

## Impact of Learning Styles on Academic Procrastination and Academic Resilience among College Students

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In today's complex globalized environment, academic procrastination, a common issue in higher education system which may affect students' performance and well-being. In contrast, academic resilience reflects the ability to recover from setbacks and maintain motivation in challenging situations. Learning styles—students' preferred ways of absorbing, processing, and retaining information—play a critical role in their academic behaviors and outcomes. The present study aims to explore the impact of gender and learning styles on academic procrastination and academic resilience among college students. An attempt has also been made to determine the relationships between the dependent variables. Data were collected from 300 college students (164 female, 136 male) of Kolkata applying standardized questionnaires. The study utilized a multistage cluster sampling technique and employed various scales, including Revised Study Process Questionnaire, Procrastination Assessment Scale, and Academic Resilience Scale, and descriptive, inferential and correlational statistics were done to prove the hypotheses. The findings reveal a significant impact of gender on both academic procrastination and resilience, and show that learning styles influence academic resilience. Deep learners were found to be more resilient, likely due to their structured learning approaches. Furthermore, resilient students, regardless of learning style or gender, exhibited lower levels of procrastination. The results underscore the need for academic interventions that address individual learning styles to reduce procrastination and foster resilience, helping educators and counselors to develop and design interventions in managing their academic responsibilities and foster success and well-being in college settings.

**Keywords:** Learning styles, Academic procrastination, Academic resilience.

In today's complex globalized environment, graduation is widely regarded as the minimum level required for securing and maintaining productive employment for both men and women. Efforts in recent times have been geared towards improving both teaching and learning strategies in educational system with a focus on ensuring teaching is more engaging and student-centered. Understanding students' approaches to learning will provide means of upgrading and updating instructional strategies to ensure learning opportunities are maximized.

Learning process has been one of the important aspects of entire human life. Biggs(1987) defined learning approaches as the combination of motivation and strategy that students use in the learning process, which can be "surface" or "deep". The initial studies (Ramsden & Entwistle,1981; and Biggs,1987) elaborated the theory of Deep and Surface learning styles which described that surface learners tend to concentrate on the writer's main point, and reproduce the main facts and they're dispassionate with the learning material. The students feel

pressurised and rush into retention of information; thus they only memorise and do not understand the meaning behind the material. On the other hand, deep learners transform the knowledge they gain by exploring it beyond the main point. Rather than memorisation, the learners engage and think critically about the information. They show great interest and are calm in their learning of the information. As deep learners are more engaged, information is more likely to be retained long-term. So, the deep learning is based on internal motivation or curiosity and in this approach, there is a personal commitment to learning. Student's learning styles are among the acquired factors. Based on their individual differences, different students use different learning styles for their learning process.

Procrastination is universal problem reducing the productivity and opportunities of millions of people in various areas of activities. Among this academic procrastination is a very prevalent issue causing serious error on the part of students. Procrastination is the act of delaying tasks intentionally or habitually (Ludwig & Schicker, 2013). Based on the Latin roots of the term—*pro*, which means “forward, forth, or in favor of,” and *crastinus*, which means “of tomorrow”—all definitions of procrastination acknowledge that a task or decision must be postponed, delayed, or put off (Ernest Klein, 1971). It has been estimated that about 80 to 95% of students engage in procrastination daily (Steel, 2007). So, academic procrastination must be a concern, as it gives bad impact to students in terms of quality and at the high level, students may find it hard to develop and lose opportunities to excel. In addition, resilience is also one of the factors causing academic procrastination. The lack of resilience in students creates weak strategies and thoughts that lead students to become procrastinators (Ko & Chang, 2019). As a result of situations like this,

students must have good resilience in order to avoid procrastination. In contrast, resilience is an individual's ability to overcome obstacles and adapt to difficult situations (Hutauruk et al., 2019). The formation of resilience can be seen in the way individuals regulate emotions, control impulses, are optimistic about what they do, believe in their abilities, understand emotional feelings, and achieve positive things to give confidence to individuals in facing challenges or problems. High resilience makes individuals have good capacity to respond adaptively and productively to challenges, while low resilience will harm individual resilience in dealing with problems faced in the environment (Toripa & Huwae, 2023). Understanding the relationship between academic procrastination and academic resilience is crucial, as it can provide insights into how students can be better supported in their academic journeys.

Previous studies have revealed a significant negative relationship between resilience and academic procrastination and a negative sign can mean that the higher the resilience, the lower the procrastination, and vice versa (Huang et al., 2022). Other studies reveal no significant correlation between student academic resilience and academic procrastination (Toripa & Huwae, 2023). The research findings of Pai & Arjun (2023) revealed that there is no statistically significant difference in academic resilience based on gender. A study of Bala (2019) showed that female international students have higher academic resilience as compared to male international students. Ajayi (2020) demonstrated that gender is not related to active or passive procrastination among undergraduate candidates. Khan et al. (2014), in their research, concluded that procrastination behaviour is more commonly found in male students than females. Despite these insights, there are contradictory

findings of different studies. Furthermore, most existing studies have primarily focused on the relationship between academic procrastination and academic resilience with respect of gender, no study specifically discusses the impact of learning styles on academic procrastination and academic resilience. This gap in the literature highlights the need for more nuanced research to interplay between these academic related variables.

Addressing this gap, the present study attempts to assess the impact of gender and learning styles on academic procrastination and academic resilience of undergraduate college students of Kolkata, West Bengal and also to explore the interaction effect of the independent variables. Additional interest is to find out the relationship between all the combinations of the study variables. Through a comprehensive review of existing literature, this study aspires to contribute to the development of effective interventions that may enhance student performance and their mental health.

### Hypotheses

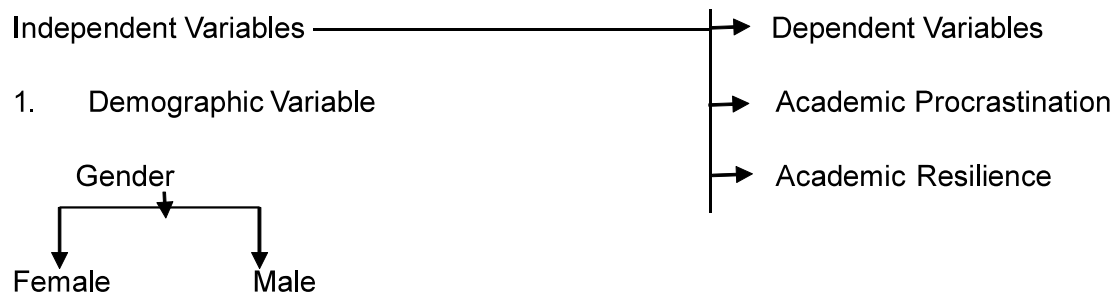
- H<sup>1</sup>- There is no significant effect of gender on
- a) Academic Procrastination in terms of prevalence and reasons.
  - b) Academic Resilience in terms of perseverance, reflecting and adaptive

help-seeking, and negative affect and emotional response.

- H<sup>2</sup>- There is no significant effect of learning style on
- a) Academic Procrastination in terms of prevalence and reasons.
  - b) Academic Resilience in terms of perseverance, reflecting and adaptive help-seeking, and negative affect and emotional response.
- H<sup>3</sup>- There is no significant interaction effect of gender and learning style on
- a) Academic Procrastination in terms of prevalence and reasons.
  - b) Academic Resilience in terms of perseverance, reflecting and adaptive help-seeking, and negative affect and emotional response.
- H<sup>4</sup>- There is no significant correlation between all the possible pairs of selected dependent variables (Academic Procrastination, Academic Resilience) among female and male undergraduate college students.
- H<sup>5</sup>- There is no significant correlation between all the possible pairs of selected dependent variables (Academic Procrastination, Academic Resilience) among Deep learning style and surface learning style undergraduate college students.

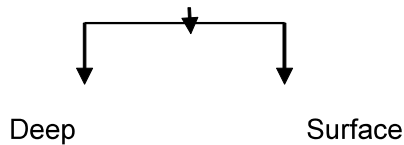
### Method

#### Research Design



## 2. Psychological Variable

### Learning Styles



The existing study is a factorial research design. A factorial design allows the researcher to examine the main and interaction effects of two or more independent variables simultaneously on a set of dependent variables. The present study emphasizes the effects of two independent variables (i.e. gender and learning styles) and also their interaction effect on dependent variables (i.e. academic procrastination and academic resilience) to gain more understanding of the factors. Furthermore, this study is also correlational in its nature as it explores the relationships among dependent variables (i.e. academic procrastination and academic resilience).

### Sample

The sample consists of undergraduate college students (both female and male) aged between 19 to 21 years, who secured between 70% - 90% marks in Higher Secondary Examination under West Bengal Board, having no history of grade failure, ragging and mental disorder or chronic physical illness, having intact family, with middle socio-economic status, residing in Kolkata. A sample of 300 participants (164 female students and 136 male students) were taken in order to assure generalizability of the research findings. The present study used a multistage cluster sampling technique to constitute the sample. Multistage cluster sampling is a complex form of cluster sampling, where constructing the clusters is the 1<sup>st</sup> stage and randomly selecting elements from each cluster is the 2<sup>nd</sup> stage. The respondents were selected from the colleges of different zones of Kolkata.

### Tools

1. Informed Consent Form
2. A detailed Information Schedule including demographic data of the participants.
3. Standardized measurement tools—

General Health Questionnaire – 28 by Goldberg and Hillier (1979) was used as a screening tool, where only those individuals who scored less than 4 were included for the sample. The split-half reliability of this questionnaire is 0.97.

Kuppuswamy Socio-economic Status Scale was used which was constructed in 1976 by Kuppuswamy to measure the socio-economic status of individuals based upon occupation of the head of the family, education of the head of the family and total family income from all sources. The latest modification to the scale was made in 2021 (Saleem & Jan, 2021).

To evaluate the learning approaches of students Revised Study Process Questionnaire (R-SPQ-2F) developed by Biggs, Kember, & Leung, (2001) was used. This scale assessed deep and surface approaches of learning style. The scale consists of 20 items with 5 response choices. The Cronbach alpha values are 0.73 for Deep Approach and 0.64 for Surface Approach. Confirmatory factor analysis indicates a good fit to the intended two factor structure.

Academic procrastination was measured by using Procrastination Assessment Scale-Students (PASS) by Solomon & Rothblum (1984). This scale consists of 44 items and is divided into two parts; the first part is the prevalence of procrastination and the second part is reasons for procrastination. The PASS has test-retest correlation of 0.80 and very good concurrent validity.

Academic resilience was measured by using Academic Resilience Scale (ARS-30)

developed by Cassidy (2016). The scale consists of 30 items with 5 response choices. It assesses three factors, that is, factor-1 represents perseverance, factor-2 is reflecting and adaptive help-seeking and factor-3 is negative affect and emotional response. Cronbach's  $\alpha$  of 0.90 indicates high

internal consistency reliability for the global scale.

### Statistical Tools

Descriptive Statistics, inferential Statistics and correlational Statistics were conducted by using Statistical Package for Social Sciences Software (SPSS Version 20.0).

### Results

Table 1. Showing the mean and standard deviation for the selected variables (Academic Procrastination and Academic Resilience) among female, male undergraduate college students with deep and surface learning styles (N=300)

Variables	Gender				Learning Style			
	Female		Male		Deep		Surface	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Academic Procrastination (Prevalence)	34.62	1.707	38.21	2.423	35.52	2.445	37.09	2.812
Academic Procrastination (Reasons)	80.45	2.853	88.04	3.565	82.85	4.762	85.10	4.907
Academic Procrastination (Total)	115.07	4.198	126.26	5.552	118.37	6.903	122.19	7.438
Academic Resilience (perseverance)	50.95	4.957	51.04	4.946	53.27	4.601	48.35	3.919
Academic Resilience (reflecting and adaptive help-seeking)	32.18	2.412	31.42	2.780	33.10	2.137	30.37	2.332
Academic Resilience (negative affect and emotional response)	23.73	1.579	21.08	2.087	23.32	2.120	21.61	2.048
Academic Resilience (Global Score)	106.87	7.765	103.54	8.550	109.69	7.163	100.34	6.478

Table-1 provides statistical data (mean and standard deviation) on academic procrastination and academic resilience among undergraduate students (N=300) categorized by gender (female, male) and learning style (deep, surface). For all the subscales and total score of academic procrastination, males report higher score than females and surface learners exhibit more procrastination than deep learners. For academic resilience, in terms of perseverance, males score slightly higher than females; in terms of reflecting and adaptive help-seeking, females score slightly higher than males; in terms of negative affect and emotional response, females score higher than males, indicating more emotional responses; and in terms of global score,

females score higher than males. For all the subscales and global score of academic resilience, deep learners score higher than surface learners.

The results of ANOVA for Academic Procrastination are presented in Table 2. As indicated in the table, there was significant effect of gender on Prevalence ( $F=243.740$ ,  $df=1$ ,  $P < .000$ ), Reasons ( $F=340.765$ ,  $df=1$ ,  $P < .000$ ) and Total score of Academic Procrastination ( $F=404.104$ ,  $df=1$ ,  $P < .000$ ). However, there was no significant effect of learning style on all the subscale scores of Academic Procrastination. Moreover, the result also revealed that there was no significant interaction effect of gender and learning style on all the subscale scores of Academic Procrastination.

Table 2, Showing the main and interaction effect of gender and learning style on academic procrastination in terms of prevalence, reasons and total among undergraduate college students (N=300) of Kolkata.

Variables	Academic Procrastination (Prevalence)			Academic Procrastination (Reasons)			Academic Procrastination (Total)		
	F Value	df	Sig. Value	F Value	df	Sig. Value	F Value	df	Sig. Value
Gender	243.740**	1	.000	340.765**	1	.000	404.104**	1	.000
Learning Styles	3.645	1	.057	.946	1	.332	2.339	1	.127
Gender*Learning Styles	1.389	1	.240	1.686	1	.195	2.099	1	.149

\*p<0.05 level \*\*p<0.01 level

Table 3. Showing the main and interaction effect of gender and learning styles on academic resilience in terms of perseverance, reflecting and adaptive help-seeking, negative affect and emotional response and global score among undergraduate college students (N=300) of Kolkata.

Variables	Academic Resilience (perseverance)			Academic Resilience (reflecting and adaptive help-seeking)			Academic Resilience (negative affect and emotional response)			Academic Resilience (Global Score)		
	F Value	df	Sig. Value	F Value	df	Sig. Value	F Value	Df	Sig.	F Value	df	Sig.
Gender	.221	1	.638	21.403**	1	.000	141.028**	1	.000	46.014**	1	.000
Learning Styles	46.855**	1	.000	68.172**	1	.000	11.034**	1	.001	93.310**	1	.000
Gender*Learning Styles	1.195	1	.275	.000	1	.992	1.032	1	.311	.211	1	.646

\*p<0.05 level \*\*p<0.01 level

The results of ANOVA for Academic Resilience are presented in Table 3. As indicated in the table, there was significant effect of gender on reflecting and adaptive help-seeking ( $F=21.403$ ,  $df=1$ ,  $P \leq .000$ ), negative affect and emotional response ( $F=141.028$ ,  $df=1$ ,  $P \leq .000$ ) and Global score of Academic Resilience ( $F=46.014$ ,  $df=1$ ,  $P \leq .000$ ) but there was no significant effect of gender on perseverance subscale of Academic Resilience. The result also revealed that there was significant effect of learning style on perseverance ( $F=46.855$ ,  $df=1$ ,  $P \leq .000$ ), reflecting and adaptive help-seeking ( $F=68.172$ ,  $df=1$ ,  $P \leq .000$ ), negative affect and emotional response ( $F=11.034$ ,  $df=1$ ,  $P \leq .001$ ) and Global score of Academic Resilience ( $F=93.310$ ,  $df=1$ ,  $P \leq .000$ ). Moreover, there was no significant

interaction effect of gender and learning style on all the subscale scores of Academic Resilience.

The Pearson correlation coefficients between the subscales of Academic Procrastination and the subscales of Academic Resilience are presented in Table 4. As it can be seen from the table in the groups of female students, the Academic Procrastination subscales and total scores demonstrated negatively significant correlations with the subscales and total scores of Academic Resilience (ranges from  $-.34$  to  $-.50$ ) and for the groups of male students, the Academic Procrastination subscales and total scores demonstrated negatively significant correlations with the subscales and total scores of Academic Resilience (ranges from  $-.27$  to  $-.40$ ).

Table 4. Showing the product moment correlation coefficient between academic procrastination (in terms of prevalence, reasons and total) and academic resilience (in terms of perseverance, reflecting and adaptive help-seeking, negative affect and emotional response and global score) among female and male undergraduate students of Kolkata.

Variables	Academic Resilience (perseverance)		Academic Resilience (reflecting and adaptive help-seeking)		Academic Resilience (negative affect and emotional response)		Academic Resilience (Global Score)	
	Female	Male	Female	Male	Female	Male	Female	Male
Academic Procrastination (Prevalence)	-.44**	-.29**	-.48**	-.40**	-.36**	-.37**	-.50**	-.39**
Academic Procrastination (Reasons)	-.35**	-.27**	-.36**	-.27**	-.34**	-.33**	-.40**	-.32**
Academic Procrastination (Total)	-.41**	-.30**	-.44**	-.35**	-.38**	-.37**	-.48**	-.38**

\*p<0.05 level      \*\*p<0.01 level

Table 5. Showing the product moment correlation coefficient between academic procrastination (in terms of prevalence, reasons and total) and academic resilience (in terms of perseverance, reflecting and adaptive help-seeking, negative affect and emotional response and global score) among undergraduate students of Kolkata with deep and surface learning styles.

Variables	Academic Resilience (perseverance)		Academic Resilience (reflecting and adaptive help-seeking)		Academic Resilience (negative affect and emotional response)		Academic Resilience (Global Score)	
	Deep (LS)	Surface (LS)	Deep (LS)	Surface (LS)	Deep (LS)	Surface (LS)	Deep (LS)	Surface (LS)
Academic Procrastination (Prevalence)	-.23**	-.04	-.41**	-.25**	-.56**	-.57**	-.44**	-.30**
Academic Procrastination (Reasons)	-.13	-.04	-.26**	-.20*	-.58**	-.62**	-.33**	-.29**
Academic Procrastination (Total)	-.17*	-.04	-.33**	-.23**	-.60**	-.62**	-.38**	-.31**

\*p<0.05 level      \*\*p<0.01 level

The Pearson correlation coefficients between the subscales of Academic Procrastination and the subscales of Academic Resilience are presented in Table 5. As it can be seen from the table in the groups of students with deep learning style, the Academic Procrastination subscales and total scores demonstrated negatively significant correlations with the subscales and total scores of Academic Resilience (ranges from -.17 to -.60), exception for the relationship between Academic Resilience

(perseverance) and Academic Procrastination (Reasons) subscales and for the groups of students with surface learning style, the Academic Procrastination subscales and total scores demonstrated negatively significant correlations with the subscales and total scores of Academic Resilience (ranges from -.20 to -.62), exception for the relationship between Academic Resilience (perseverance) and the subscales and total score of Academic Procrastination.

## Discussion

The analysis reveals significant gender differences in academic procrastination. Males consistently report higher levels across all dimensions: prevalence, reasons, and total scores than females. Maybe, societal expectations and gender norms play a role. Females are often socialized to be more responsible and organized and they typically exhibit better time management skills, leading to manage their responsibilities efficiently and develop more disciplined study habits, reducing the tendency to procrastinate. Few studies result in the same direction, concluded that procrastination behaviour is more commonly found in male students than females. Balkis and Duru (2009) observed that male students intend to procrastinate more than female students. Motivational level is considered as the main cause of procrastination which is further influenced by those behavioural and emotional processes which are related with task averting situation. However, the absence of a significant effect of learning style and the interaction between gender and learning style on academic procrastination suggests that while gender is a dominant factor, learning styles might only exert a secondary influence. The lack of interaction also implies that the effects of gender and learning style are independent.

The results also revealed that there is a significant impact of gender on academic resilience in terms of reflecting and adaptive help-seeking, negative affect and emotional response and global score but not on perseverance. The results indicate no significant gender differences in perseverance, suggesting that both males and females exhibit comparable levels of persistence when faced with academic challenges. The lack of difference here may reflect the homogenizing influence of shared educational contexts. Significant differences exist in the academic resilience of male and

female students globally (Mwangi & Ileri, 2017; Fatima & Nadeem, 2022). Some researches have found higher resilience in male students (Erdogan et al. 2015), which is contrary to the current findings. Although some researches (Mwangi & Ileri, 2017; Olaseni, 2020) align with the current findings which revealed that the academic resilience is higher in female college students than male students. The reason behind such results may be due to the societal expectations i.e. female students generally balance their household duties with academic responsibilities which enhances their multitasking and coping skills, time management and goal settings, which contribute to more effective study habits. This combination of societal pressure and adaptive skills allow them to better cope with stress and setbacks, enhance their ability to bounce back from academic challenges, which may lead to notable academic resilience. The current findings also revealed that there is a significant impact of learning styles across all the subscales and global score of academic resilience. Students with deep learning style are more academically resilient than those with surface learning style may be because students with a deep approach to learning are intrinsically interested, engage more thoroughly with the study material, seek to understand underlying concepts rather than just memorizing facts (Trigwell et al., 2005). This deeper engagement with study material fosters a genuine interest in learning which helps them to overcome academic challenges and enable them persisting through difficulties. In contrast, surface learners, who focus primarily on rote memorization and short-term goals like passing exams, may struggle more with resilience because they lack the deeper understanding, intrinsic motivation which make them less adaptable to adversity. Moreover, no significant interaction effects between gender and learning style were found for any dimension of academic

resilience. This finding indicates that the influences of gender and learning style on resilience operate independently.

The results obtained in this study align with previous research findings (e.g. Shin & Kelly, 2015; Huang et al., 2022) suggesting there is significant negative correlation between academic procrastination and resilience among college students. It may be because resilient students are more adaptable and can adjust their plans and strategies according to the need of the situation. This flexibility may help them to manage with the academic load and complete their tasks on time. Furthermore, resilient people have a positive self-image and are confident in their skills and abilities, which may explain why they procrastinate less (Ko & Chang, 2019).

The implications of this study advocate for promoting deep learning styles among college students not only supports academic resilience but also contributes to their holistic development by dealing with both academic and psychological challenges effectively in dynamic and demanding environments. The lack of significant interaction effects between gender and learning style on both academic procrastination and resilience suggests that these variables operate independently rather than synergistically. So, this finding highlights the importance of addressing both gender-specific and learning-style-specific interventions to enhance academic outcomes which will be helpful for the educators, student counsellors, policy makers, curriculum framers and people of society in general.

One limitation of this study is that the responses were obtained from limited geographic areas, so, variations in response could not be studied. Another limitation is using self-report data as the only source of data available for analysis. Maybe respondents had tended to answer the questionnaires in a socially desirable way. So,

it can be suggested to investigate these variables using different methods of data collection such as interview etc. Future research can also be aimed at unraveling the other intricate psychological factors that contribute to the students' ability to thrive academically in the face of challenges.

### Conclusion

In conclusion, the prevalence of academic procrastination is a global phenomenon. As there is an impact of gender on Academic procrastination, addressing this problem is necessary at college level as they are more vulnerable and sensitive. This research findings also indicate that significant negative correlation exists between academic procrastination and resilience among college students. Hence, we can understand that having a higher level of resilience is much likely to help students to overcome their tendencies to procrastinate their academic activities. It would be possible to develop methods and provide counselling services to improve resilience among the students and therefore reduce procrastination. Moreover, the impact of learning styles on academic resilience among college students reveals a multifaceted relationship that holds significant implications for educational practices.

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