

## **Abstract**

The purpose of study was to investigate relationship between academic procrastination and academic achievement among university students. Secondly, the study aimed to investigate the differences between low and high procrastinators in terms of academic achievement. Moreover it was also aimed to find out gender differences in terms of academic procrastination and academic achievement. Both quantitative and qualitative researches were conducted. Between subject design was used. Sample consisted of undergraduate students with age range of 18-21 year (61 male, 67 female) by purposive sampling from Social Sciences Discipline. Procrastination Assessment Scale-Students (PASS) by Solomon and Rothblum (1984) was used to measure academic procrastination. Descriptive Statistics, Correlation, Independent t-test and Two-Way ANOVA were used to analyze the data. Findings indicated a significant inverse relationship between academic procrastination and academic achievement. Findings also indicated significant differences between male students and female students in terms of academic procrastination. The findings indicated the main effect of academic procrastination, gender and interaction between gender and academic procrastination. Qualitative research consisted of focus group discussion consisting of 7 participants (male students=3, female students=4). Focus group discussion was conducted to develop an Indigenous theory of academic procrastination. Grounded theory was used to assign codes and develop categories of the data. The major themes emerged from the data were cultural definition of academic procrastination, why academic procrastination, significant others, academic procrastinators' personality profile, social activities, gender differences in academic procrastination.

**Keywords:** Academic procrastination, Academic Achievement, Gender, Indigenous, theme