

PARENTAL INDUCEMENT OF SELF-REGULATION, PROCRASTINATION AND ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS

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Abstract: This study has been undertaken to investigate the relation among procrastination, parental inducement of self-regulation and academic achievement among secondary school students. A study was made on random sample of 100 (50 male and 50 female) secondary school students selected from various institutions of Agra and used three scales i) Academic Procrastination Scale ii) Parental Inducement of Academic Self-regulation Questionnaire iii) Academic Achievement. The product moment correlation was used to analyze the raw data. The findings revealed parental inducement of self-regulation was found to be negligible related with procrastination, procrastination and parental inducement of self-regulation were found to be significantly positively related with academic achievement in secondary school students.

Keywords: Procrastination, Parental inducement of self-regulation and Academic Achievement

I. INTRODUCTION

Procrastination is the deferent or avoidance of an action or task to a later to a late time. It may result in stress, a sense of guilt, the loss of productivity, the creation of crisis, and the changing of others for not fulfilling ones responsibilities or commitments. It is normal for individuals to procrastinate to some degrees but it becomes a problem when it impedes normal functioning. It is seen as a problem when it disrupts some area of our life, it can be either personal, related to home, school work or relation shifts.

Parents and teachers can foster children self-regulatory skills by pointing out the special demands of task encouraging the use of strategies and emphasizing the value of self-correction. Self-regulation of cognitive performance develops slowly over the childhood years. In adolescence self-regulation is a strong predictor of academic success. Students who do well in school know when they possess a skill and when they do not. Psychologists interested in mechanisms of growth and change have traditionally been concerned with such self-regulating processes of course, substantial contribution are made by external agents, but even without external pressure human thinkers play with thinking (Gardener, 1978).

The primary job of principals, teachers, parents and other educational stake holders is to help students experience these moments as frequently as possible in an atmosphere where they can discover for themselves the pleasure of acquiring new knowledge. The goal of helping students acquire the self-motivation that leads to a perpetual desire to learn should to be foremost in every educators mind. Recent work in this area indicates that a school culture has a powerful effect on student's attitudes and levels of academic achievement.

METHOD

Aim of the Study

To study the relation among procrastination, parental inducement of self-regulation and academic achievement among secondary school students.

Objectives

1. To study the relationship of parental inducement of self-regulation with procrastination among secondary school students.

2. To study the relationship of procrastination with academic achievement among secondary school students.
3. To study the relationship of parental inducement of self-regulation with academic achievement among secondary school students.

Hypothesis

1. Parental inducement of self-regulation would be negatively related with procrastination among secondary school students.
2. There would be negative correlation between procrastination and academic achievement among secondary school students.
3. There would be positive correlation between parental inducement of self-regulation and academic achievement among secondary school students.

Sample

A random sample of 100 (50 male and 50 female) secondary school students was selected from various institutions of Agra.

Table – 1.1: Distribution of subjects on the basis of Gender

| Number of subjects | |
|--------------------|-----|
| Male | 50 |
| Female | 50 |
| Total | 100 |

Variables:

1. Parental inducement of self-regulation
2. Procrastination
3. Academic Achievement

Tools:

1. **Academic Procrastination Scale:** - This self-report scale assesses academic procrastination in three equally important academic assignment categories (homework, test and papers). There are 27 items. It has been used with middle school, high school, college students and their parents and found to possess high internal consistency.
2. **Parental Inducement of Academic Self-regulation Questionnaire (PIASR):-** This scale was developed by Martinez-Pins in 1996. The scale consists of 20 items for each of the four subscales, i.e., Modeling, Encouragement, Facilitation and Rewarding.
3. **Academic Achievement:** - For the academic achievement, investigator collected the total marks obtained by each subject in examination i.e. from the office records of the respective institutes. The total marks scored by each subject were converted into percentages.

Design: - Correlational design has been used in this study

Result:-

To find out the relationship between variables Pearson Product Moment Correlation was used to analyze the data. The results of the present study are as follows-

Table: Correlational Matrix

| Variables | Academic Achievement | Procrastination | Parental Inducement of self-regulation |
|------------------------|----------------------|-----------------|--|
| Academic Achievement | 1 | | |
| Procrastination | 0.38** | 1 | |
| Parental Inducement of | 0.42** | 0.12** | 1 |

| | | | |
|-----------------|--|--|--|
| self-regulation | | | |
|-----------------|--|--|--|

1. Relationship of Parental Inducement of self-regulation (PISR) with Procrastination

It shows from the table that there is negligible correlation of parental inducement of self-regulation with procrastination ($r = 0.12$). Therefore hypothesis no.1 that “parental inducement of self-regulation would be negatively related with procrastination among secondary school students” is rejected.

2. Relationship between Procrastination and Academic achievement

It shows from the table that procrastination scores are found to be significantly positively correlated with academic achievement ($r = 0.38$). Therefore hypothesis no.2 that “there would be negative correlation between procrastination and academic achievement among secondary school students” is rejected.

3. Relationship between Parental Inducement of self-regulation (PISR) and Academic Achievement

The obtained coefficients of correlation for parental inducement of self-regulation with academic achievement showed significantly positive correlation coefficient ($r = 0.42$). It indicates that the increase in self-regulation activities induced by their parents is related with the increase in the academic achievement in secondary school students. Therefore hypothesis no.3 that “there would be positive correlation between parental inducement of self-regulation and academic achievement among secondary school students” is accepted.

Findings:

1. Parental inducement of self-regulation was found to be negligible related with procrastination among secondary school students.
2. Procrastination was found to be significantly positively related with academic achievement among secondary school students.
3. Parental inducement of self-regulation was found to be significantly positively related with academic achievement among secondary school students.

Discussion:

1. Relationship of Parental Inducement of self-regulation (PISR) with Procrastination

The result of the present study revealed that parental inducement of self-regulation was found to be negligible related with procrastination among secondary school students. Sinha et al. (2001) examined the relation among parental inducement of self-regulation, strategy use and attribution of success failure among school children. Negative correlation coefficients were found between parental inducement of self-regulation score and shallow processing strategy scores, between parental inducement of self-regulation scores and uncontrollable factors for failure attribution.

2. Relationship of procrastination with academic achievement

The result of the present study revealed that procrastination was found to be significantly positively related with academic achievement among secondary school students. Study done by Chu (2005), researches and practioners have along regarded procrastination as a self-handicapping and dysfunctional behavior. In the present study, the authors proposed that not all procrastination behaviors either are harmful or lead to negative consequences. Specifically, the authors differentiated two types of procrastinators. Passive procrastinator's versus active procrastinator's. Passive procrastinators are procrastinator in the traditional sense. They are paralyzed by their indecision to act and fail to complete tasks on time. In contrast, active procrastinators are a positive type of procrastinator. They prefer to work under pressure and they make deliberate decisions to procrastinate.

3. Relationship of Parental inducement of self-regulation with academic achievement

The result of the present study revealed that parental inducement of self-regulation was found to be significantly positively related with academic achievement among secondary school students. The explanation for this based on social learning theory, may be that children learn from their observation of adults that one way to get what they want from life is to gain knowledge and develop skills'. Modeling is the process by which individuals secure what they want from life. Bandura (1969) showed the effect of modeling on general social behavior.

Conclusion

The findings of the present study led to conclude that parental inducement of self-regulation and procrastination are positively related with academic achievement among secondary school students. Procrastination is negligible related with parental inducement of self-regulation among secondary school students.

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