



IMPACT OF ACADEMIC PROCRASTINATION ON ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

Dr. Anu Balhara

Assistant Professor, B.P.S.M.V.I.T.T.R., Khanpur Kalan

Mrs. Priya Mittal

Ph.D. Scholar, B.P.S.M.V.I.T.T.R., Khanpur Kalan

Abstract

The aim of the present study was to investigate the impact of academic procrastination on academic achievement of secondary school students. Academic achievement was treated as dependent variable whereas academic procrastination was treated as independent variable. Descriptive survey method was employed for the present study. A sample of 200 secondary school students was taken by using multi-stage stratified random sampling technique. Academic Achievement is defined as total marks obtained in the previous class i.e. 8th standard. Academic Procrastination Scale by Kalia and Yadav (2015) was used to collect the data. Mean, SD, t-test and Coefficient of Correlation (r) were employed to analyze the data. A significant difference was found in academic achievement of secondary school students having high and low academic procrastination. Male students perform high academic procrastination than female students. A significant but negative correlation was found between academic achievement and academic procrastination of secondary school students.

Keywords: *Academic Achievement, Academic Procrastination, Secondary School Students.*

INTRODUCTION

In this 21st century education is essential for all. It is recognized that education plays an important role in planning the future, especially for the secondary level. The goal of education is not just to educate the child but to make him fit for a successful life. All programmers of education try to maximize student success, but students do not achieve higher levels of achievement. The promotion of students' academic achievement has been one of the most important topics of educational psychologists. Academic achievement which is also known as academic performance is defined as obtaining high grades and test scores. Academic performance is a measure as to the extent to which pre-determined educational goals are achieved which can be done either in continuous assessment (such as assignments) or final examination systems both of which have their own advantages and disadvantages (Ward, Murray-Ward, Stoker, 1996).

Procrastination is the avoidance of doing a task that needs to be accomplished. It is the practice of doing more pleasurable things in place of less pleasurable ones, or carrying out less urgent tasks instead of more urgent ones, thus putting off impending tasks to a later time. Sometimes, procrastination takes place until the "last minute" before a deadline. Shraw, Watkins, and Olafson (2007) defined Procrastination as —intentionally delaying or deferring work that must be completed. Every single human being either working or non working has to complete numerous tasks during a day for an effective performance, but for certain reasons completion of these required tasks is often delayed. This general tendency of delaying or postponing different task is referred as procrastination. Procrastination can take hold on any aspect of life - putting off cleaning the stove, repairing a leaky roof, seeing a doctor or dentist, submitting a job report or academic assignment or broaching a stressful issue with a partner. Academic procrastination has focused almost entirely on the measurement of study habits, such as minutes spent studying and attitudes toward studying and lessons completed in self- paced instruction courses. Academic procrastination has been found most often with writing term papers, preparing for exams, and doing homework assignments (Solomon and Routhblum, 1984). Academic procrastination is detrimental to academic performance due to its link to adverse behaviors such as poor study habits, cramming for examinations, test anxiety, late submission of homework assignments and term papers, lower grades, and sense of guilt and depression (Lee, 2005; Özer, Demri and Ferrari, 2009). According to Owens and Newbegin (1997) although the majority of the students submit their assignments before the dateline, there are some who do hand in their work late or do not hand it in at all. Whilst there are multiple reasons as to why the work was not handed in on time, most of the time the reasons given are illegitimate or not plausible (Ferrari et al., 1998).

Procrastination behavior is very common and a serious problem in the era we live in. Procrastination has typically been defined as a trait or behavioural disposition to postpone or delay performing a task or making decisions. Academic procrastination seems to be prevalent in academic settings where students tend to delay their tasks without valid excuses, submitting their assignments until the last minute before the deadlines. Research has shown that 30-40% of the students consider procrastination a critical problem that hinders their

personal and functional balance, particularly elementary school children who delay performing many school assignments until the last minute which elevates their stress levels, and might have a negative effect on their educational performance and psychological state. Academic procrastination involves postponement of academic tasks. It involves postponing primary academic tasks such as preparation for the days lessons, revision for term papers/ exams and any other academic affairs / activities associated with schooling. Accordingly, academic procrastination means delaying academic tasks and the troubles arising out of this delay.

OBJECTIVES OF THE STUDY

1. To compare the academic achievement of secondary school students having high and low academic procrastination.
2. To compare the academic procrastination of male and female secondary school students.
3. To find out the relationship between academic achievement and academic procrastination of secondary school students.

HYPOTHESES OF THE STUDY

- H₀₁** There is no significant difference in academic achievement of secondary school students having high and low academic procrastination.
- H₀₂** There is no significant difference in academic procrastination of male and female secondary school students.
- H₀₃** There is no significant relationship between academic achievement and academic procrastination of secondary school students.

METHOD

Descriptive survey method was used in the present study.

SAMPLE

A sample of 200 secondary school students was selected by using multi-stage stratified random sampling technique.

TOOL USED

Academic Procrastination Scale: Academic Procrastination Scale developed and standardized by the Kalia and Yadav (2013) on the lines of Lay (1991) is used in the present study. The scale comprised of 25 items having 16 positive items and 9 negative items. Each item has five alternate answers ranging from most appropriate to least appropriate. The respondent is required to respond in terms of 'Strongly Agree', Agree, Neutral, Disagree and Strongly Disagree. The total scores of this scale ranges from 25 to 125. The scale according to authors is highly reliable and valid having reliability co-efficient 0.73 and co-efficient of temporal stability is 0.843.

STATISTICAL TECHNIQUES

Mean, SD, 't' test and coefficient of correlation (r) were used to assess the impact of academic procrastination on academic achievement of secondary school students.

RESULTS AND INTERPRETATION

The collected data was analyzed both quantitatively as well as qualitatively. In order to verify the objectives and to test the null hypotheses, the present study has been analyzed as given below:

OBJECTIVE 1: To compare the academic achievement of secondary school students having high and low academic procrastination.

For the purpose of studying the difference in the academic achievement of secondary school students having high and low academic procrastination, the following null hypothesis was formulated:

H₀₁ There is no significant difference in academic achievement of secondary school students having high and low academic procrastination.

To test the null hypothesis, Mean, Standard Deviation, t-value and level of significance of the scores obtained from the academic achievement of students with respect to academic procrastination scale were calculated. The results are presented in Table-1.

Table-1
Descriptive statistics related to the Academic Achievement of Secondary School Students with respect to Academic Procrastination

Dependent Variable	Groups	N	Mean	SD	't'	Level of Significance
Academic Achievement	High Academic Procrastination	61	53.38	14.62	3.20	Significant at 0.01 level
	Low Academic Procrastination	68	60.98	12.09		

$$0.05 \leq 1.98, 0.01 \leq 2.62$$

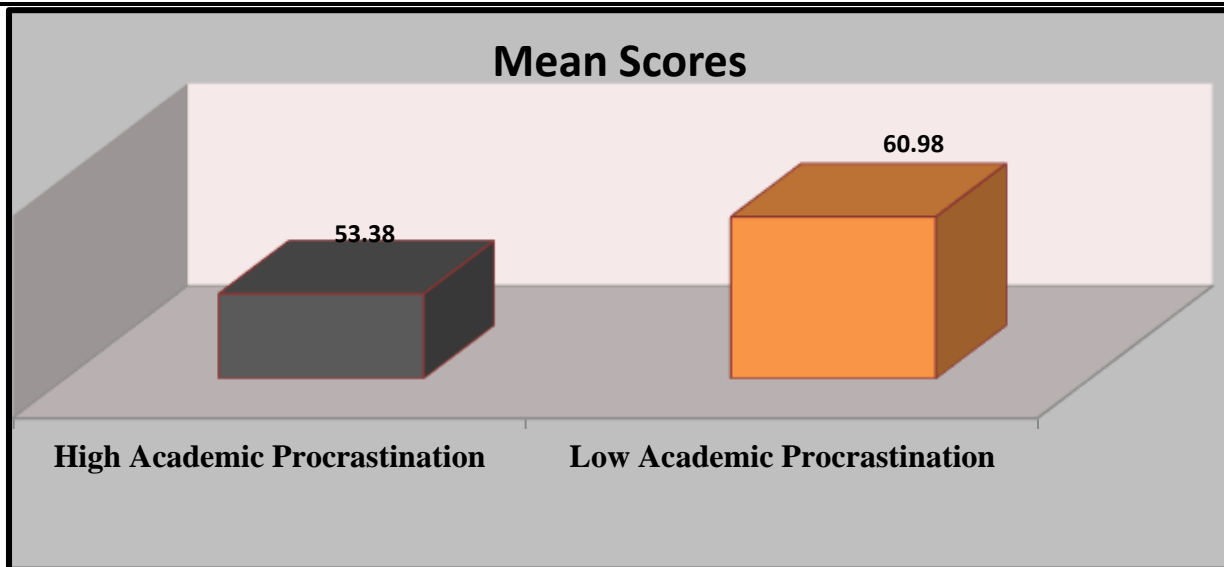


Fig. 1: Academic Procrastination wise Mean Academic Achievement scores of Secondary School Students

It is inferred from the Table-1 and Fig.1 that the t-value of 3.20 was found significant at 0.01 level, which indicates that the academic achievement of secondary school students having high and low academic procrastination differ significantly. So, the null hypothesis i.e. There is no significant difference in academic achievement of secondary school students having high and low academic procrastination, not retained. In terms of Mean scores, it can be seen that academic achievement score of secondary school students having high academic procrastination (53.38 ± 14.62) has been found lesser than students having low academic procrastination (60.98 ± 12.09). So, it can be concluded that students having high procrastination possess low academic achievement as compared to students having low procrastination.

OBJECTIVE 2: To compare the academic procrastination of male and female secondary school students. For the purpose of studying the difference in the academic procrastination of male and female secondary school students, the following null hypothesis was formulated:

H₀₂ There is no significant difference in academic procrastination of male and female secondary school students.

To test the null hypothesis, Mean, Standard Deviation, t-value and level of significance of the scores obtained from the academic achievement of students with respect to academic procrastination scale were calculated. The results are presented in Table-2.

Table-2

Descriptive statistics related to the Academic Procrastination of Male and Female Secondary School Students

Dependent Variable	Groups	N	Mean	SD	't'	Level of Significance
Academic Procrastination	Male	110	63.67	15.87	4.63**	Significant at 0.01 level
	Female	90	54.12	13.34		

$$0.05 \leq 1.97, 0.01 \leq 2.60$$

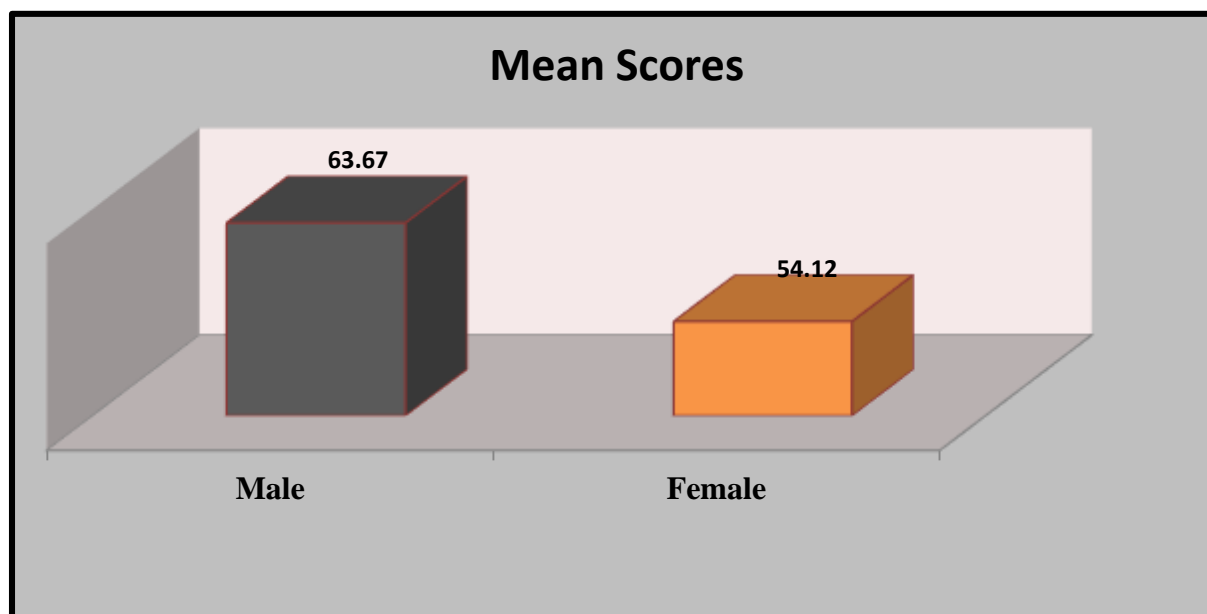


Fig. 2: Mean Academic Procrastination scores of Male and Female Secondary School Students

It is observed from the Table-2 and Fig.2 that the t-value of 4.63 was found significant at 0.01 level, which indicates that the academic procrastination of male and female secondary school students differ significantly. So, the null hypothesis i.e. There is no significant difference in academic procrastination of male and female secondary school students, not retained. In terms of Mean scores, it can be seen that academic procrastination score of male secondary school students (63.67 ± 15.87) has been found higher than female students (54.12 ± 13.34). So, it can be concluded that male students possess high procrastination than female students. This finding is supported by Khan and Arif (2014) who also found a significant difference in males and females on academic procrastination. Reasinger and Brownlee (1996); Senegal et.al. (1995) and Brownlow and Reasinger (2000) found that women procrastinate less than men.

OBJECTIVE 3: To find out the relationship between academic achievement and academic procrastination of secondary school students.

For the purpose of studying the relationship between academic achievement and academic procrastination of secondary school students, the following null hypothesis was formulated:

H₀₃ There is no significant relationship between academic achievement and academic procrastination of secondary school students.

Table-3

Coefficients of Correlation (r) between Academic Achievement and Academic Procrastination of Secondary School Students

Sr. No.	Variables	N	'r' Value
1.	Academic Achievement	200	-0.58**
2.	Academic Procrastination	200	

** Significant at .01 level

The Table-3 reveals that coefficient of correlation (r) between academic achievement and academic procrastination of secondary school students is -0.58 which is negative but significant at 0.01 level of significance. So the null hypothesis i.e. There is no significant relationship between academic achievement and academic procrastination of secondary school students, is not retained. The 'r' value indicates that academic procrastination is negatively correlated with academic achievement. So, it can be concluded that higher the academic procrastination among students lowers the academic achievement of the students and vice-versa. The results of the study are in consonance with the result of Charine (2015) who also found a strong negative correlation between academic procrastination and academic grades.

FINDINGS OF THE STUDY

- A significant difference was found in academic achievement of secondary school students having high and low academic procrastination.
- Academic procrastination of male and female secondary school students differ significantly. Male students perform high academic procrastination than female students.
- A significant but negative correlation was found between academic achievement and academic procrastination of secondary school students.

CONCLUSION

Procrastination is a common behavior in contemporary societies (Ferrari, et.al. 1995; Callaghan, & Newbegin, 2005). Procrastination is a tendency to postpone what is necessary to reach goal. Procrastination while not having a single accepted definition can be defined as a behavioral trait or disposition to delay and therefore avoid performing tasks or making decisions. Academic procrastination has been found most often with writing term papers, preparing for exams, and doing homework assignments (Solomon and Routhblum, 1984). Academic procrastination is detrimental to academic performance due to its link to adverse behaviors

such as poor study habits, cramming for examinations, test anxiety, late submission of homework assignments and term papers, lower grades, and sense of guilt and depression (Lee, 2005; Ferrari, 2009). Academic procrastination is viewed as a complex phenomenon that encompasses cognitive as well as behavioral components. The behavior of students who procrastinate their academic responsibilities is a phenomenon related to learning. Students have encountered lots of problems because of their thoughts and behaviors about procrastination. Many students were found to be conscious of their procrastination and reported that they want to decrease its frequency in their daily routine during exams and making assignments as well as writing a term paper. So, researches should find some practical ways to help students to reduce their frequency of such behavior. It is suggested that some programs should be devised and executed to teach task-oriented coping strategies to students.

REFERENCES

- Brownlow, Sheila and Renee D. Reasinger (2000). Putting Off Until Tomorrow What is Better Done Today: Academic Procrastination as a Function of Motivation in College Work. *Journal of Social Behavior and Personality*, 15 (5): 15-34.
- Charine, P.J. (2015). The relationship between procrastination and academic achievement of high school learners in North West province, South Africa. *Master Dissertation*, UNIVERSITY OF SOUTH AFRICA.
- 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, 1-6.
- Kalia, A.K. & Yadav, M. (2015). *Manuel of Academic Procrastination Scale (APS-KAYM)*. Agra: National Psychological Corporation.
- Khan, M. J., Arif, H., Noor, S. S. & Muneer, S. (2014). Academic Procrastination among Male and Female University and College Students. *Journal of Social Sciences*, 8(2), 65-70.
- Reasinger, Renne and Sheila Brownlee (1996). Putting Off Until Tomorrow What is Better Done Today: Academic Procrastination as a Function of Motivation Toward College Work. Paper presented at the annual meeting of the Southeastern Psychological Association, March, in Norfolk, Virginia.
- Senegal, Caroline, Richard Koestner, and Robert J. Vallerand (1995). Self-regulation and Academic Procrastination. *Journal of Social Psychology*, 135 (5): 607-619.
- Solomon, L. J., & Rothblum, E. D. (1984). Academic procrastination: Frequency and cognitivebehavioral correlates. *Journal of Counseling Psychology*, 31, 503-509.