergraduates' performance in humanities (Arts) stream should be uplifted. More stress on practice, critical thinking skills should be improved, proper planning and organization, goal setter, positive attitude and be focused.
11. *Dimensions of Academic Procrastination i.e. time management, task aversiveness and laziness possess average level.* Eliminate all hurdles and distractions in the way of study, it is recommended to make a plan, focused on self study and give self reward for smaller moves which leads to motivation.
12. *Male college students had higher level of Academic Procrastination than female first year college students.* Prefer learning in small steps rather than big ones, be flexible and set targets. The most important thing for male students is to establish a routine, prepare a schedule and practice mindfulness.
13. *Students of rural colleges had significant greater Academic Procrastination level than urban.* Rural students should recognize that procrastination is a harmful habit. It is recommended to be an effective planner and good organizer. Stress and anxiety should be avoided and adopt effective coping strategies.

### **5.3 LIMITATIONS**

1. Number of students is a matter of concern in rural areas colleges.
2. Biasness of responses and response left unfilled is a major limitation.
3. Less students especially males in science stream in rural areas is a major limitations.
4. Tool selection, cost factor and seeking permission is a time consuming process
5. Language acts a barrier among rural undergraduates while filling the responses.
6. Time, energy and money acts as an obstacles in the pathway of this study.

### **5.4 SUGGESTIONS FOR FURTHER RESEARCH**

1. Data from Indian states other than Punjab can be collected for future research.
2. The study can be conducted on dimensions of disengagement such as goal disengagement, moral disengagement and psychological disengagement.
3. It can be done on the students of class 11th as they entered into new streams and new environment. Students of second year can also be studied.
4. The future research can be replicated to first year medical students, engineering students, law students, technology students, nursing and other professional courses to study the influence of Academic Burnout and Disengagement on the Academic Performance of college students along with mediating role of Academic Procrastination.
5. Scales used in this research can be validated on the larger sample.
6. In future research, colleges used in this research can be categorized on the basis on government colleges, aided colleges and self-financed colleges. Data can be fetched from Part time, Correspondence and Distance Education students.
7. The selection of colleges from districts of Punjab from Majha, Malwa and Doaba region was based on the highest number of enrolment, and on the basis

of gender, locale and stream. Moreover same and different selection criteria may be adopted for future research.

8. In this present research, demographic variables are limited to gender, locale and streams. In future research, other than these demographic variables like age, home environment and financial conditions may be considered for in depth knowledge related to present research study.
9. Performance was comprised of overall percentage only. CGPA and grades can be a part of research.
10. Future studies can be carried out to investigate the effects of academic burnout and disengagement on the academic performance of learners, as well as the moderating significance of Academic Procrastination.
11. Other variables can be added in future research such as self efficacy, phone addiction, motivation, emotional regulation, psychological distress, loneliness, mental health and self-concept etc. as they are not confined to particular this set of variables.

# **SUMMARY**

## **INTRODUCTION**

Students are the protagonist for any educational organization. It is prior responsibilities of families and educational institutions that they should take care of students' performance. Today's system revolves around the success and failure of the students as survival of educational institution depends upon the performance of their pupils. Examination reflects the hardcore efforts of students to obtain good marks in different subjects in a particular term is also visualized. It is the result of students' intellectual and cognitive abilities. But various factors impact the performance of first year undergraduate students in academics. Classroom environment, students' study habits, disinterest in subject matter, teachers' behavior, curriculum framework, financial stability, distractions, methods of teaching, and poor time management Arora (2017). These factors distract students' attention in academic tasks and lead to disengagement among them.

Disengagement is a non-involvement of students in academic chores which results in stress, frustration and anxiety in the mind of the students. It is linked with behavior and personality disorders resulting in dropout among college students. Excessive academic stress, anxiety and pressure of timely submission of academic tasks, academic load and work burden leads to Academic Burnout. When these conditions are mismanaged, they become reason behind burnout conditions. The symptoms of burnout conditions vary person wise as well as situation wise. Disengagement and Academic Burnout together leads to no goal-setting in an individual's life which creates disappointment among students. No interest in academic work along with pressure of timely submission of assignments leads to delay in academic works. Lack of personal commitment towards a particular task, assignment, or activity results in procrastination.

General procrastination was an important indicator of Academic Procrastination Sirin (2011). It is a desire among pupils to delay their work as they consider academic tasks are boring Vodanovich (1999). Poor organizational skills



and time management, high stress Sriois et al. (2003), anxiety Lay (1994), depression Saddler (1993), and lack of technical knowledge lead to Academic Procrastination. In addition, Academic Burnout, Disengagement, and Academic Procrastination have an impact upon students' performance in academics.

## **RESEARCH GAPS**

The review has thrown light on the different studies related to Academic Burnout, Disengagement, Academic Performance, and Academic Procrastination among students wherein the following research gaps were found:

1. There was a huge dearth of relevant literature especially national studies in the area of disengagement. Studies related to goal disengagement (Chen 2019), school disengagement (Sabry 2006), academic disengagement (Salamonson 2009), psychological disengagement (Verkuyten 2014, Zhao 2019), and student disengagement (Castella 2015) have been studied but less studies related to disengagement as a whole in special reference to Punjab state was found.
2. After review very less number of studies have been found related to disengagement and Academic Procrastination. Far less evidence of research was seen in the studies related to the Majha, Doaba, and Malwa regions of Punjab state.
3. During the review of related literature, it was found that Academic Procrastination was studied with life satisfaction, self-esteem, peer pressure, self-regulation, goal disengagement, sensation seeking, burnout, and Performance. The variable of Academic Procrastination has been explored separately with goal disengagement, burnout, and performance. But there are meager studies where all these above-said variables are taken together.
4. During the review of related literature, it was found that the sample in most of the studies were university and school students. Very few studies were evidenced where researchers had taken samples of undergraduate students. There is a need to study, particularly first-year undergraduate students because after school first year in college is a period where they have to make different types of adjustments in personal life or academic field.

5. There is a lack of research studies regarding disengagement among undergraduate college students in the context of Punjab state. Disengagement along with its various dimensions would be a fascinating topic to explore further.
6. Few studies on Academic Procrastination and Academic Burnout among first year college students were reviewed. But, lack of research studies regarding Academic Procrastination and Academic Burnout in India especially in Punjab.

### **SIGNIFICANCE OF THE STUDY**

In today's competitive scenario, an individual needs to be successful in life. During the last years in schools, pressure among adolescent students to choose the right discipline in the right institution has commenced. It further continues from school life to college life as in colleges students are more prone to self-study and library visits rather than spoon-feeding by teachers. They have to prepare their notes, assignments, and sessional work in due course of time. In addition, this age period has been thought of as a period of 'stress and storm' where multiple thoughts enter and exit from an individual's mind which sometimes results in the postponement of various tasks.

This postponement in education is termed as Academic Procrastination which has a detrimental effect on students' achievement and health leading to depression, low self-esteem, frustration, guilt, stress, and anxiety. This study will emphasize the need on the part of students to manage delays and prioritize their tasks to avoid Academic Procrastination which may adversely influence the performance of students in academics. It will help the teachers how to handle those students who generally procrastinate in classrooms and understand the causes behind their procrastination.

In addition, Academic Burnout is the main reason behind the different behaviors among students. It influences the relationship between teachers and students. The problem of burnout in colleges is difficult to recognize as college students are used to high levels of stress related to their work but if this problem is

ignored it leads to severe health issues such as depression. The results pertaining to types of disengagement on the part of students may highlight it as one of the causes behind poor performance which may consequently help in improving their grades by making decisions wisely. This study will help teachers as well as college administrators to keep an eye on burnout issues and frame guidelines to manage the workload of students to improve their marks. This study will provide a sound base for policymakers to determine the appropriate curriculum load for the students.

Moreover, disengagement when studied with Academic Burnout and Academic Procrastination, helps parents and teachers to identify the reasons why students feel disengaged from academic tasks and how to overcome their problem. This study will help the teachers to use innovative methods and techniques in the classroom to make teaching interesting and innovative which may further solve the problem of academic disengagement among students. The study shall be very useful for the planners and policymakers of the educational system to frame the policies in light of the recommendations of this study. Lastly, the study will be very much helpful to the administrators in understanding the psychological needs of the students and making efforts to adjust them properly in college, especially first-year students. Guidance Cell may be set up in colleges to solve the emotional and stress-related problems of students.

Academic Procrastination is a novel idea and therefore not much research has been done in this area, especially in Punjab state. This study is of pivotal importance for students, teachers, parents, administrators, and policymakers. Keeping these factors in mind, the investigator resolved to study the impact of Academic Burnout and Disengagement on college students' performance with the mediating role of Academic Procrastination.

## **STATEMENT OF THE PROBLEM**

"INFLUENCE OF ACADEMIC BURNOUT AND DISENGAGEMENT ON ACADEMIC PERFORMANCE OF COLLEGE STUDENTS: THE MEDIATING ROLE OF ACADEMIC PROCRASTINATION"

## **OPERATIONAL DEFINITIONS**

### ➤ **Academic Burnout**

In this study, Academic Burnout is defined as a serious condition leads to physical and emotional depletion of energy and results in frustration and anxiety caused due to long-term study or college assignments or activities.

### ➤ **Disengagement**

Disengagement refers to student disengagement which means disconnection, detachment, or non- involvement of students from different activities or a particular domain or tasks conducted in their classroom. It refers to the permanent behavior of the students and their passivity towards academic tasks.

### ➤ **Academic Performance**

It refers to marks or results obtained by a student in all subjects at the end of his/her semester or term.

### ➤ **Academic Procrastination**

Academic Procrastination refers to a special form of delaying or postponing the college tasks and activities assigned to students as they show disinterest in performing these academic activities.

## **OBJECTIVES**

1. To study the level of Academic Burnout, Disengagement, Academic Performance, and Academic Procrastination among college students.
2. To find out the difference in Academic Burnout, Disengagement, Academic Performance, and Academic Procrastination among college students with regard to their gender, locale, and stream.
3. To find out the relationship of Academic Burnout, and Disengagement with Academic Performance.
4. To find out the relationship of Academic Procrastination with Academic Performance.

5. To find out the inter-relationship of Academic Burnout and Disengagement with Academic Procrastination.
6. To verify the influence of Academic Burnout, Disengagement, and Academic Procrastination on the Academic Performance of college students.
7. To verify the mediating role of Academic Procrastination on the relationship between Academic Burnout and the Academic Performance of college students.
8. To verify the mediating role of Academic Procrastination on the relationship between Disengagement and the Academic Performance of college students.

## **HYPOTHESES**

1. There exists no significant difference in Academic Burnout among college students with regard to their gender, locale, and stream.
2. There exists no significant difference in Disengagement among college students with regard to their gender, locale, and stream.
3. There exists no significant difference in Academic performance among college students with regard to their gender, locale, and stream.
4. There exists no significant difference in Academic Procrastination among college students with regard to their gender, locale, and stream.
5. There exists no significant relationship between Academic Burnout and Disengagement with Academic performance.
6. There exists no significant relationship between Academic Procrastination with Academic performance.
7. There exists no statistical significance difference among inter-relationship of AB and Disengagement with Academic Procrastination.
8. Academic Burnout, Disengagement, and Academic Procrastination do not influence the Academic performance of college students.
9. Academic Procrastination does not mediate the relationship amid Academic Burnout and the Academic performance of college students.

10. Academic Procrastination does not mediate the relationship amid Disengagement and the Academic performance of college students.

### **DELIMITATIONS**

- Taken into account, time and physical resources this study was limited to 50% of districts from Majha, Doaba, and Malwa region of Punjab.
- The research was restricted to first-year undergraduates only.
- The study was delimited to those colleges where Arts, Commerce, and Science Stream is available.
- The investigation was limited to co-educational colleges.
- The study was limited to regular students.

### **RESEARCH METHOD**

Descriptive Survey method was used to reach the objectives. Descriptive studies were conducted to gather detailed view of present phenomenon with the motive of utilizing information to justify present circumstances and to frame effective plans for refining them.

### **SAMPLING**

A multistage random sampling technique was employed. The areas chosen were Majha, Doaba and Malwa region of Punjab. There were total 23 districts in Punjab. The selection criteria for districts was 50% of districts were taken from each region based on these four conditions.

- Districts was selected on the basis of highest enrolment of undergraduate students.
- Districts represented both urban and rural area on the basis of stream and co-education.
- Colleges selected were co-education.

- Those colleges were selected where Arts, Commerce and Science Stream was available.

On the basis of these conditions, the following districts from Majha region **Amritsar and Gurdaspur** were selected out of 4 districts i.e. Amritsar, Pathankot, Gurdaspur and Tarn Taran as per (<http://en.m.wikipedia.org/wiki/Majha>); from Doaba region **Jalandhar and Hoshiarpur** were selected out of 4 districts i.e. Jalandhar, SBS Nagar, Kapurthala and Hoshiarpur as per (<http://en.m.wikipedia.org/wiki/Doaba>); while from Malwa region **Patiala, Ludhiana, Bathinda, Sangrur, Sri Mukstar Sahib, Rupnagar and Fatehgarh Sahib** were selected out of 15 districts as per ([http://en.m.wikipedia.org/wiki/Malwa\\_ \(Punjab\)](http://en.m.wikipedia.org/wiki/Malwa_(Punjab))) as per the official statistics available at Open Government Data Portal Punjab official website of Punjab (<http://punjab.data.gov.in/>)

The sample was collected from 11 districts out of total 23 districts of Punjab. The sample was raised through multi-stage random sampling technique from Punjab state. From each district, one rural and one urban college was selected randomly. From each college, 60 students were selected with alternate roll numbers. Data was collected from 20 students from science stream, 20 from commerce and 20 from arts stream.

## **PROCEDURE OF DATA COLLECTION**

With prior permission from college authorities, data was collected during college hours through personal visits in the campus. Before administration of tools, all the subjects were made familiar with the purpose of the study. Then the subjects were motivated to give appropriate and optimum response to each and every part of questionnaire given to them. The directions were given to the subjects to understand the procedure to be followed to fill up the questionnaire, they were given the chance to ask questions and have their doubts clarified. Request was made to the subjects to note their responses to every question. The researcher made every effort to ensure that the subjects experienced either no or little distraction. The subjects was given sufficient time to answer the questionnaire. The questionnaire was returned from

subjects after it was duly filled. Thorough screening was done to ensure that no questions were left unanswered.

## RESEARCH TOOLS

**Academic Burnout** - For examining the Academic Burnout, "The Copenhagen Burnout Inventory Student Version" (2012) by Campos, Juliana & Carlotto, Mary & Maroco, João was used. It was designed for college *students*. This scale was divided into four dimensions and revalidated as per Indian context.

**Disengagement** - For assessing disengagement among students' Student Disengagement Scale (2017) by Saito, Akihiro & Smith, Michael was used. It was designed for students in colleges and higher education. It was a 5-point Likert scale which consists of 34 items. The scale was revalidated as per Indian context.

**Academic Performance** - For assessing the students' performance previous year/semester percentage was taken as reported by students and simultaneously validated from institutional records.

**Academic Procrastination** - For examining the Academic Procrastination, Academic Procrastination Scale (2016) by Dr. Alok Kumar Upadhyay and Dr. Meenu Singh was used as per the population of the study. This scale consisted of 20 items. The items of this scale designed with likert five point scale. Content validity was established and the nature of the items reflected face validity of the test. The scale was adapted as per the population of the study.

## STATISTICAL TECHNIQUES

Statistics provide concrete base to all research activities. It plays a pivotal role in analyzing data and draw conclusions. In the present study:

1. Mean value, S.D., Skewness and Kurtosis were calculated to ascertain the trend of data.
2. T-test, ANOVA and Post-hoc tests were used to discover the significant differences with respect to gender, locale and stream.



3. The association between the variables were ascertained by employing correlation techniques.
4. Regression analysis technique was used to study the model of the study.
5. Furthermore, factor analysis and other higher order stats was applied for the standardization of tools.

## CONCLUSIONS

1. It was found from percentage analysis that first year undergraduate students undergoes low level of Academic Burnout and dimensions of Academic Burnout i.e. personal, studies related, classmate related and instructor related burnout possesses average level of Academic Burnout.
2. In this research, it was found no significant change in Academic Burnout of undergraduate students on the basis of gender. Moreover, no significant change was found in personal, studies related, classmate related and instructor related burnout dimensions of Academic Burnout among first year college students with respect to gender.
3. The findings showed no significant change was found amid Academic Burnout of urban and rural undergraduates. Moreover, there was no discernible change in personal, studies related, classmate related and instructor related burnout dimension of Academic Burnout of urban and rural college students.
4. On the basis of streams, it was a significant difference in Academic Burnout amid college students studying humanities (Arts), science and commerce streams. Moreover, Academic Burnout of college students studying in commerce stream was significantly higher than students studying in humanities (Arts) stream and no discernible change was found in Academic Burnout of first year college students studying in science and commerce streams. Moreover, no discernible change was found in personal and instructor related burnout of Academic Burnout among first year college students studying in humanities (Arts), science and commerce stream whereas there was significant difference in dimension studies related and classmate related burnout of

Academic Burnout among undergraduates studying humanities (Arts), science and commerce streams.

5. It was found that studies related burnout of Academic Burnout of first year college students studying in science stream was significantly higher than students studying in humanities (Arts) stream. No discernible change in studies related dimension of Academic Burnout of college students studying in humanities (Arts) & commerce and science & commerce streams. Results revealed that classmate related burnout of Academic Burnout of college students studying in science stream was significantly higher than students studying in humanities (Arts). Also, dimension classmate related burnout of Academic Burnout of college students studying in commerce stream was significantly higher than students studying in humanities (Arts). No discernible change in dimension classmate related dimension of Academic Burnout of first year college students studying in science & commerce streams.
6. It was found that 58.9% undergraduate college students had low level of disengagement and dimensions namely emotional, social, behavioral and cognitive had average level of disengagement.
7. On the basis of gender, the findings showed a significant difference in disengagement among undergraduates. Further, the mean value of disengagement of female college students was more than mean value of male undergraduates reflecting female first year undergraduates had significantly higher level of disengagement than male. No discernible change was found in emotional disengagement of college undergraduate students on the basis of gender. When social, behavioral and cognitive disengagement was studied, it was found a significant difference in social disengagement, behavioral disengagement and cognitive disengagement among male and female college students. Females had significant greater social, behavioral and cognitive disengagement level than males.
8. No significant change was found in disengagement of urban and rural college students. There was no significant change in dimension emotional

disengagement and cognitive disengagement among urban and rural college students whereas in social disengagement and behavioral disengagement, there exists a significant difference in these dimensions among urban and rural first year college students.

9. Results revealed no significant change was found in disengagement among first year college students studying humanities (Arts), science and commerce streams. There was significant difference in dimensions emotional disengagement, social disengagement and cognitive disengagement among college students studying in humanities (Arts), science and commerce streams but no discernible change was found in behavioral disengagement among first year college students studying humanities (Arts), science and commerce streams.
10. Post hoc tests showed no significant change in emotional and social disengagement among any streams. In cognitive disengagement, tests revealed that students studying humanities (Arts) stream had significantly higher level than students studying science stream.
11. Percentage analysis confirmed that majority of the undergraduate college students had low performance.
12. Results showed a significant difference exists amid undergraduates' performance with regard to gender. Female undergraduates had significantly higher level of performance than male.
13. Findings showed a significant difference exists among performance of urban and rural first year students. Urban undergraduates had significantly high performance than rural college students.
14. A significant difference exists among students' performance studying humanities (Arts), science and commerce streams.
15. Performance of first year undergraduates studying science stream was significantly higher than students studying in humanities (Arts). Also, undergraduates' performance in studying commerce stream was significantly

higher than students studying in humanities (Arts). But no discernible change exists in performance of undergraduates studying science and commerce streams.

16. The findings of this study showed first year undergraduate students had low level of Academic Procrastination and its dimensions i.e. time management, task aversiveness and laziness possess average level.
17. It was found that there was significant difference in Academic Procrastination of undergraduate college students with regard to gender. Male first year undergraduates had significantly high level of Academic Procrastination than female students. But no significant change was found in time management of Academic Procrastination of male and female college students. In this study, a significant difference exists in dimension task aversiveness and laziness of Academic Procrastination of male and female college students. Results revealed male college students are more lazy and have higher task aversiveness.
18. A significant difference was found in Academic Procrastination of undergraduate college students with respect to locale. Also, rural first year students had significantly high level of Academic Procrastination than urban college students. The finding showed that there was no significant difference in dimension time management and laziness of Academic Procrastination of urban and rural college students whereas a significant difference was found in dimension task aversiveness of Academic Procrastination of urban and rural college students. Rural college students had higher task aversiveness as compared to urban college students.
19. Results showed no discernible change in Academic Procrastination among college undergraduates studying humanities (Arts), science and commerce streams. Moreover, there was no discernible change in dimension task aversiveness and laziness of Academic Procrastination among college first year students studying humanities (Arts), science and commerce streams. But a significant difference was found in time management dimension of Academic Procrastination among first year students studying in humanities (Arts), science and commerce streams.

20. Post hoc tests results revealed that students of commerce stream had significantly higher level of time management than students of science stream.
21. A significant negative relationship exists amid Academic Burnout and performance of male and female undergraduates in academics. On the basis of locale, a significant negative relationship was found among Academic Burnout and performance of urban and rural college students. Results showed significant negative relationship amid Academic Burnout and performance of humanities (Arts), science and commerce stream students. A significant negative relationship was revealed between Academic Burnout and performance of undergraduates in academics.
22. No significant relationship exists between disengagement and male undergraduates' performance and significant relationship exists between disengagement and performance among female undergraduates in academics. On the basis of locale, it was found no significant relationship exists amid disengagement and performance among urban and rural college students. Findings revealed no significant relationship exists amid disengagement and performance in humanities (Arts) and science stream students whereas a significant positive relationship amid disengagement and performance among commerce undergraduates was found. A significant positive relationship exists in the middle of disengagement and undergraduates' performance.
23. A significant negative relationship was found among Academic Procrastination and performance of male and female undergraduates in academics. Similarly, a significant negative relationship exists amid Academic Procrastination and performance among urban and rural undergraduates. On the basis of streams, no significant relationship exists amid Academic Procrastination and performance among undergraduates having humanities (Arts) stream and a significant negative relationship was discovered amid Academic Procrastination and performance in academics of science and commerce undergraduates. A significant negative relationship exists between Academic Procrastination and performance among college undergraduates.

24. With regard to gender, it was found a significant positive relationship amid Academic Burnout and Academic Procrastination college undergraduates. Results revealed a significant positive relationship between Academic Burnout and Academic Procrastination among urban and rural first year students. In this research study it was found no significant relationship exists between Academic Burnout and Academic Procrastination among college students studying humanities (Arts) stream whereas a significant positive relationship exists amid Academic Burnout and Academic Procrastination among science and commerce undergraduates. Moreover, a significant positive relationship was found between Academic Burnout and Academic Procrastination among undergraduates.
25. Findings showed a significant negative relationship exists amid disengagement and Academic Procrastination among male and female college students. On the basis of locale, there was significant negative relationship between disengagement and Academic Procrastination among urban and rural college students. There was significant negative relationship between disengagement and Academic Procrastination among college students of humanities (Arts) stream, science stream and commerce stream. In this research, it was found that there was significant negative relationship between disengagement and Academic Procrastination among college students.
26. When these variables are analyzed dimension wise, a significant negative relationship exists between personal burnout and performance, and study related burnout and students' performance. Similarly, results revealed that there was significant negative relationship between classmate related burnout and performance, and instructor related burnout and performance of college students.
27. The findings revealed a positive relationship was found amid emotional disengagement and performance in academics, and behavioral disengagement and undergraduates' performance whereas no significant relationship exists among social disengagement and performance, and cognitive disengagement and performance of first year college students.

28. Dimension wise, it was found a significant negative relationship amid time management and performance in academics, task aversiveness and performance and laziness and performance among undergraduates. Moreover, a significant negative relationship was found between AP and undergraduates' performance.
29. A significant negative relationship exists amid personal burnout and emotional disengagement and no significant relationship between personal burnout and social disengagement was found. A significant negative relationship among personal burnout and behavioral disengagement while no significant relationship exists between personal burnout and cognitive disengagement. In case of studies related burnout, a significant negative relationship was found among studies related burnout and emotional disengagement, and studies related burnout and behavioral disengagement whereas no significant relationship exists between studies related burnout and social disengagement, and studies related burnout and cognitive disengagement. Results showed an inverse association amid classmate related burnout and emotional disengagement, and classmate related burnout and behavioral disengagement while no significant relationship between classmate related burnout and social disengagement, and classmate related burnout and cognitive disengagement. The findings showed a significant negative relationship was found among instructor related burnout and emotional disengagement whereas no important connection was visualized amid instructor related burnout and social disengagement, instructor related burnout and behavioral disengagement, and instructor related burnout and cognitive disengagement.
30. Regression analysis revealed that Academic Burnout had a significant influence on performance in academics of college students and disengagement had a significant influence on performance of first year college students. It was found that Academic Procrastination had a significant influence on performance in academics of undergraduates. While verify the influence of Academic Burnout, Disengagement and Academic Procrastination on performance of undergraduates, it was found that Academic Burnout had significant influence on students' performance and disengagement had no significant influence on

students' performance. In addition, Academic Procrastination had no significant influence on performance of college students.

31. High level of Academic Burnout was linked with high level of Academic Procrastination and with lower levels of performance. It indicated a positive relationship was found amid Academic Burnout and Academic Procrastination. There was no mediation effect of any other variable between Academic Burnout and Academic Procrastination. It suggested a negative relationship was found between Academic Burnout and performance and found a small indirect effect of other variables mediated through Academic Procrastination. The findings revealed a negative relationship amid Academic Procrastination and performance with no mediation effect of any other variable between Academic Procrastination and performance in academics.
32. It was found that disengagement was not associated with high level of Academic Procrastination whereas high level of disengagement were associated with lower performance. It revealed a negative relationship between disengagement and Academic Procrastination with no mediation effect of any other variable between disengagement and Academic Procrastination. It was found a positive relationship exists between disengagement and performance. Along with a small indirect effect of other variables mediated through Academic Procrastination. It was concluded a negative relationship was found amid Academic Procrastination and performance with no mediation effect of any other variable between Academic Procrastination and Academic Performance.



## BIBLIOGRAPHY

- Abdellatif, A. (2020).** Learning Burnout and its Relationship with Academic Procrastination for Students at the Faculty of Education, Sohag University, in Light of Gender and Academic Major **2**, 281-334.
- Abdi Zarrin, S., Akbarzadeh, M., Mostafavi, M. (2019).** The Role of Emotional Regulation and Academic Burnout in the Prediction of Academic Procrastination in Students. *Cultural Psychology*, **3** (1), 175-192. doi: 10.30487/jcp.2019.94141.
- Abdollahi, A., Farab, N., Panahipour, S., Allen, K. A. (2020).** Academic Hardiness as a Moderator between Evaluative Concerns Perfectionism and Academic Procrastination in Students. *The Journal of Genetic Psychology*, **181** (5), 1-10. doi: 10.1080/00221325.2020.1783194.
- Abdullah, N.A., Bhatti, N. (2018).** Failure in Quality of Academic Performance of Students in Public Sector Schools of Sheikhpura. *Journal of Education and Educational Development*, **3** (2).
- Aggarwal, Y. P., (2008).** Statistics of Education. (2nd Ed.). Delhi: Sterling.
- Ahmed, H., Shah, S.M. (2019).** Burnout among business students and its impact on Academic Performance. *International Research Association for Sustainable Development (iRASD) iRASD Journal of Management*, **1** (1), 37-45.
- Akbay, S. E., Gizir, C. A. (2010).** The College Student' Academic Procrastination Behavior According to Gender, *Mersin University Journal of the Faculty of Education*, **6** (1), 60-78.
- Ali, N., Jusoff, K., Ali, S., Mokhtar, N. and Salamt, A. S. A. (2009).** The Factors Influencing Students' Performance at Universiti Teknologi MARA Kedah, Malaysia. Canadian Research & Development Center of Sciences and Cultures, **3** (4).

- Ali, S., Haider, Z., Munir, F., Khan, H., Ahmed, A. (2013).** Factors Contributing to the Students Performance: A Case Study of Islamia University Sub-Campus. *American Journal of Educational Research*, **1** (8), 283-289.
- Al- Tameemi, R.A.N., Johnson, C., Gitay,R., Abdel-Salam G., Hazaa, K.A., BenSaid, A., Michael H. Romanowski, M.H. (2023).** Determinants of poor Academic Performance among undergraduate students—A systematic literature review. *International Journal of Educational Research Open*, **4**, 100232, ISSN 2666-3740, <https://doi.org/10.1016/j.ijedro.2023.100232>.
- Anangisyee, W.A.L. (2010).** "Revisiting the alternative responses to the perceived quality 'decline' in basic education in Tanzania". *EDI Journal of Educational Policy*, **7** (1): 115–138.
- Anoita, B.S., Tiatiri, S., Sari, M.P. (2020).** The relationship between Fear of Failure and Student Academic Achievement with Procrastination as Mediating Variable. *Advances in Social Science, Education and Humanities Research*, **478**, 538-543.
- Arif, H., Sumbul, S., Muneer, N., Khan, M. (2014).** Academic Procrastination among Male and Female University and College Students. *FWU Journal of Social Sciences*, Winter **8** (2).
- Arora, N., Singh, N (2017).** Factors affecting the Academic Performance of College students. *i- manager's Journal of Educational Technology*, **14** (1) 47-53.
- Arora, N. (2024)** A study on Examining Academic Burnout among Indian College Students. *The International Journal of Indian Psychology*. **12** (4), 1070-1086  
ISSN - 2349-3429 DOI:10.25215/1204.099
- Asayesh, H., Sharififard., F, Mosavi, M., Kharameh, Z.T., Arani Z.A., Bidgoli, S. (2016).** Correlation among academic stress, academic burnout, and Academic Performance in nursing and paramedic students of Qom University of Medical Sciences, Iran. *Qom University Medical Science Journal*, **10** (7), 74-83.

- Asghari, A., Saadati, S.M., Ghodsi, A., Aziz Fard, F. (2015).** Review the Academic Burnout and Its Relationship with Self-Esteem in Students of Medical Sciences University at Neyshabour. *Scholars Journal of Applied Medical Sciences*, **3** (9C) 3329-3334.
- Ashraf, M., Malik, J. A., Musharraf, S. (2019).** Academic Stress Predicted by Academic Procrastination among Young Adults: Moderating Role of Peer Influence Resistance. *Journal of the Liaquat University of Medical and Health Sciences*. **18** 65-70. doi: 10.22442/jlumhs.191810603.
- Asio, J. M. R. (2020).** The Relationship between Academic Procrastination and Academic Performance of Freshmen Students from a Teacher Education Institution. *Journal of Humanities and Social Sciences*, **2** (3), 105-115. <https://doi.org/10.36079/lamintang.jhass-0203.156>.
- Baing, J., Cedro, J.C., Afable, R.K., Cruz, C.M.,and Bejar, E. (2023).** Procrastination and Its Relationship to the Academic Burnout of Freshmen College Students. *Psychology And Education: A Multidisciplinary Journal*, **11** (2): 287-292, doi:10.5281/zenodo.8191225, ISSN 2822-4353.
- Balfour, D.S. (2013).** The relationship between living arrangement, Academic Performance, and engagement among first-year college students. *Doctor of Philosophy (PhD), Dissertation, Educational Foundations & Leadership, Old Dominion University*, DOI: 10.25777/kt3b-ym34.
- Balkis, M., Duru, E., & Bulus, M. (2012).** Analysis of the relation between Academic Procrastination, academic rational/irrational beliefs, time preferences to study for exams, and academic achievement: a structural model. *European Journal of Psychology of Education*, **28** (3), 825–839. doi:10.1007/s10212-012-0142-5.
- Balkis, M. (2013).** The relationship between Academic Procrastination and students' burnout. *H.U. Journal of Education*, **28**. 68-78.
- Balkis, M. (2015).** The Moderator Role of Rational Beliefs in Relation to Procrastination, Academic Achievement and Academic Satisfaction Ankara University. *Journal of Faculty of Educational Sciences*, **48** (1), 87-107.

- Balkis, M. & Duru, E. (2017).** Procrastination, self-esteem, Academic Performance, and well-being: A moderated mediation model. *International Journal of Educational Psychology*, **6** (2), 97- 119. doi: 10.17583/ijep.2017.2584.
- Bandura, A. (2002).** Selective Moral Disengagement in the Exercise of Moral Agency. *Journal of Moral Education*. **31**, 101–119. doi: 10.1080/0305724022014322.
- Bandura, A. (1999).** Moral disengagement in the perpetration of inhumanities. *Personality and Social Psychology Review*, **3** (3), 193–209. [https://doi.org/10.1207/s15327957pspr0303\\_3](https://doi.org/10.1207/s15327957pspr0303_3)
- Bandura A., Barbaranelli C., Caprara G. V., Pastorelli C. (1996).** Mechanisms of moral disengagement in the exercise of moral agency. *Journal of Personality and Social Psychology* **71**, 364–374. doi: 10.1037/0022-3514.71.2.364.
- Bashir, L. (2019).** Social Networking Usage, Academic Procrastination and Performance among University Students: Role of Self Efficacy and Metacognitive Beliefs. Ph.D. student Lovely Professional University Punjab India.
- Bembenutty, H., White, M.C. (2013).** Academic Performance and satisfaction with homework completion among college students. *Learning and Individual Differences*, **24**, 83–88.
- Bergdahl, N., Nouri J., Fors, U. & Knutsson, O., (2019).** Engagement and performance when learning with technologies in upper secondary school. *Computers & Education*, doi: <https://doi.org/10.1016/j.compedu.2019.103783>.
- Beri, N., Kaur, G. (2024).** A Comparative Study Of Academic Burnout Among Undergraduates In Relation To Their Gender And Locale. *E3S Web of Conferences*. **556** 01045 <https://doi.org/10.1051/e3sconf/202455601045>
- Bhat, S., Jan, K. (2023).** Examining Academic Procrastination among College Students in relation to Academic Satisfaction: A Correlational Study. *Educational Research Review*, **8**. 12-20. 10.31305/rrijm.2023.v08.n07.003.

- Blondal, K. S. & Adalbjarnardottir, S (2012).** Student Disengagement in Relation to Expected and Unexpected Educational Pathways. *Scandinavian Journal of Educational Research*, **56** (1) 85-100. doi:10.1080/00313831.2011.568607.
- Bridgeman, P. J., Bridgeman, M. B., & Barone, J. (2018).** Burnout syndrome among healthcare professionals. *The Bulletin of the American Society of Hospital Pharmacists*, **75** (3), 147–152.
- Broadbent, A., Brandon, J., Colt, J., Scarlett, J., Andrew, L., Ailin, Li., Qiwen, Li., Philip, N., Esther, S. (2019).** "Fitbits, field-tests, and grades: The effects of a healthy and physically active lifestyle on the Academic Performance of first year college students". *International Journal of Sport and Exercise Psychology*, 1–12. doi:10.1080/1612197X.2019.1623062.
- Cakir, S., Akca, F., Kodaz, A.F., Tulgarer, S. (2014).** The Survey of Academic Procrastination on High School Students with in Terms of School Burn-out and Learning Styles, *Procedia - Social and Behavioral Sciences*, **114**, 654-662. <https://doi.org/10.1016/j.sbspro.2013.12.763>.
- Campos, J., Carlotto, M. & Maroco, J. (2012).** Copenhagen Burnout Inventory - Student Version: Adaptation and Transcultural Validation for Portugal and Brazil. *Psicologia: Reflexão e Crítica*, **26**, 87-97. 10.1590/S0102-79722013000100010.
- Carbonel, L.G-ib. (2013).** Learning styles, study habits, and Academic Performance of college students at Kalinga-Apayao State College, Philippines. *International Journal of Advanced Research in Management and Social Sciences*, **2** (8), 245-258.
- Castella, K.D., Byrne, D.G. (2015).** My intelligence may be more malleable than yours: The revised implicit theories of intelligence (self-theory) scale is a better predictor of achievement, motivation, and student disengagement. *European Journal of Psychology of Education*, **30** (3), DOI 10.1007/s10212-015-0244-y.
- Chakraborty U., Ahmed S. S. & Soundararajan S. (2022).** Academic Procrastination among College Students living with family and living away

from family. *The International Journal of Indian Psychology*, **10** (1), 1434-1439. DIP:18.01.146.20221001, DOI:10.25215/1001.146.

**Charkhabi, M., Abarghuei, M.A. & Hayati, D. (2013).** The association of Academic Burnout with self-efficacy and quality of learning experience among Iranian students. *Springer Plus*, **2**.

**Chen, B.B. (2019).** Academic Procrastination and Bedtime among Chinese Undergraduates: The Indirect and Moderating Effects of Sensation Seeking and Goal Disengagement. *Current Psychology*, **38**, 187–193.

**Cheraghian, H., Faskhodi, B.Z., Heidari, N, & Parvin Y.S. (2016).** Self-Compassion as a relationship moderator between Academic Burnout and Mental Health in Students. *International Journal of Academic Research in Progressive Education and Developmen*, **5** (2).

**Chipchase, L. et. al. (2017).** Conceptualizing and Measuring Student Disengagement in Higher Education: A Synthesis of the Literature. *International Journal of Higher Education*, **6** (2),31-42.

**Choi, J.N., Moran, S.V. (2009).** Why not procrastinate? Development and validation of a new active procrastination scale. *The Journal of Social Psychology*, **149**, 195-211. doi:10.3200/SOCP.149.2.195-212.

**Christy, Sahran, R., Hengi, P.H. (2019).** Academic Burnout in Digital Era: Examining the Role of Problematic Smartphone Use, Core Self-Evaluations, and Academic Achievement on Academic Burnout Among Medical Students. *Advances in Social Science, Education and Humanities Research*, 439.

**Coyman, J. (2015).** The Effects of Alcohol Use on Academic Performance Among College Students, *Perspectives*, **7** (5).

**Demir, G. T., Alperen, H., Otkan, C. (2017).** Examination of burnout levels and Academic Procrastination of university students. *SHS Web of Conferences*, **37**. 01042. 10.1051/shsconf/20173701042.

- De Rosa, B., Parrello, S. & Sommantico, M. (2017).** Reviving Hope. The Psycho-educative Intervention of Maestri di Strada. *Connexions*, **107** (1), 181-195. <https://doi.org/10.3917/cnx.107.0181>.
- Diotaiuti, P., Valente, G., Mancone, S., Bellizzi, F. (2021).** A Mediating Model of Emotional Balance and Procrastination on Academic Performance. *Frontiers in Psychology*, 12 DOI=10.3389/fpsyg.2021.665196.
- Donnelly, J., Charles, H., Darla, C., Jennifer, E., Sarah, L., Philip, T., Kate, L., Amanda, Szabo-Reed (2016).** "Physical Activity, Fitness, Cognitive Function, and Academic Achievement in Children: A Systematic Review". *Medicine & Science in Sports & Exercise*, **48** (6)12231224. doi:10.1249/MSS.0000000000000966. PMC 4874515. PMID 27182987.
- Duffy, G., Elwood, J. (2013).** The perspectives of ‘disengaged’ students in the 14–19 phase on motivations and barriers to learning within the contexts of institutions and classrooms. *London Review of Education*, **11** (2), 112-126. <https://doi.org/10.1080/14748460.2013.799808>.
- Duggal, M., Mehta, P. (2015).** Antecedents to Academic Performance of College Students: An Empirical Investigation. *Paradigm*, **19** (2), 197–211. <https://doi.org/10.1177/0971890715609992>.
- Duru, E., Duru, S. & Balkis, M. (2014).** Analysis of Relationships among Burnout, Academic Achievement, and Self-regulation. *Educational Sciences: Theory and Practice*, **14**. 1274-1284. doi: 10.12738/estp.2014.4.2050.
- Dyrbye, L.N., West, C.P., Satele, D., Boone, S., Tan, L., Sloan, J., et al. (2014).** Burnout among U.S. medical students, residents, and early career physicians relative to the general U.S. population. *Academic Medicine*, 89 (3), 443-51. doi:10.1097/acm.0000000000000134.
- Enayati, T., Rastegar Tabar, F. (2017).** Relationship between Students’ Attitudes Toward Their University and Academic Burnout: Examining the Mediating Role of Academic Procrastination. *Strides in Development of Medical Education*, **14** (1), doi: 10.5812/sdme.57819.

- Eksi, H., Turgut, T., Sevim, E. (2019).** The Mediating Role of General Procrastination Behaviors in the relationship between Self-Control and Social Media Addiction in University Students. *Addicta- The Turkish Journal on Addictions*, **6** (3) 717-745.
- Enayati, T., Rastegar Tabar, F. (2017).** Relationship between Students' Attitudes Toward Their University and Academic Burnout: Examining the Mediating Role of Academic Procrastination. *Strides in Development of Medical Education*, **14** (1), doi: 10.5812/sdme.57819.
- Faize, F.A. (2011).** Effect of the Availability and the Use of Instructional Material on Academic Performance of Students in Punjab (Pakistan). *Middle Eastern Finance and Economics*, **11**.
- Farooq, R. (2016).** Role of structural equation modeling in scale development. *Journal of Advances in Management Research*, **13**, 75-91. 10.1108/JAMR-05-2015-0037.
- Fatemeh, S., Hamid, A., Mahsa, H.M.H., Mohammadreza, S. (2020).** Motivation, self- efficacy, stress, and Academic Performance correlation with Academic Burnout among nursing students. *Journal of Nursing and Midwifery Sciences*, **7** (2), 88-93.
- Ferrari, J. (2018).** "Delaying Disposing: Examining the Relationship between Procrastination and Clutter across Generations". *Current Psychology*, (New Brunswick, N.J.) (1046-1310), **37** (2) 426– 431. doi:10.1007/s12144-017-9679-4. S2CID 148862313.
- Ferrari, J. R., Scher, S. J., (2000).** The recall of completed and non completed tasks through daily logs to measure procrastination. *Journal of Social Behavior & Personality*, **15** (5), 255–265.
- Ferrari, J.R., O'Callaghan, J., Newbegin, I. (2005).** Prevalence of procrastination in the United States, United Kingdom, and Australia: Arousal and avoidance delays among adults. *North American Journal of Psychology*, **7** (1), 1-6.



- Finn, J. D. & Zimmer, K. S. (2012).** Student engagement: What is it? Why does it matter? In: Christenson, S. L., Reschly, A. L. & Wylie, C. (eds.) *Handbook of research on student engagement*. London: Springer.
- Fiske, S. T. (2004).** *Social Beings : Core Motives in Social Psychology*. Hoboken, NJ: J. Wiley. ISBN 978-0471654223.
- Fornell, C., Larcker, D. F. (1981).** Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, **18** (1), 39–50. <https://doi.org/10.2307/3151312>.
- Fredricks, J.A., Blumenfeld, P.C., & Paris, A.H. (2004).** School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, **74**, 59–109.
- Freudenberger, H. J. (1974).** Staff burn-out. *Journal of Social Issues*, **30** (1), 159-165.
- Fynchina, F. (2012).** Academic Burnout, Academic Procrastination and GPA in junior and senior students of the American University of Central Asia. *American University of Central Asia Psychology Department*.
- Galbraith, C. S., Merrill, G. B. (2014).** Academic Performance and burnout: An efficient frontier analysis of resource use efficiency among employed university students. *Journal of Further and Higher Education*, **39** (2), 255–277. doi:10.1080/0309877x.2013.858673.
- Gao, X. (2023).** Academic stress and Academic Burnout in adolescents: A moderated mediating model. *Frontiers in Psychology*, **14**:1133706. doi: 10.3389/fpsyg.2023.1133706.
- Garavand, H. (2021).** Study of the causal model of perceptions of classroom quality and motivational orientations with AB: The mediating role of Academic Procrastination. *Biannual Journal of Applied Counseling*, **11** (2), 45-76. doi: 10.22055/jac.2021.38961.1839.
- García, A.G.G., Cortés, M.H., Velazquez, M.G.L. (2020).** Academic Procrastination in Study Habits and Its Relationship with Self-Reported

Executive Functions in High School Students. *Journal of Psychology and Neuroscience*, **2** (1).

**Garg, R. (2018).** Predicting Student Performance of Different Regions of Punjab Using Classification Techniques. *International Journal of Advanced Research in Computer Science*, **9** (1), ISSN No. 0976-5697

**Gbolle, C., Keamu, H. P. (2017).** Student Academic Performance: The Role of Motivation, Strategies, and Perceived Factors Hindering Liberian Junior and Senior High School Students Learning. *Hindawi Education Research International*, 1–12. doi:10.1155/2017/1789084.

**Ghadampour, E., Farhadi, A., Naghibeiranvand, F. (2016).** The relationship among Academic Burnout, academic engagement and performance of students of Lorestan University of Medical Sciences. *Research in Medical Education*, **8** (2) 60-68. doi:10.18869/acadpub.rme.8.2.60

**Glaesser, D., Holl, C., Malinka, J. (2024).** Examining the association between social context and disengagement: Individual and classroom factors in two samples of at-risk students. *Social Psychology of Education*, **27**, 115–150. <https://doi.org/10.1007/s11218-023-09829-4>.

**Gliem, J.A., Gliem, R.R. (2003).** Calculating, Interpreting, and Reporting Cronbach's Alpha Reliability Coefficient For Likert-Type Scales.

**Goode, C. (2008).** Effects of Academic Procrastination: Students Procrastination Affects More Than Grades. Retrieved from website <http://homeworktree.com/media/news-releases/academic-procrastination>.

**Goroshit, M. (2018).** Academic Procrastination and Academic Performance: An initial basis for intervention. *Journal of Prevention & Intervention in the Community*, **46** (2), 131-142, DOI: 10.1080/10852352.2016.1198157.

**Goroshit, M., Hen, M. (2019).** Academic Procrastination and Academic Performance: Do learning disabilities matter? *Current Psychology*, <https://doi.org/10.1007/s12144-019-00183-3>.

- Grunschel, C., Patrzek, J., and Fries, S. (2013).** Exploring reasons and consequences of Academic Procrastination: an interview study. *European Journal of Psychology of Education*, **28** (3), 841-861.
- Gupta, S. & Bashir, L. (2018).** A Deeper Look into the Relationship between Academic Procrastination and Academic Performance among University Students. *Research Guru*, **12** (3), 531-540.
- Gutierrez, E.B. (2023).** Correlational Study between Academic Performance, Co-Curricular Activities and Extra-curricular Activities in a Select Educational Institution. *International Journal of Multidisciplinary: Applied Business and Education Research*, **4**. 3543-3548. 10.11594/ijmaber.04.10.11.
- Hair, J.F., Black, W.C., Babin, B.J., Anderson, R.E., Tatham, R.L. (2010).** *Multivariate data analysis*. Pearson.
- Hair, J.F., Hult, G.T.M., Ringle, C.M., Sarstedt, M. (2022).** A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM). *Thousand Oaks*.
- Hall, N., Lee, S. Y., Rahimi, S. (2019).** Self-efficacy, procrastination, and burnout in post- secondary faculty: An international longitudinal analysis. *PLOS ONE*. **14**. 1-17 e0226716. doi: 10.1371/journal.pone.0226716.
- Hannon, B. A. M. (2014).** "Predicting College Success: The Relative Contributions of Five Social/Personality Factors, Five Cognitive/Learning Factors, and SAT Scores". *Journal of Education and Training Studies*. **2** (4): 46–58. doi:10.11114/jets.v2i4.451. ISSN 2324-8068 PMC 4283774. PMID 25568884.
- Hao, Z., Jin, L., Huang, J., Lyu, R., Cui, Q. (2021).** Academic Burnout and Problematic Smartphone Use During the COVID-19 Pandemic: The Effects of Anxiety and Resilience. *Front Psychiatry*, **12** doi: 10.3389/fpsy.2021.725740.
- Heidari, S., Maktabi, G.H.H. (2011).** The comparison of cultural intelligence, angeles loneliness, AB and mental health in master of art ahwaz female native and non-native students. *Woman Culture*, **3** (9), 45–57.

- Hen, M., Goroshit, M. (2012).** Academic Procrastination, Emotional Intelligence, Academic Self- Efficacy, and GPA: A Comparison Between Students With and Without Learning Disabilities. *Journal of Learning Disabilities*, **47**. 10.1177/0022219412439325.
- Hockings, C., Cooke, S., Yamashita, H., Samantha, M & Bowl, M. (2008).** Switched off? A study of disengagement among computing students at two universities. *Research Papers in Education*, **23**. 191-201. 10.1080/02671520802048729.
- Hooper, Daire & Coughlan, Joseph & Mullen, Michael. (2008).** Structural Equation Modeling: Guidelines for Determining Model Fit. *The Electronic Journal of Business Research Methods*. **6**.
- Hsu, W. T., Pan, Y. H. (2018).** Moral Disengagement and Student Misbehavior in Physical Education. *Journal of Sports Science & Medicine*, **17** (3), 437–444.
- Hu, L.T., & Bentler, P.M. (1999).** Cut off criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal*, **6** (1), 1–55. <https://doi.org/10.1080/10705519909540118>
- Hussain, I., Sultan, S. (2010).** Analysis of procrastination among university students. *Procedia - Social and Behavioral Sciences*, **5**. 1897-1904. doi: 10.1016/j.sbspro.2010.07.385.
- Iffath, A., Grisilda Vidya, B., Pooja, S. (2023).** Prevalence of Academic Procrastination and Its Negative Impact on Students. *Biomedical and Biotechnology Research Journal*, **7** (3) 363-370 DOI: 10.4103/bbrj.bbrj\_64\_23.
- Jiao, Q. G., Voseles, D.A.D., Collins, K.M.T., Onwuegbuzie, A.J. (2011).** Academic Procrastination and the Performance of Graduate level co-operative groups in research methods courses. *Journal of the Scholarship of Teaching and Learning*, **11** (1), 119 – 138.

- Jin, H., Wang, W., Lan, X. (2019).** Peer Attachment and Academic Procrastination in Chinese College Students: A Moderated Mediation Model of Future Time Perspective and Grit. *Frontiers in Psychology*, doi: 10.3389/fpsyg.2019.02645.
- Jose, M., Tomy, L. & Chesneau, C. (2021).** Impact of social media in Academic Performance and family relationships among college students. *The Online Journal of Distance Education and e- learning*, **9** (1), 106 -111
- Kahill, S. (1988).** Symptoms of professional burnout: A review of the empirical evidence. *Canadian Psychology/Psychologie Canadienne*, **29** (3), 284-297. doi.org/10.1037/h0079772.
- Karimi Moonaghi, H., & Baloochi Beydokhti, T. (2017).** Academic Procrastination and its characteristics: A Narrative Review. *Future of Medical Education Journal*, **7** (2), 43-50. doi: 10.22038/fmej.2017.9049.
- Karimi, M. N., Fallah, N. (2021).** Academic Burnout, shame, intrinsic motivation and teacher affective support among Iranian EFL learners: A structural equation modeling approach. *Current Psychology*, **40**, 2026–2037 <https://doi.org/10.1007/s12144-019-0138-2>.
- Karmen, D., Kinga, S., Edit, M., Susana, F., Kinga, K.J., Rekaa, J. (2015).** Associations between Academic Performance, academic attitudes, and procrastination in a sample of undergraduate students attending different educational forms. *Procedia - Social and Behavioral Sciences*, **187**, 45 – 49.
- Kasim, L.S.M. (2015).** The impact of Academic Procrastination and Academic Performance on Academic Achievement amongst Undergraduate students at a Local University. Ph.D. Student School of Business Management, College of Business, Universiti Utara Malaysia.
- Kassarnig, V., Mones, E., Bjerre-Nielsen, A. (2018).** Academic Performance and behavioral patterns. *EPJ Data Sci.* **7** (10), <https://doi.org/10.1140/epjds/s13688-018-0138-8>.

- Kaur, J. (2016).** A Comparative Study of Motivational Factors and Personality Traits in Academic and Non Academic Procrastinators. Ph.D. Student School of Humanities and Social Sciences Thapar University, Patiala Punjab India.
- Kaur, K., Rani, M. (2019).** Demographic Study on Academic Procrastination Among Secondary School Students. *International Journal of Education*, **11**.
- Kaur, S., Bains, K., Kaur, H. (2019).** Study of morbidity status of school-children from different cultural regions of Punjab, India. *International Journal of Chemical Studies*, **7**. 2509-2514.
- Khumalo, M., Utete, R. (2023).** Factors that influence Academic Performance of students: an empirical study. *The Seybold Report*, **18** (106), 1710-1722. ISSN: 1533-9211 DOI: <http://doi.org/10.17605/OSF.IO/JCMKU>.
- Khursheed, S., Batool, S.S., Jahangir, H. (2018).** Academic Procrastination as a Product of Low Self-Esteem: A Meditational Role of Academic Self-Efficacy. *Pakistan Journal of Psychological Research*, **32** (1), 195-211.
- Kilic, R., Nasello, J.A., Melchior, V., Triffaux, J.M. (2021).** Academic Burnout among medical students: respective importance of risk and protective factors. *Public Health*, **198**, 187-195. doi: 10.1016/j.puhe.2021.07.025.
- Kim, D., Jesiek, B.K., Howland, S.J. (2021).** Longitudinal investigation of moral disengagement among undergraduate engineering students: findings from a mixed-methods study, *Ethics & Behavior*, DOI: 10.1080/10508422.2021.1958330.
- Kim, K.R., & Seo, E.H. (2015).** The relationship between procrastination and Academic Performance: A meta-analysis. *Personality and Individual Differences*, **82**, 26–33.
- Kline, R.B. (2011).** *Principles and practice of structural equation modeling* (3rded). Guilford Press.
- Koropets, O., Fedorova, A., Kacane, I. (2019).** Emotional and Academic Burnout of students combining education and work. 10.21125/edulearn.2019.2038.

- Kristanto, T., Chen, W. S., Thoo, Y. Y. (2016).** Academic Burnout and eating disorder among students in Monash University Malaysia. *Eating Behaviors*, **22**, 96–100. doi:10.1016/j.eatbeh.2016.03.029.
- Kuftyak, E.V. (2021).** Procrastination, stress and Academic Performance in students. *Alpha Proceedings IFTE-2021*, 0965-0974, doi:10.3897/ap.5.e0965.
- Lacson, A.J., Dimacali, C.A., Mora, D., Magos, M., Salmorin, J., Tus, J. (2023).** The Relationship Between Academic Burnout and Academic Procrastination Among Grade 12 Senior High School Students in a Private School. *Journal of the Learning Sciences*. **11**. 429-434. 10.5281/zenodo.8196126.
- Lakshminarayan, N., Potdar, S., Reddy, S. (2013).** Relationship Between Procrastination and Academic Performance Among a Group of Undergraduate Dental Students in India. *Journal of Dental Education*, **77**. 524-8. doi: 10.1002/j.0022-0337.2013.77.4.tb05499.x.
- Laplanche, J., Pontalis, J.B (2018).** "Pleasure Principle". The Language of Psychoanalysis. Abingdon-on-Thames: Routledge. ISBN 978-0-429-92124-7. ISBN 0-42992124-1.
- Lawson, H.A., Lawson, M.A. (2020).** Student Engagement and Disengagement as a Collective Action Problem. *Education Sciences*, **10**. 212. 10.3390/educsci10080212.
- Lay, C. (1995).** Trait Procrastination, Agitation, Dejection And Self-Discrepancy. In Ferrari, J., Johnson, J. & Mc Cown, W. (Eds), *Procrastination and Task Avoidance: Theory, Research And Treatment* 97-112, New York. Plenum Publications. Retrieved from website <http://www.interscience.com>.
- Li B., Gu Y., Yang Y., Zhao M., Dong Y. (2023).** The effect of problematic smart phone use on school engagement and disengagement among middle school students: The mediating role of Academic Procrastination and sleep quality. *Journal of Adolescence*, **95** (5), 1033-1044. DOI: 10.1002/jad.12173. PMID: 37025017.

- Lima-Rodríguez, J. S., Lima-Serrano, M., & Domínguez-Sánchez, I. (2015).** Psychometric properties of an instrument to measure family disease management. *International Journal of Clinical and Health Psychology*, **15** (3), 253–264. <https://doi.org/10.1016/j.ijchp.2015.05.002>
- Lin, S.-H., Huang, Y.C. (2014).** Life stress and Academic Burnout. *Active Learning in Higher Education*, **15** (1), 77–90. <https://doi.org/10.1177/1469787413514651>.
- Liu, Z., Xie, Y., Sun, Z., Liu, D., Yin, H., & Shi, L. (2023).** Factors associated with Academic Burnout and its prevalence among university students: a cross-sectional study. *BMC medical education*, **23** (1), 317. <https://doi.org/10.1186/s12909-023-04316-y>.
- Long (2020).** Relationship of Burnout and Engagement to Pharmacy Students' Perception of Their Academic Ability. *American Journal of Pharmaceutical Education*, **84** (2).
- Madigan, D.J., Curran, T. (2021).** Does Burnout Affect Academic Achievement? A Meta- Analysis of over 100,000 Students. *Educational Psychology Review*, **33**, 387–405 <https://doi.org/10.1007/s10648-020-09533-1>
- Madjid, A., Sutoyo, D.A., Shodiq, S.F. (2021).** Academic Procrastination among students: the influence of social support and resilience mediated by religious character Emotional Maturity and Values of Superior children in family. *Cakrawala Pendidikan*, **40** (1).
- Mahajan, P., Kauts, A. (2022)** Study of Professional Commitment among Secondary School Teachers of Punjab with Respect to Type of Schools. *Journal of Positive School Psychology*, **6** (6), 9587–9597.
- Mahdy, M. A. A. (2020).** The Impact of COVID-19 Pandemic on the Academic Performance of Veterinary Medical Students. *Frontiers in Veterinary Science*, **7**. doi:10.3389/fvets.2020.594261



- Mahne, K., Huxhold, O., & O. (2014).** Grandparenthood and subjective well-being: Moderating effects of educational level. *Journals of Gerontology: Series B. Psychological Sciences and Social Sciences*, **70**.
- Mallick, M.K., Kaur, S. (2016).** Academic Resilience among Senior Secondary School Students: Influence of Learning Environment. *Rupkatha Journal on Interdisciplinary Studies in Humanities*, **8**, 20-27.
- Mangat, P.K. (2019).** Academic Procrastination among high school students in relation to Peer Pressure. *7th Teaching & Education Conference, London* ISBN 978-80-87927-48-9.
- March-Amengual, J.M., Cambra Badii, I., Casas-Baroy, J.C., Altarriba, C., Comella Company, A., Pujol-Farriols, R., Baños, J.E., Galbany-Estragués, P., Comella Cayuela, A. (2022).** Psychological Distress, Burnout, and Academic Performance in First Year College Students. *International Journal of Environmental Research and Public Health*, **19**, 3356. <https://doi.org/10.3390/ijerph19063356>.
- Martha, K. (2009).** Factors affecting Academic Performance of undergraduate students at Uganda Christian University. M.A. Dissertation Makerere University.
- Maslach, C. (1998).** A Multidimensional Theory of Burnout.
- Maslach, C., Schaufeli, W. B. (1996).** Historical and conceptual development of burnout. In W.B. Schaufeli, C. Maslach, & T. Marek (Eds.), *Professional burnout: Recent developments in theory and research* 1-16 Philadelphia, PA: CRC Press.
- Maslach, C., Schaufeli, W.B., Leiter, M.P. (2001).** Job burnout. *Annu Rev Psychol*, **52**, 397-422.
- Maslach, C., Leiter, M. P. (2015).** Understanding the burnout experience: recent research and its implications for psychiatry. *World psychiatry : official journal of the World Psychiatric Association (WPA)*, **15** (2), 103–111. <https://doi.org/10.1002/wps.20311>.

- Mazur, J.E. (1996).** "Procrastination by pigeons: preference for larger, more delayed work requirements". *Journal of the Experimental Analysis of Behavior*, **65** (1): 159–171. doi:10.1901/jeab.1996.65-159. ISSN 0022-5002. PMC 1350069. PMID 8583195.
- Mikaeeli, N., & Afrooz, G., & Gholizadeh, L. (2013).** The relationship of self-concept and Academic Burnout with Academic Performance of girl students. *Journal of School Psychology*, **1** (4), 90-103. <https://www.sid.ir/en/journal/viewpaper.aspx?id=318651>.
- Milgram, N., Mey-Tal, G., Levison, Y. (1998).** Procrastination, generalized or specific, in college students and their parents. *Personality and Individual Differences*, **25** (2), 297-316.
- Mish, F. (2003).** Merriam-Webster's Collegiate Dictionary. 11th ed. Merriam-Webster. Inc;
- Mohammed, A.A. (2013).** Academic Procrastination among college students with learning disabilities: The role of positive and negative self-oriented perfectionism in terms of gender, specialty and grade. *International Journal of Psycho-Educational Sciences*, **2** (1), 3-14.
- Mohanty, S. & Mahapatra, S. (2017).** Spiritual intelligence and Academic Performance of college students: mediation of psychological capital. *Scholarly Research Journal for Interdisciplinary Studies*, **4** (37), 9103-9110.
- Moore, C. (2015).** Moral disengagement. *Current Opinion in Psychology*, **6**, 199-204.
- Morin-Huapaya, J.C., Yupanqui-Lorenzo, D.E., Tamayo, M.J., Acosta-Porzoliz, R.P., Quispilaya-Capcha, K.L. (2023).** Role of Procrastination as a Mediator of Self-Efficacy and Emotional State in Academic Situations. *School and Educational Psychology*, **33**, ISSN 1982- 4327, <https://doi.org/10.1590/1982-4327e3340>.

- Mortazavi, F. (2016).** The prevalence of Academic Procrastination and its association with medical students' well-being status. *International Journal of Humanities and Cultural Studies*, **3**, 1256-1269.
- Mosavi hesari, Z., Solgi, R. (2020).** The role of anxiety in academic achievement and Academic Procrastination in predicting students' Academic Burnout. *jspnay*, **1** (1), 48-59.
- Moya-Salazar, J., Rodriguez, A.A., Goicochea-Palomino, E.A., Salazar, C.R., Rojas- Zumaran, V., Durán, R.G., Contreras-Pulache, H. (2023).** High Levels of Academic Procrastination do not Influence the Academic Performance of Nursing Students during Internship. *The Open Nursing Journal*, **17** doi: 10.2174/18744346-v17-230810-2023-16.
- Munko, Y. (2017).** Academic Burnout among high-school students in Kazakhstan: The protective role of personality and academic motivation. *Master of Science in Educational Leadership Nazarbayev University Graduate School of Education*.
- Mushtaq, I., Khan, S.N. (2012).** Factors Affecting Students' Academic Performance. *Global Journal of Management and Business Research*, **12** (9).
- Naderi, H., Dehghan, H., Dehrouyeh, S., Tajik, E. (2021).** Academic Burnout among undergraduate nursing students: Predicting the role of sleep quality and healthy lifestyle. *Research and Development in Medical Education*, **10**, 16.
- Naderi, Z., Bakhtiari, S., Momennasab, M., Abootalebi, M. & Mirzaei, T. (2018).** Prediction of Academic Burnout and Academic Performance based on the need for cognition and general self- efficacy: A cross-sectional analytical study. *Revista Latino Americana de Hipertension*, **13**, 584- 591.
- Narad, A., Abdullah, B. (2016).** Academic Performance of Senior Secondary School Students: Influence of Parental Encouragement and School Environment. *Rupkatha Journal on Interdisciplinary Studies in Humanities*, **8** (2), 12-19.

- Natalia, J., Wijaya, A., Liesera, N., Hutapea, B. (2015).** Moral Disengagement and Plagiarism among Undergraduate students. *International Conference on Educational Research and Innovation*.
- Navarro-Abal, Y.; Gómez-Salgado, J.; López-López, M.J.; Climent-Rodríguez, J.A. (2018).** Organisational Justice, Burnout, and Engagement in University Students: A Comparison between Stressful Aspects of Labour and University Organisation. *International Journal of Environmental Research and Public Health*, **15**, 2116.
- Nikodijević A, Labrović JA, Đoković A. (2012).** Academic Burnout among students at faculty of organizational sciences. *Management Journal for Theory and Practice Management*, **64**, 47-53.
- Nocera, T. R., Dahlen, E. R., Poor, A., Strowd, J., Dortch, A., Van Overloop, E. C. (2022).** Moral disengagement mechanisms predict cyber aggression among emerging adults. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, **16** (1), <https://doi.org/10.5817/CP2022-1-6>.
- Norez, D. (2017).** "Academic Burnout In College Students: The Impact of Personality Characteristics and Academic Term on Burnout" *Master's Theses*. 502. <https://scholars.fhsu.edu/theses/502>.
- Noruzi K.R., Ghayeninejad Z., Nastiezaie N. (2018).** The relationship between phone dependency with psychological disorders and Academic Burnout in students. *J Research Health*, **8** (2) 189-195.
- Ocal, K. (2016).** Predictors of Academic Procrastination and university life satisfaction among Turkish sport schools students. *Academic Journals*, **11** (7), 482-490 DOI:10.5897/ERR2016.2645.
- Ogbueghu, S.N. (2019).** Gender differences in Academic Burnout among economics education student. *Global Journal of Health Science*, **11** (14), 52-57.
- Ojo, A.A. (2019).** The impact of Procrastination on students Academic Performance in secondary schools. *International Journal of Sociology and Anthropology Research*, **5** (1), 17-22.

- Oloidi, F. J., Sewagegn, A. A., Amanambu, O. V., Umeano, B. C., Ilechukwu, L. C. (2022).** Academic Burnout among undergraduate history students. *Medicine*, 101 (7), doi: 10.1097/MD.00000000000028886.
- Oyoo, S., Mwaura, P., Kinai, T. & Josephine, M. (2020).** Academic Burnout and Academic Achievement among Secondary School Students in Kenya. *Education Research International*, 51- 60. doi: 10.1155/2020/5347828.
- Oyuga, P.A., Raburu, P., Aloka, P.J.O. (2016).** Relationship between Time Management and Academic Performance among Orphaned Secondary School Students of Kenya, *International Journal of Applied Psychology*, **6** (6), 171-178. doi: 10.5923/j.ijap.20160606.02.
- Palos, R., Maricutoiu, L., Costea, I. (2019).** Relations between Academic Performance, student engagement and student burnout: A cross-lagged analysis of a two-wave study. *Studies In Educational Evaluation*. **60**. 199-204. 10.1016/j.stueduc.2019.01.005.
- Patrzek, J., Sattler, S., Veen, F.V., Grunschel, C., Fries, S. (2015).** Investigating the effect of Academic Procrastination on the frequency and variety of academic misconduct: A panel study. *Studies in Higher Education*, **40** (6), 1014-1029, DOI: 10.1080/03075079.2013.854765.
- Periasamy, P., Suganthi, V., Sukala, P.M., Janani, S., Krishnakumar, V., Kannan, V.R., Gunasekaran, S. (2021).** Burnout among medical students and correlation with Academic Performance, sleep quality during covid-19 pandemic online class in erode district. *Pharmacology Online*. **2** 962-971.
- Pouratashi, M. (2018).** Academic Burnout and Academic Performance of Agricultural Students. *The Online Journal of New Horizons in Education*, **8** (2).
- Purwanti, I.Y., Wangid, M.N., Pratiwi, C. (2022).** Academic Self Awareness, Self-Regulation and Academic Burnout among College Students. *Advances in Social Science, Education and Humanities Research*, **657**, 118-123.

- Qudsyi, H. et. al. (2018).** Spiritual well-being, parent attachment and moral disengagement among college students. *International Journal of Social Science and Humanity*, **8** (4), 100-104.
- Quinco-Cadosales, M.N. (2012).** The Study Skills of First Year Education Students and Their Academic Performance. *Global Conference on Education, Business, Engineering and Sciences*.
- Quinn, W. (2019).** Academic Procrastination: The role of stress, self-esteem, self-efficacy, age and gender on undergraduate students. *Dublin Business School*.
- Rahardjo, W., Juneman, Setiani, Y. (2013).** Computer Anxiety, Academic Stress, and Academic Procrastination on College Students. *Journal of Education and Learning*, **7** (3), 147-152.
- Rahman,U., Idham, (2021).** Academic Procrastination in terms of Student Self-Concept and Self- Efficacy. *Psychology and Education*, **58** (1), 5337-5347.
- Rahmati, Z. (2015).** The Study of Academic Burnout in Students with High and Low Level of Self-efficacy. *Procedia - Social and Behavioral Sciences*, **171**, 49-55.
- Rahmatpour, P., Chehrzad, M., Ghanbari, A., Ebrahimi, S.R.S. (2021).** Academic Burnout as an educational complication and promotion barrier among undergraduate students: A cross- sectional study. *Journal of Education and Health Promotion*, **8** 201.
- Rajapakshe, W. (2021).** The Impact of Academic Procrastination, Self-Efficacy, and Motivation on Academic Performance: Among Undergraduates in Non-State Universities in Sri Lanka. *Asian Journal of Education and Social Studies*, **14** (3), 25-38. <https://doi.org/10.9734/ajess/2021/v14i330356>.
- Rana, H. (2016).** Impact of Student's Burnout on Academic Performance/Achievement. *Pollster Journal of Academic Research, Pollster Publications*, ISSN: 2411-2259, **3** (2).

- Reed B.N., Lebovitz L., Layson-Wolf C. (2022).** Effects of Resilience and Wellness Behaviors on Burnout and Academic Performance Among First-Year Students During the COVID-19 Pandemic. *American Journal of Pharmaceutical Education*, **18**, 9022. doi:10.5688/ajpe 9022.PMID: 35304414.
- Reuter, P. R., Forster, B. L. (2021).** Student health behavior and Academic Performance. *Peer Journal*, **9**, e11107. <https://doi.org/10.7717/peerj.11107>.
- Rezaei Z., Karimianpour G., Latifi A., Azizyani R., Sayyadi M. & Vahabi A. (2019).** Prevalence of Academic Burnout and Its Related Factors among the Students of Kurdistan University of Medical Sciences. *Health Education and Health Promotion*, **7** (4), 177-181.
- Ríos-Risquez, M. I., García-Izquierdo, M., Emiliana de los Ángeles, S.-T., César, C.-G., Solano-Ruiz, C. (2018).** Connections between Academic Burnout, resilience, and psychological well-being in nursing students: a longitudinal study. *Journal of Advanced Nursing*, doi:10.1111/jan.13794.
- Rothblum, E.D., Solomon, L.J., Murakami, J. (1986).** Affective, cognitive, and behavioral differences between high and low procrastinators. *Journal of Counseling Psychology*, **33** (4), 387- 394.
- Sabry, M.A.E.F. (2006).** Effects of family background and parental involvement on Egyptian adolescents' academic achievement and school disengagement :a structural equation modeling analysis. *Social Psychology of Education*, **9**, 139–157 doi: 10.1007/s11218-006-0009-1.
- Saddler, C. D., Sacks, L. A. (1993).** Multidimensional perfectionism and Academic Procrastination: Relationships with depression in university students. *Psychological Reports*, **73**, 863-871.
- Sagone, E., De Caroli, M. E. (2013).** Personality Factors and Civic Moral Disengagement in Law and Psychology University Students. *Procedia - Social and Behavioral Sciences*, **93**, 158-163. 10.1016/j.sbspro.2013.09.170.

- Saito, A. & Smith, M. (2017).** Measurement and Analysis of Student (Dis)engagement in Higher Education: A Preliminary Study. *IAFOR Journal of Education*, **5**, 29-46. 10.22492/ije.5.2.01.
- Salamonson, Y., Andrew, S., Everett, B. (2009).** Academic engagement and disengagement as predictors of performance in patho physiology among nursing students, *Contemporary Nurse*, **32** (1-2), 123-132, DOI: 10.5172/conu.32.1-2.123.
- Salanova, M., Schaufeli, W., Martinez, I., Bresó, E. (2010).** How obstacles and facilitators predict Academic Performance: the mediating role of study burnout and engagement. *Anxiety, Stress, & Coping*, **23** (1), 53-70.
- Saplavska, J., Jerkunkova, A. (2018).** Academic Procrastination and anxiety among students. *17th International Scientific Conference Engineering for Rural Development* doi: 10.22616/ERDev2018.17.N357.
- Savithri, J.J. (2014).** Interactive Effect of Academic Procrastination and Academic Performance on Life Satisfaction. *International Journal of Science and Research (IJSR)*, **3** (3), 377-381 ISSN (Online): 2319-7064.
- Saxena, S. & Chandra, S. (2024)** Academic Procrastinating Behaviors among college students. *International Journal for Multidisciplinary Research*. **6** (3) 1-8, E-ISSN:2582-2160
- Schaufeli, W.B., Martínez, I.M., Pinto, A.M., Salanova, M. (2002).** Burnout and Engagement in university students. *Journal of Cross-Cultural Psychology*, **33** (5), 464–481.
- Schmader, T., Major, B., Gramzow, R.H. (2001).** Coping with Ethnic Stereotypes in the Academic Domain: Perceived Injustice and Psychological Disengagement. *Journal of Social Issues*, **57** (1), 93-111.
- Schnitzler, K., Holzberger, D., Seidel, T. (2020).** All better than being disengaged: Student engagement patterns and their relations to academic self-concept and achievement. *European Journal of Psychology of Education*, **36**, 627–652 <https://doi.org/10.1007/s10212-020-00500-6>.



- Seif, M.H., Talebi, S., Darvishi, M. (2020).** Presenting Causal Model of Students' Academic Burnout based on Perfectionism with the Mediating Role of Academic Procrastination and Academic Engagement. *International Journal of Psychosocial Rehabilitation*, **24** (4), 7913-7924. ISSN:1475-7192 doi: 10.37200/IJPR/V24I4/PR2020741.
- Serafica, J.G., Muria, N.M. (2023).** The relationship between Academic Burnout and Resilience to Academic Achievement among College students. *Psychology And Education: A Multidisciplinary Journal*, **14**, 697-712, doi:10.5281/zenodo.10025884, ISSN 2822-4353.
- Shahbaziyanikhonig A., Mesrabadi J., Farid A. (2019).** The Role of Academic Procrastination and Loneliness in Students' AB. *Rooyesh-e-Ravanshenasi Journal Psychological Journal*, **7** (10) 183-198.
- Shahzadi, E., Ahmad, Z. (2011).** A study of Academic Performance of University students. *8th International Conference on Recent Advances in Statistics Lahore, Pakistan*, 255-268.
- Sharma, C. (2019).** Educational Aspirations among Secondary School Students in Relation to their Perceived Parental Encouragement. *Scholarly Research Journal for Interdisciplinary Studies*, **6** (51), 12599-12608 ISSN 2278-8808.
- Shine, S., Lokesh, L. (2023).** Perceived Stress, Self Efficacy and Academic Procrastination among College Students. *The International Journal of Indian Psychology*, **11** (1), 1651-1656. ISSN 2348-5396 (Online) | ISSN: 2349-3429 (Print) DOI: 10.25215/1101.170.
- Shkullaku, R. (2015).** The relationship between stress and Academic Performance with the Albanian students. *European Academic Research*. **2** (10) ISSN 2286-4822.
- Siah, P.C., Wen, A., Dharmaraj, E., Foo, C., Tan, S. M., Wider, W. (2019).** Grit Personality as a Mediator or Moderator for the Effects of Internet Addiction on Procrastination. *Journal of Institutional Research South East Asia*, **17**, 18-32.

- Singh, L.B., Kumar, A., Srivastava, S. (2021).** Academic Burnout and student engagement: a moderated mediation model of internal locus of control and loneliness, *Journal of International Education in Business*, **14** (2), 219-239. <https://doi.org/10.1108/JIEB-03-2020-0020>.
- Sirin, E.F. (2011).** Academic Procrastination among undergraduates attending school of physical education and sports: Role of general procrastination, academic motivation and academic self- efficacy. *Educational Research and Reviews*, **6**, 447-455.
- Sivan, S., Rajmohan (2022).** Factors influencing Academic Performance among first year medical students - A cross sectional study. *International Journal of Medical Science and Innovative Research*, **7** (1), 71 - 75.
- Sirois, F., Pychyl, T. (2002).** Academic Procrastination: Costs To Health And Well Being. Presentation at American Psychological Association Annual Convention, Chicago, August 22-25, 2002. Retrieved from [Hwww.prgtextbasedconferencesjump.html](http://www.prgtextbasedconferencesjump.html).
- Slade A.N., Kies S.M. (2015).** The relationship between Academic Performance and recreation use among first-year medical students. *Medical Education Online*, **20** (1), DOI : 10.3402 /meo.v 20.25105.
- Sparfeldt J.R., Schwabe, S. (2024).** Academic Procrastination mediates the relation between conscientiousness and academic achievement, *Personality and Individual Differences*, **218**, ISSN 0191-8869, <https://doi.org/10.1016/j.paid.2023.112466>.
- Sreelekha V., Indla Y.R., Reddy R.R., Rameswarudu M., Swathi A., Yamini D., Aleem U. (2016).** Study habits and Academic Performance of first year MBBS students. *International Journal of Medical Science and Public Health*, **5** (9), 1831-1834.
- Steel, P. (2010).** Arousal, avoidant and decisional procrastinators: Do they exist? *Personality and Individual Differences*, **48** (8), 926-34.

- Steel, P., Klingsieck, K.B. (2016).** Academic Procrastination: Psychological antecedents revisited. *Australian Psychologist*, **51** (1), 36-46.
- Steenberghs, N. (2021).** Peer Effects on Engagement and Disengagement: Differential Contributions From Friends, Popular Peers, and the Entire Class. *Frontiers in Psychology*, **27** <https://doi.org/10.3389/fpsyg.2021.726815>.
- Subrahmanian, R. (2005).** "Gender equality in education: Definitions and measurements". *International Journal of Educational Development*, **25** (4): 395–407. doi:10.1016/j.ijedudev.2005.04.003. ISSN 0738-0593.
- Sujadi, E., Ahmad, B. (2023).** Academic Procrastination in College Students: Do Academic Burnout and Smartphone Addiction Matter?. *Psychocentrum Review*, **5** (3), 161–174. DOI: 10.26539/pcr.531511.
- Sullivan, R.O., (2020).** Academic Procrastination: The role of Self-Regulation, Anxiety, Internet Use and Gender. *Dublin Business School*.
- Thompson, T., Davidson, J. A., and Barber J. G. (1995).** Self-worth protection in achievement motivation: Performance effects and attribution behavior. *Journal of Educational Psychology*, **87**, 598-610.
- Tiyuri, A., Saberi, B., Miri, M., Shahrestanaki, E., Bayat, B. B., & Salehiniya, H. (2018).** Research self-efficacy and its relationship with Academic Performance in postgraduate students of Tehran University of Medical Sciences in 2016. *Journal of education and health promotion*, **7**, 11. [https://doi.org/10.4103/jehp.jehp\\_43\\_17](https://doi.org/10.4103/jehp.jehp_43_17).
- Tomaszek, K., Muchacka-Cymerman, A. (2022).** Student Burnout and PTSD Symptoms: The Role of Existential Anxiety and Academic Fears on Students during the COVID 19 Pandemic. *Depress Res Treat*. doi: 10.1155/2022/6979310
- Tomprowski, P., Catherin, D., Patricia, M., Jack, N. (2008).** "Exercise and Children's Intelligence, Cognition and Academic Achievement". *Educational Psychology*, **20** (2) 111–131. doi:10.1007/s10648-007-9057-0. PMC 2748863. PMID 19777141.

- Trowler, V. (2016).** Student engagement literature review. Available from: <https://www.heacademy.ac.uk/system/files/studentengagementliteraturereview>.
- TwumAmpofo, E., OseiOwusu, B. (2015).** Students' Academic Performance as mediated by students' academic ambition and effort in the public senior high schools in Ashanti Mampong municipality of Ghana. *International Journal of Academic Research and Reflection*, **3** (5), 19-35.
- UNESCO (2019).** Youth and changing realities: perspectives from Southern Africa. UNESCO. ISBN 978-92-3-100334-9.
- Upadhyay, A. K., Singh, M. (2016).** A Comparative Study of Academic Procrastinatory Behaviour Self Regulatory Learning and Self Efficacy of Undergraduate Students Studying Under Continuous and Annual Evaluation System. *Dayalbagh Educational Institute*, <http://hdl.handle.net/10603/231924>
- Ursin, P., Tikkanen, J., Jarvinen, T. (2023).** Student Disengagement in Finnish Comprehensive Schooling. In: Thrupp, M., Seppänen, P., Kauko, J., Kosunen, S. (eds) *Finland's Famous Education System*, Springer, Singapore. 435-450 [https://doi.org/10.1007/978-981-19-8241-5\\_27](https://doi.org/10.1007/978-981-19-8241-5_27).
- Usán, P., Salavera, C., Mejías, J. (2020).** Relaciones entre la inteligencia emocional, el burnout académico y el rendimiento en adolescentes escolares. *CES Psicol*, **13**, 125–139.
- Uztemur, S. (2020).** The Mediating Role of Academic Procrastination Behaviours in the Relationship Between Pre-Service Social Studies Teachers' Social Media Addiction and Academic Success. *International Journal of Education Technology and Scientific Researches*, **5**, 63-101. 10.35826/ijetsar.112.
- Vahabi A, Vahabi A, Sayyad S, Kashefi H, Vahabi B. (2018).** The relationship between the student stressor factors and Academic Burnout among the students in Kurdistan University of Medical Sciences, Iran, in year 2016. *Chronic Disease Journal*, **6** (2), 45-52.

- Van Wyk, L. (2004).** The relationship between procrastination and stress in the life of the high school teacher: University of Pretoria.
- Vargas-Ramos, J. C., Lerma, C., Guzmán-Saldaña, R., Lerma, A., Bosques-Brugada, L. E., González-Fragoso, C. M. (2021).** Academic Performance during the COVID-19 Pandemic and Its Relationship with Demographic Factors and Alcohol Consumption in College Students. *International Journal of Environmental Research and Public Health*, **19** (1), 365. <https://doi.org/10.3390/ijerph19010365>.
- Verkuyten, M., Brug, P. (2014).** Educational Performance and Psychological Disengagement Among Ethnic-Minority and Dutch Adolescents, *The Journal of Genetic Psychology: Research and Theory on Human Development*, **164** (2), 189-200, DOI: 10.1080/00221320309597977.
- Vinter, K., Aus, K., Arro, G. (2020).** Adolescent girls' and boys' Academic Burnout and its associations with cognitive emotion regulation strategies. *Educational Psychology*, 1– 18. doi:10.1080/01443410.2020.1855631.
- Vodanovich, S.J., Rupp, D.E. (1999).** Are procrastinators prone to boredom? *Social Behavior and Personality*, **27**, 11-16.
- Vygotsky, L. S. (1978).** *Mind in society: The development of higher psychological processes* Cambridge, Mass.: Harvard University Press.
- Walker, R. (2013).** The effect of inequality framing on academic disengagement, persistence, and racial attitudes among European American college students. Master of Arts Thesis, Ball State University.
- Walter, B., Meredith, G., Joyce, G. (2003).** Educational Research: An Introduction. *British Journal of Educational Studies*. **32**. 10.2307/3121583.
- Wasim, A., Adeeb, M., Mateen, M. (2021).** Mediating Role of Academic Procrastination between Emotional Intelligence and Academic Performance of Pakistani Youth. *Journal of Professional & Applied Psychology*, **2** (1), 43-52.

- Werther, E. (2012).** College adjustment and burnout among undergraduate transfer and native students. Ph.D. Dissertation The University of Georgia.
- Wijaya, H.E. (2018).** The Mediating Role of Meta-cognitive Self-Regulation on Student Procrastination and Academic Performance. 57-62. doi: 10.5220/0008407700570062.
- World Health Organization. (2019).** Burn-out an “occupational phenomenon”: *International classification of diseases*. Retrieved from [https://www.who.int/mental\\_health/evidence/burn-out/en](https://www.who.int/mental_health/evidence/burn-out/en).
- Wrosch C., Scheier, M.F., Miller, G.E., Schulz, R., & Carver, C.S. (2003).** Adaptive self- regulation of unattainable goals: Goal disengagement, goal reengagement, and subjective.
- Wu, W., He, Q. (2022).** The Roles of Moral Disengagement and Learned Helplessness Towards International Postgraduate Students’ Academic Procrastination. *Psychology Research and Behavior Management*, **15**, 1085–1104.
- Xie, Y.J., Cao, D.P., Sun, T., Yang, L.B. (2019).** The effects of academic adaptability on Academic Burnout, immersion in learning, and Academic Performance among Chinese medical students: a cross-sectional study. *BMC Medical Education*, **19**, doi.org/10.1186/s12909-019- 1640-9s.
- Yaakub, N.F. (2000).** Procrastination Among Students in Institutes of Higher Learning: Challenges for K-economy: Malaysia. University Of Utara retrieved from website <http://www.postpone/Mahdzan.com> accessed on November 13, 2009.
- Ye, Y., Huang, X., Liu, X. (2021).** Social Support and Academic Burnout Among University Students: A Moderated Mediation Model. *Psychology Research and Behavior Management*, **14**, 335-344.
- Yuhong, Z., Zheng, W., Gao, X. (2019).** The relationship between the big five and cyberbullying among college students: the mediating effect of moral disengagement. *Current Psychology*, **38**, 10.1007/s12144-018-0005-6.

- Yusuf, T.A., Onifade, C.A. and Bello, O.S. (2016).** Impact of Class Size on Learning, Behavioral and General Attitudes of Students in Secondary Schools in Abeokuta, Ogun State Nigeria. *Journal of Research Initiatives*. **2** (1).
- Zhang, Y., Gan, Y., Cham, H. (2007).** Perfectionism, Academic Burnout and Engagement among Chinese college students: A structural equation modeling analysis. *Personality and Individual Differences*. **43** (6), 1529-1540.
- Zhang, Y., Dong, S., Fang, W., Chai, X., Mei, J., Fan, X. (2018).** Self-efficacy for self- regulation and fear of failure as mediators between self-esteem and Academic Procrastination among undergraduates in health professions. *Advances in Health Sciences Education*, doi:10.1007/s10459-018-9832-3.
- Zhao, F., Li, S., Li, T., Guoliang, Y., (2019).** Does Stereotype Threat Deteriorate Academic Performance of High School Students With Learning Disabilities? The Buffering Role of Psychological Disengagement. *Journal of Learning Disabilities*, **52** (4), 312–323.
- Zuo, X., Zhao, L., Li, Y., He, W., Yu, C., Wang, Z. (2024).** Psychological mechanisms of English academic stress and Academic Burnout: The mediating role of rumination and moderating effect of neuroticism. *Frontiers in Psychology*, **15**, 1309210. doi:10.3389/fpsyg.2024.1309210

## WEBSITES

- <https://www.who.int/news/item/28-05-2019-burn-out-an-occupational-phenomenon-international-classification-of-diseases> accessed on 5th August 2021
- <https://www.uopeople.edu/blog/what-is-academic-burnout/> accessed on 12 August 2021
- <https://collegeinfo geek.com/student-burnout/> accessed on 10th September 2021  
<http://www.oxforddictionary.com>

- <http://www.collinsdictionary.com>
- <https://collegeinfo geek.com/student-burnout/> accessed on 10th January 2022
- <https://www.allassignmenthelp.com/blog/academic-performance/> accessed on 16th January 2022
- <https://case.missouri.edu/10-ways-to-improve-academic-performance/> accessed on 17th January 2022
- ProCon.org, "Standardized Tests," accessed on May 12, 2022.
- ACT, "Our Story," accessed on May 13, 2022.
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8744874/> accessed on 2nd May 2022
- <https://positivepsychology.com/burnout/> accessed on 13th May 2022
- <https://www.fnu.edu/tips-preventing-student-burnout//> accessed on 14th May 2022
- PBS, "Americans Instrumental in Establishing Standardized Tests," accessed on May 14, 2022. Washington Office of the Superintendent of Public Instruction, "Elementary and Secondary Education Act (ESEA)," accessed on May 15, 2022.
- [https://en.m.wikipedia.org/wiki/Academic\\_achievement#:~:text=Academic%20achievement%20or%20academic%20performance,bachelor's%20degrees%20represent%20academic%20achievement](https://en.m.wikipedia.org/wiki/Academic_achievement#:~:text=Academic%20achievement%20or%20academic%20performance,bachelor's%20degrees%20represent%20academic%20achievement) accessed on May 16, 2022.



## APPENDIX - A

### THE COPENHAGEN BURNOUT INVENTORY- STUDENT VERSION (CBI-S)

**Please fill up the following profile:**

Name:

Class:

Gender:

Age:

College:

Percentage:

#### Instructions

Dear Student, there are 16 statements related to students feelings, each statement decide the level of academic burnout among undergraduate students. Please read each statement carefully and decide if you ever feel this way about your academic tasks. If you have "never" had this feeling, tick the number one in the space next to the statement. If you have had this feeling, indicate how often you feel it by ticking the number (from 1 to 5) that best describes how frequently you feel that way. There is no time limit.

**Please do not leave any statement unattempted.**

Items should be rated according to the following table:

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Always
0% of the time	25% of the time	50% of the time	75% of the time	100% of the time

S. No.	Items	Rating Point				
Personal Burnout						
1	How often do you feel tired?	1	2	3	4	5
2	How often are you emotionally exhausted?	1	2	3	4	5
3	How often do you think " I can't take it anymore"?	1	2	3	4	5
4	How often do you feel worn out?	1	2	3	4	5
5	How often do you feel weak and susceptible to illness?	1	2	3	4	5
Studies Related Burnout						
6	Do you feel worn out at the end of the day?	1	2	3	4	5
7	Are you exhausted in the morning at the thought of another day of class?	1	2	3	4	5
8	Do you feel that every waking hour is tiring for you?	1	2	3	4	5
9	Are you studies emotionally exhausting?	1	2	3	4	5
Instructor Related Burnout						
10	Do you find it hard to work with your instructors?	1	2	3	4	5
11	Does it drain your energy to work with your instructors?	1	2	3	4	5
12	Do you find it frustrating to work with your instructors?	1	2	3	4	5
13	Are you tired of working with your instructors?	1	2	3	4	5
Classmate Related Burnout						
14	Does it drain your energy to work with your classmates?	1	2	3	4	5
15	Do you find it frustrating to work with your classmates?	1	2	3	4	5
16	Do you feel that you give more than you get back when you work with your classmates?	1	2	3	4	5

## APPENDIX - B

### STUDENT DISENGAGEMENT SCALE

**Please fill up the following profile:**

Name:

Class:

Gender:

Age:

College:

Percentage:

**Instructions:**

Dear Student, there are 22 statements related to student disengagement from academic tasks. Each statement decide the disengagement level among undergraduate students. For each statement, A five-point Likert scale where 1 represents “never” and 5 represents “very often” was used for all the items (never = 1, seldom = 2, sometimes = 3, often = 4, very often = 5). In the box to the right of each statement, Tick the number on the five point scale that best describes you. There is no time limit.  
**Please do not leave any statement unattempted.**

Items should be rated according to the following table:

**Rating Points**

Never	Seldom	Sometimes	Often	Very Often
1	2	3	4	5

Item No.	How much do you agree with these statements regarding your behavior?	Rating Point				
	<b>Behavioral Disengagement</b>					
1	I pretend as if I were paying attention, but I am actually doing something else such as texting on my phone and doing assignments for another course.	1	2	3	4	5
2	I forget to bring necessary materials to class.	1	2	3	4	5
3	I forget assignment deadlines and exam dates.	1	2	3	4	5
4	I fail exams.	1	2	3	4	5
5	I groom myself in class. (e.g., do makeup, look in the mirror).	1	2	3	4	5
6	I will not take a course if it has a teacher hovering over in class to talk to individual students.	1	2	3	4	5
	<b>Emotional Disengagement</b>					
7	I sit near the back of the classroom.	1	2	3	4	5
8	I do not attend class on key dates such as quiz and exams.	1	2	3	4	5
9	I cut class and do something of priority outside school (e.g. socializing with friends, part-time job, family etc.)	1	2	3	4	5
10	I do not respond when the teacher calls on me.	1	2	3	4	5
11	I pretend not to be aware of being called upon by the teacher.	1	2	3	4	5
12	When called on I discuss the question being asked of and/or the response with fellow students before giving an answer.	1	2	3	4	5
13	I pretend as if I have thought out the teacher's question.	1	2	3	4	5
	<b>Cognitive Disengagement</b>					
14	I daydream during class with my mind focused on nothing in particular.	1	2	3	4	5

15	I do not take notes of important points in class.	1	2	3	4	5
16	I attend class without completing homework.	1	2	3	4	5
17	I resort to copying fellow students' assignments or work.	1	2	3	4	5
18	I cannot concentrate in class.	1	2	3	4	5
	<b>Social Disengagement</b>					
19	I sit alone away from other students in class.	1	2	3	4	5
20	I attend lecture without sufficient sleep or with fatigue from part time work or club activity.	1	2	3	4	5
21	I avoid making eye contact with the teacher when he/she is going to call on students.	1	2	3	4	5
22	I repeatedly cut class.	1	2	3	4	5

## APPENDIX - C

### ACADEMIC PROCRASTINATION SCALE

Please fill up the following profile:

Name:

Class:

Gender:

Age:

College:

Percentage:

#### Instructions

Dear Student, There are 12 statements and each statement decide the procrastination level among undergraduate students followed by five point scale such as strongly agree, agree, neutral, disagree and strongly disagree. Note that the 3 on the scale is Neutral- the statement is neither characteristic nor uncharacteristic of you. Read each statement carefully and tick the number on the five point scale that you find is most appropriate and relevant in your case. There is no time limit.

**Please do not leave any statement unattempted.**

Items should be rated according to the following table:

#### Rating Points

Strongy Agree	Agree	Neutral	Disagree	Strongy Disagree
5	4	3	2	1

S. No.	ITEMS	RATING POINT					
	<b>Time Management</b>						
1	I often find myself performing tasks that I had intended to do days before.	1	2	3	4	5	
2	When it is time to get up in the morning, I most often to get late out of bed.	1	2	3	4	5	
3	I usually have to rush to complete a task on time.	1	2	3	4	5	
4	I do not prefer to leave early for an appointment.	1	2	3	4	5	
5	I usually do not accomplish all the things I plan to do in a day.	1	2	3	4	5	
	<b>Task Aversiveness</b>						
6	I do not do assignments until just before they are to be handed in.	1	2	3	4	5	
7	In preparing for some deadline, I often waste time by doing other things.	1	2	3	4	5	
8	I do not often have a task finished sooner than necessary.	1	2	3	4	5	
9	I am continually saying I shall do it tomorrow.	1	2	3	4	5	
	<b>Laziness</b>						
10	When I am finished with a library book, I do not return it right away regardless of the date it is due.	1	2	3	4	5	
11	I generally delay before starting on work I have to do.	1	2	3	4	5	
12	I usually do not start an assignment shortly it is assigned.	1	2	3	4	5	