



ACADEMIC PROCRASTINATION AS DETERMINANTS OF ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS: A DESCRIPTIVE SURVEY STUDY OF ALIGARH DISTRICT, UTTAR PRADESH

BHARTI BHARDWAJ, DR. GUNJAN DUBEY

Ph.D. (Research Scholar), (Professor)

Department of Education,

Aligarh Muslim University, Aligarh, Uttar Pradesh, India

Abstract:

The evaluation of academic performance has been a traditional procedure within the realm of education for an extensive period. The primary objective of education is to foster holistic development in individuals by imparting knowledge, and skills, and instilling values in them. However, over time, the focus of formal education has shifted predominantly towards the academic success of students, thereby narrowing the broader objectives of education. This contemporary investigation aimed to explore the relationship between the academic accomplishments of senior secondary school students and their academic procrastination. A sample of 250 students was selected from various senior secondary schools in Aligarh district, Uttar Pradesh, utilizing a simple random sampling method. The researchers employed the Academic Procrastination Scale, developed and standardized by Bhardwaj, B. & Dubey, G. (2023), as research instruments to gather data.

The findings revealed a correlation between academic achievement and academic procrastination. Notably, there was no significant statistical disparity in scholastic achievement and academic procrastination concerning gender and locality among the senior secondary students. However, a significant difference was observed based on the type of school, indicating variance between government and private institutions. Furthermore, the study unveiled a significant interaction and effect of academic procrastination on academic achievement. Additionally, academic procrastination emerged as a significant predictor of academic success among senior secondary school students.

Keywords: - Academic Procrastination, Academic performance, senior secondary students, Descriptive survey study.

INTRODUCTION:

In the contemporary age of science and technology, society has become fiercely competitive on a global scale, with individuals striving to achieve their life goals. Among the various areas of competition, academic pursuits stand out as particularly significant aspects of one's life. People make concrete efforts to excel academically, as it is widely perceived as a crucial component of success. The fundamental goal of genuine education is to facilitate the comprehensive development of individuals by imparting knowledge, life skills, and values.

However, the objective of formal education has shifted over time, prioritizing academic performance over holistic development. This shift reflects the prevailing demand for academic excellence in today's competitive society.

Academic achievement is a multifaceted and intricate phenomenon influenced by numerous factors. Research conducted worldwide consistently demonstrates that academic success is not determined by any single factor but rather by the interaction of various elements. Factors such as academic procrastination, heredity, intelligence, motivation, home and school environments, interests, attitudes, aptitudes, and socio-economic status of parents all contribute to academic performance.

These factors can be broadly categorized into four main groups: those associated with students, teachers, schools, and homes. Student-related factors encompass aspects like anxiety, intelligence, interests, attitudes, and study habits. Teacher-related factors include teaching methods, classroom interactions, and experience. School-related factors encompass the type and location of the school, as well as the overall school climate. Lastly, home-related factors include the home environment, socio-economic status, family size, and cultural influences.

This study aims to investigate the increasingly significant role of academic procrastination in students' academic performance, as measured by their annual scores. It seeks to determine the extent to which these factors are associated with academic achievement. Thus, the study endeavors to address fundamental questions regarding the relationship between academic procrastination and academic performance.

ACADEMIC PROCRASTINATION AND ACADEMIC PERFORMANCE:

The tendency to procrastinate in academic tasks has been closely linked to variations in academic performance. Numerous studies have explored the correlation between academic procrastination and overall scholastic achievement, revealing a consistent pattern of negative impact.

Students who engage in academic procrastination often delay important tasks such as studying, completing assignments, or preparing for exams. This delay can result in suboptimal performance due to inadequate time for a thorough understanding of the material, rushed completion of assignments, and increased stress levels nearing deadlines. Consequently, academic procrastination tends to hinder academic success and impede the attainment of desired grades.

Research has shown that individuals who exhibit higher levels of academic procrastination tend to experience lower academic performance compared to their peers who manage their time more effectively. Factors contributing to academic procrastination may include poor time management skills, fear of failure, lack of motivation, or difficulty in prioritizing tasks.

Addressing academic procrastination requires proactive strategies aimed at enhancing time management, goal setting, and self-regulation skills. By implementing effective strategies to overcome procrastination, students can improve their academic performance and achieve their educational goals more efficiently.

PREVIOUS STUDIES RELATED TO ACADEMIC PROCRASTINATION AND ACADEMIC PERFORMANCE:

Numerous studies have been conducted by researchers to examine the role of academic procrastination status as a contributing factor in academic performance, yielding varied results. Faaz and Khan (2018) conducted a study to explore the relationship between academic procrastination among upper primary students and their academic success, revealing a significant positive correlation between academic procrastination and scholastic achievement. Similarly, Sanjurjo, Blanco, and Fernández-Costales (2017) discovered that academic procrastination negatively impacted the learning of CLIL (Content and Language Integrated Learning) among students from lower academic backgrounds, while also investigating the influence of academic performance on students' scholastic success. Conversely, Gabriel et al. (2016) found no significant relationship between students' academic achievement and their parents' occupation when examining the impact of academic procrastination on the academic performance of senior secondary students. Farid et al. (2015) observed a significant impact of academic procrastination on students' academic performance in their study. Additionally, Gul and Rehman (2014) identified a significant and positive effect of academic procrastination on students' academic performance in their research.

JUSTIFICATION AND SIGNIFICATION OF THE PROBLEM:

The academic journey of students is often laden with a multitude of tests and examinations, particularly during their school years, which are acknowledged to be more challenging than any other educational level due to various encountered obstacles. Predicting students' academic success has become a pivotal task in the modern education. Educators, researchers, guidance counselors, and scholars have long attempted to forecast and enhance academic achievement by examining students' performance alongside various psycho-social variables, such as intelligence test scores. However, there is a growing recognition among education professionals that additional psychological, sociological, cognitive, non-cognitive, and environmental factors must be taken into account to optimize student performance and reduce errors in achieving academic success.

In light of this perspective, the present study seeks to investigate the impact of academic procrastination on the academic achievement of senior secondary students. A review of the relevant literature reveals a limited number of studies conducted in India, particularly among U.P. Board students, focusing on the dimensions explored in the present study, namely academic procrastination. However, no prior research has specifically examined the relationship between academic achievement and the aforementioned factors, nor have attempts been made to utilize these factors as potential predictors of academic performance at the senior secondary level. Therefore, the present study is justified as it fills this gap by exploring the relationship between one predictor, academic procrastination, and one criterion, academic achievement, which could significantly contribute to predicting the scholastic success of senior secondary students. The findings of this study will be beneficial for educators and teachers, as it will provide insights into the relationship between these variables, enabling them to tailor educational programs accordingly. Educational administrators, curriculum planners, guidance counselors, and policymakers may also benefit from the study's results, which could inform decision-making processes related to curriculum development and student admissions.

Furthermore, the practical implications of this study extend to teacher training programs, student admissions procedures, and the identification of new areas for future research in the field of education. Thus, the present study is envisioned to serve a multifaceted purpose in the dynamic landscape of education.

RESEARCH QUESTIONS:

1. Does academic procrastination affect the academic achievement of senior secondary school students?
2. Whether senior secondary school students differ in their procrastination habits?
3. Whether senior secondary school students differ in their academic performance on the grounds of gender, locality, and types of school?

So, as to respond to the above research questions, the accompanying objectives have been formulated in reachable terms.

OBJECTIVES OF THE STUDY:

1. To study the inter-relationship of academic performance and academic procrastination of senior secondary school students.
2. To study the combined impact of academic procrastination on the academic performance of senior secondary school students.
3. To study the difference in academic performance and academic procrastination of senior secondary school students on the grounds of their gender, locality, and types of school.
4. To study the main and interactional effect of academic procrastination on the academic performance of senior secondary school student

HYPOTHESES OF THE STUDY:

The researchers formulate null hypotheses in the present study for testing purposes. They are as:

H₀-1: There is no significant relationship between academic performance and academic procrastination of senior secondary school students.

H₀-2: There is no significant combined impact of academic procrastination on the academic performance of senior secondary school students.

H0-3: There is no significant difference in academic performance and academic procrastination of the senior secondary school students on the grounds of their gender, locality, and types of school.

H0-4: There is no significant impact of academic procrastination on the academic performance of senior secondary school students.

METHOD:

For the current study, the researcher utilized a descriptive research design and gathered data from 250 senior secondary school students from Aligarh District using a simple random sampling method.

PARTICIPANTS:

In the present study, samples include 125 boys and 125 girls of class XI of Aligarh district.

RESEARCH VARIABLES:

The present research is a correlation study that thought about the criteria of descriptive research and depends on one factor, namely the independent variable (academic procrastination) and the dependent variable (academic performance).

RESEARCH INSTRUMENT:

The following are research tools:

i) Academic Procrastination Scale-

Academic Procrastination Scale developed and standardized by Bhardwaj, B & Dubey, G (2023). It has four dimensions consisting of 36 items. The content validity was measured by the experts and the r value of construct validity ranges from 0.59-0.92. The reliability of the scale was measured with the help of Cronbach's Alpha Coefficient and Spearman-Brown prophecy formula and the values are 0.93 and 0.91 respectively.

ii) Academic Performance-

The researchers took the final examination marks of students as academic performance and collected them from the schools' official record book.

PROCEDURE:

Initially, the researchers obtained permission from the school authorities to conduct the research. Subsequently, participants were informed about the study's objectives and asked for their consent to participate. They were then instructed to carefully read the questionnaire and select the options that accurately reflected their attitudes. The academic procrastination scale (APS) was then administered to gauge the influence of academic procrastination on students' academic achievement separately. The student's academic performance level was assessed based on their scores obtained in the final examination of the previous year.

STATISTICAL TECHNIQUE:

Analysis of data is the way to develop answers to research questions through the examination and elucidation of data. The researchers used a t-test, Pearson's product-moment correlation, factorial ANOVA, and Multiple Regression Analysis for testing the hypotheses and analyzing the data. After the scoring and tabulation of data, the analysis and finally the interpretation with the help of descriptive and inferential statistics are done. It focuses on the analysis and interpretation of data that were collected for the study.

It aids in breaking the large-scale data into its meaningful minute parts and brings order, structure and provides significance to the mass of gathered data and enables the researcher to forecast the outcomes.

Normality of the Data

Variables	No.	Mean	S.D.	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
				Statistic	df	Sig.	Statistic	df	Sig.
APS	250	60.28	12.413	.118	250	.000**	.953	250	.000**
AA	250	72.04	12.191	.070	250	.005*	.979	250	.001**

** Significant at 0.01 level.

* Significant at 0.05 level.

The perusal of the above table shows that the data on academic procrastination and academic performance are normally distributed. The Kolmogorov-Smirnov and Shapiro-Wilk test results also highlight that the distributions are significant at both 0.05 and 0.01 levels of confidence. The following figures further clearly depict the distributional pattern of the above-said variables.

ACADEMIC PROCRASTINATION

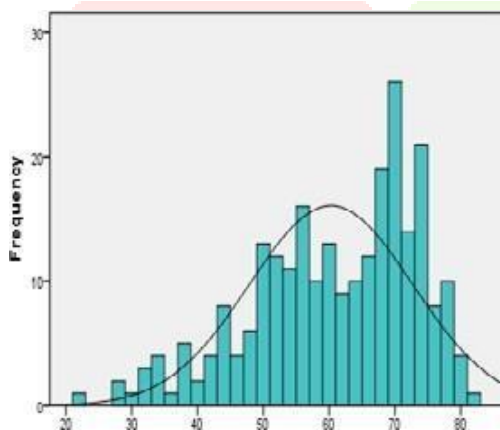


Fig-1

ACADEMIC PERFORMANCE

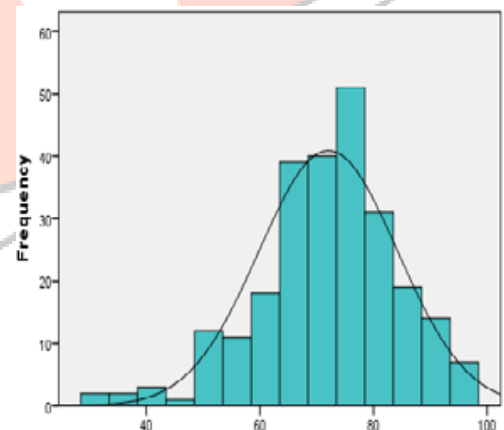


Fig-2

ANALYSIS AND INTERPRETATION OF THE STUDY:

In this study, the data has been examined and interpreted to investigate the potential impact of procrastinating habits of senior secondary school students on their academic performance, considering factors such as gender, locality, and school type. Additionally, the researcher sought to determine disparities in academic achievement and procrastination among senior secondary students based on their gender, locality, and school type.

To analyze the data, the researchers initially organized the raw scores using MS Excel and subsequently transferred the raw data into IBM SPSS-20.0 software (IBM Statistical Package for Social Science).

Comparison of Academic Procrastination of Senior Secondary Students on the Grounds of Gender, Locality, and Type of Schools:

GENDER-WISE						
Variables	NO.	df	Mean	SD	t-value	Sig.
Male	125	248	61.46	11.081	1.502	0.134NS
Female	125		59.10	13.558		
LOCALITY BASIS						
Variables	NO.	df	Mean	SD	t-value	Sig.
Rural	125	248	59.90	12.393	-0.488	0.626NS
Urban	125		60.66	12.471		
TYPE OF SCHOOLS BASIS						
Variables	NO.	df	Mean	SD	t-value	Sig.
Govt.	125	248	55.56	13.126	-6.490	0.000**
Private	125		65.00	9.603		

*NS- Not Significant * Significant at 0.05 level, ** Significant at 0.01 level*

From the perusal of the above table, it has been found that no significant difference exists between male and female, and rural and urban senior secondary students in their procrastinating habit whereas a significant difference exists between government and private schools.

FINDINGS OF THE STUDY:

The researchers observed a correlation between academic performance and academic procrastination. Their findings indicated that there was no notable disparity in academic performance and academic procrastination among senior secondary students based on gender and locality. However, a significant discrepancy was evident among students from different school types, specifically between government and private schools. Additionally, the study identified a significant interaction and effect of academic procrastination on academic performance. Furthermore, academic procrastination emerged as a significant predictor of academic performance among senior secondary students.

EDUCATIONAL IMPLICATIONS OF THE STUDY:

The findings of the present study could help psychologists, educationists, and counselors to better comprehend educational issues and problems and further to assist students with their academic problems. Now, coming to the implications of academic procrastination on academic performance/achievement of the

students as it is positively correlated with academic performance, we could bring good performance from the students by empowering their social and economic status which directly correlated with family expenditure in the education of the child. To summarize, the present research presents a predictive instrument of academic performance that can be utilized by parents, teachers, administrators, and guidance personnel for substantially enhancing the academic performance of students by empowering the socio-economically backward classes who often have low study habits as compared to higher classes students, especially for those studying in senior secondary schools.

SUGGESTIONS AND DELIMITATIONS:

The current research focused on senior secondary students, but similar investigations could be conducted in various settings, such as schools or colleges. The study revealed positive correlations between academic procrastination and academic performance among senior secondary school students. Despite efforts to examine potential differences in academic performance and academic procrastination based on gender, locality, and types of school, significant disparities were identified specifically between students attending government and private schools. Consequently, steps should be taken to narrow the gap between government and private schools across these dimensions.

The study had certain delimitations; they were as:

- ❖ The study was delimited to only one district i.e., Aligarh District, Uttar Pradesh, India.
- ❖ This study only considered academic performance as the dependent variable of the study.
- ❖ Academic procrastination was the predictor of this study.
- ❖ The study was exclusively focused on Senior Secondary School Students.

CONCLUSION:

Given the correlation between students' academic performance and their academic procrastination, it becomes imperative for institutions to play a crucial role in fostering positive study habits and attitudes toward learning. Since study habits are both teachable and learnable, institutions should implement innovative strategies to enhance students' study habits.

In the modern educational landscape, providing quality education for a child often requires significant financial investment. Therefore, it is incumbent upon planners, administrators, and government authorities to devise provisions, policies, and programs aimed at improving the circumstances of economically disadvantaged and marginalized communities. By doing so, these individuals can empower such communities to access quality education and enroll their children in reputed schools.

REFERENCES:

1. Adeyemi, A.M. (2014). Personal factors as predictors of students' academic achievement in colleges of education in South-Western Nigeria. *Educational Research and Reviews*, Vol-IX, No-1, pp. 97-109.
2. American Psychological Association (2007). *APA Dictionary of Psychology*. Washington, D.C.
3. Bhardwaj, B. & Dubey, G. (2023). Academic Procrastination Scale (APS). National Psychological Corporation, Agra, U.P, India, ISBN- 81-966380-3-5.
4. Bhardwaj, B. & Dubey, G. (2023). Emotional Maturity Scale (EMS). National Psychological Corporation, Agra, U.P, India, ISBN- 81-966380-4-3.
5. Bhardwaj, B (2023). Academic Procrastination: Origins, Categories, and Varied Approaches to addressing procrastinatory actions. *The Research Dialogue*, Vol-02, Issue-03, Oct-23, ISSN: 2583-438X, IJIF-1.561.
6. Bhardwaj, B (2023). The Effect of Gender, Type of Schools and Place of Living on Academic Procrastination among Senior Secondary Students. *Interdisciplinary Research Journal for Humanities*. (A Peer- Reviewed Journal), Vol-13, No-02, Oct-23, ISSN: 2249-250X.
7. Eysenck, H. J. (1972). *Encyclopaedia of Psychology*. London: Search Press.
8. Faaz, M. and Khan, Z.N. (2017). A Study of Academic Achievement of Upper Primary Schoolstudent in Relation to their Socio-economic Status. *Asian Journals of Research in Social Scienceand Humanities*, Vol. VII, No. 6, pp. 121-127.
9. Gabriel, M. N. et al., (2016). Parental Socio-Economic Status and Students' Academic Achievement in Selected Secondary Schools in Urban Informal Settlements in Westland Division, Nairobi County. *International Journal of Education and Social Science*, Vol. III, No.1, pp. 43-55.
10. Sarwar, M. et al., (2009). Study-orientation of high and low academic achievers at the secondary level in Pakistan. *Educational Research and Reviews*, 2009 Vol. IV, No. 4, pp.204-207. Retrieved from <http://www.academicjournals. Org/ ERR>.
11. Zaki, N. A. et al. (2014). Effect of Peer Group and Parents Socioeconomic Status on Academic Achievement among Preparatory Schools Students at Assuit City. *Al-Azhar Assiut Medical Journal (AAMJ)*, VOL (12), NO (1), pp. 309–332.