

ACADEMIC PROCRASTINATION AMONG SECONDARY SCHOOL STUDENTS

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ABSTRACT :

This paper deals with procrastination, a major rising concern which is somewhere responsible for the low performance of students leading to delay in their academic growth. It can be defined in simple terms as putting off something until the next time or tomorrow which is mostly less specified. In today's generation, where the students are faced with so many distractions, it becomes very easy for them to undergo academic procrastination. This study aimed to examine the Academic Procrastination among secondary school students. Descriptive survey method was employed for this study. A sample of 200 students was selected by stratified random sampling technique from secondary schools of District Haridwar, out of which 100 students were from ICSE schools and 100 students were from CBSE schools. Tool used in this study was Academic Procrastination Scale prepared and standardized by Dr. A. K. Kalia and Manju Yadav. The data was analyzed by employing descriptive statistics like Mean, Median, Mode, SD and t-ratio. The data was analyzed and found no significant difference in academic procrastination of ICSE and CBSE secondary school students. Further, no significant difference was found in academic procrastination of male and female secondary school students.

Keywords: Academic Procrastination, Secondary School Students, Gender, Affiliating Board.

INTRODUCTION:

Procrastination is derived from a Latin word 'Procrastinare' which means forward till the next day. It basically means to delay something for the next day. This is a very common practice seen among students and we all have gone through it at least once in our student life. In some students it can be seen very commonly where as some others do it rare. Procrastination is another important factor that can be seen in today's children. It is very much possible to find a student showing lack of interest in the studies and not submitting their work on time. This happens when the student is not well motivated and has low self-esteem. This act of delaying or postponing things is said to be procrastination. The students need to be efficient and quick in their work along with showing sincere efforts in all that they do. This is the base of a successful student life. The things learnt in the school is the foundation of an adult life. The more it is developed the more it enhances.

However, the roots of procrastination are more complex and multifaceted, involving psychological, emotional, and even biological factors. Procrastination is not simply a matter of putting off work until later; it is a deliberate and voluntary delay of an intended course of action, despite expecting negative consequences. This behaviour can be particularly perplexing because procrastinators are often aware that they are not making the best choice, yet they continue to delay. One of the most common forms of procrastination is task aversion, where an individual avoids a task because it is perceived as unpleasant, difficult, or anxiety-inducing. This can create a vicious cycle, where the longer a task is delayed, the more daunting it appears, leading to further avoidance.

Munda, X. & Thangavel, V. (2024) concluded that Procrastination, often seen as a self-defeating behaviour, paradoxically offers psychological comfort, especially for perfectionists shielding themselves from shame and fear of failure. By diverting attention to less demanding tasks like organizing or cleaning, procrastinators temporarily avoid feelings of inefficiency, despite eventual consequences. Academic procrastination, a specific domain behaviour, manifests in students delaying tasks with fixed deadlines such as essays, homework, or exam preparation. This behaviour

underscores a complex interplay of psychological factors influencing productivity and underscores the need for strategies that address underlying anxieties and enhance task management skills to mitigate its detrimental effects. **Mir, A. H. & Shivakumar, R. (2023)** explored academic achievement among adolescent students in Kashmir valley in relation to academic procrastination and revealed significant differences in procrastination levels between boys and girls, as well as urban and rural students. These findings underscore the impact of procrastination on academic performance and highlight demographic variations in procrastination behaviours among adolescents in Kashmir valley. **Wani, A.R. & Fatima, I. (2022)** studied the correlation between procrastination and academic achievement among secondary school students in District Ganderbal, Jammu and Kashmir and found a significant relationship ($p < 0.01$, two-tailed test) between procrastination and academic achievement. **Gohain, R.R. et al. (2021)** investigated that procrastination is mostly seen among college going students as they are mostly seen to make excuses. The areas where they mostly procrastinated were in writing term papers, studying for the upcoming exams, maintaining administrative work, attendance.

SIGNIFICANCE OF THE STUDY:

Procrastination has a direct effect on academic outcomes. Identifying the extent to which it hampers students' performance helps in designing targeted interventions to improve academic success. A study like this emphasizes the importance of early intervention in teaching students' time management and self-regulation. This can contribute to their success not only in academics but also in their future personal and professional lives.

STATEMENT OF THE PROBLEM :

Academic Procrastination among Secondary School Students

OBJECTIVES OF THE STUDY :

1. To study the difference in Academic Procrastination of ICSE and CBSE secondary school students.
2. To study the difference in Academic Procrastination of male and female secondary school students.
3. To study the difference in Academic Procrastination of male ICSE and CBSE secondary school students.
4. To study the difference in Academic Procrastination of female ICSE and CBSE secondary school students.

HYPOTHESES OF THE STUDY :

1. There exists no difference in Academic Procrastination of ICSE and CBSE secondary school students.
2. There exists no difference in Academic Procrastination of male and female secondary school students.
3. There exists no difference in Academic Procrastination of male ICSE and CBSE secondary school students.
4. There exists no difference in Academic Procrastination of female ICSE and CBSE secondary school students.

VARIABLES :

The variables in the present study are---

- ❖ Dependent variables: Academic Procrastination
- ❖ Independent variables: Gender, Affiliating Board

In the present study, Indian Council of Secondary Education (ICSE) and Central Board of Secondary Education (CBSE) are taken as variable.

METHODOLOGY OF THE STUDY:

Descriptive Survey Method was used.

SAMPLE

A total sample of 200 secondary school students out of which 100 boys and 100 girls have been drawn from the population of the students of IX standard from the district Haridwar, State Uttarakhand. The sample was drawn through Stratified Random Sampling Technique. The stratification has been based on the gender of students and Board of Affiliation of their schools.

TOOL USED

Academic Procrastination Scale prepared and standardized by Dr.A. K. Kalia and Manju Yadav.

STATISTICAL TECHNIQUES USED :

In the present study, two types of statistical measures used such as Descriptive and Inferential statistics i.e. Mean, Standard Deviation (S.D.), and t-test have used.

DATA ANALYSIS AND DISCUSSIONS:

The collected data were analyzed by using appropriate statistical techniques.

Hypothesis 1: There exists no difference in Academic Procrastination of ICSE and CBSE Secondary school students.

Table-1: Academic Procrastination Scores of Secondary School Students on the basis of their School's Affiliating Board

VARIABLE	BOARD	N	MEAN	S.D.	df	t-value	Level of Significance
Academic Procrastination	CBSE	100	71.14	14.38	198	0.740727	NS
	ICSE	100	71.72	9.81			

NS– Not Significant at both level

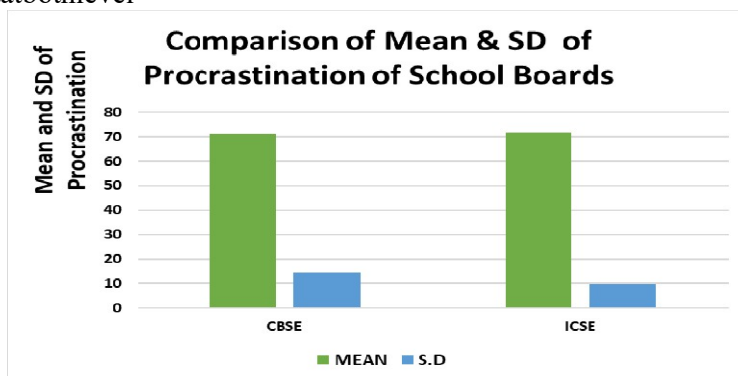


Fig 1: Comparison of Mean & S.D. in Academic Procrastination among Secondary School Students

It is clear from the Table 1 and Fig. 1 that the calculated t-value is 0.74. This implied that there is no significant difference in Academic Procrastination of Secondary School Students with respect to the affiliating board of their schools i.e. ICSE and CBSE of Haridwar, Uttarakhand. Hence, the formulated null hypothesis is accepted. It means that regardless of whether students are enrolled in schools affiliated with different boards, CBSE and ICSE, their tendencies to procrastinate academically are similar. Students across both boards exhibit similar procrastination behavior, indicating that procrastination is a general challenge in education.

Hypothesis 2: There exists no difference in Academic Procrastination of male and female secondary school students.

Table-2: Academic Procrastination Scores of Secondary School Students on the basis of their Gender

VARIABLE	GENDER	N	MEAN	S.D.	df	t-value	Level of Significance
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Academic Procrastination	Male	100	69.05	11.78	198	0.006124	NS
	Female	100	73.81	12.38			

NS– NotSignificantatbothlevel

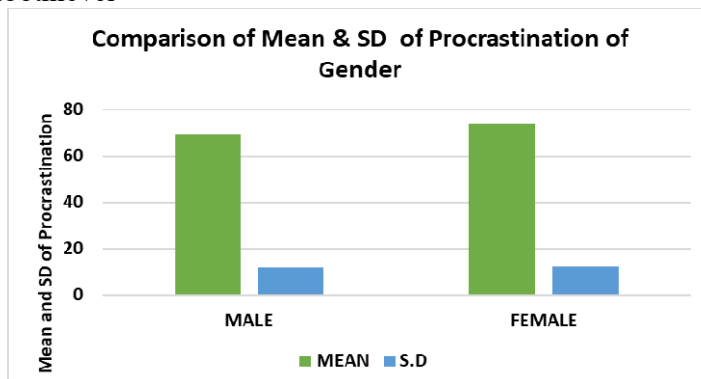


Fig 2: Comparison of Mean & S.D. in Academic Procrastination among Secondary School Students

It is clear from the Table 2 and Fig. 2 that the calculated t-value is 0.006. This implied that there is no significant difference in Academic Procrastination of secondary school students with respect to their gender. Hence, the formulated null hypothesis is accepted. It suggests that both male and female students exhibit similar levels of procrastination in their academic work. The finding indicates that academic procrastination is not a gender-specific problem. Both male and female students are equally prone to delaying tasks, suggesting that procrastination stems from factors unrelated to gender, such as individual personality traits, motivation, or external influences like peer pressure or academic workload.

Hypothesis 3: There exists no difference in Academic Procrastination of male ICSE and CBSE secondary school students.

Table-3: Academic Procrastination Scores of Male ICSE and CBSE Secondary School Students.

VARIABLE	GENDER	N	MEAN	S.D.	df	t-value	Level of Significance
Academic Procrastination	CBSE Male	50	70.24	14.21	98	0.317356	NS
	ICSE Male	50	67.86	8.522			

NS– NotSignificantatbothlevel

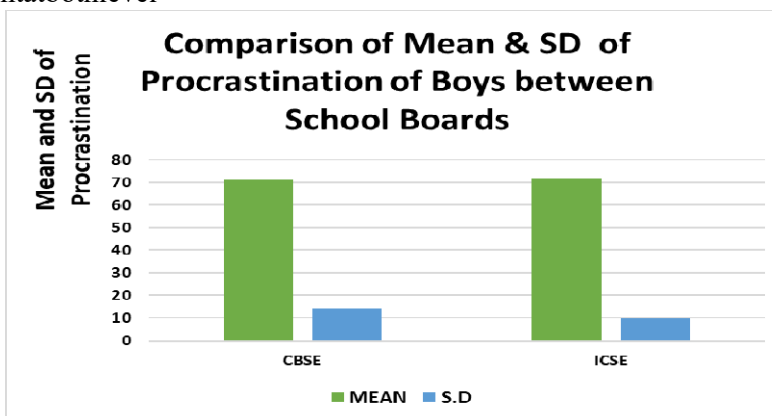


Fig 3: Comparison of Mean & S.D. in Academic Procrastination Academic Procrastination Scores of Male ICSE and CBSE Secondary School Students.

It is clear from the Table 3 and Fig. 3 that the calculated t -value is 0.317. This implied that there is no significant difference in Academic Procrastination of male ICSE and CBSE secondary school students. Hence, the formulated null hypothesis is accepted. It suggests that male students of both CBSE and ICSE school exhibit similar levels of procrastination in their academic work. The result indicates that procrastination is a widespread issue among male students, irrespective of the curriculum or examination patterns of their school board. The challenges and tendencies to delay academic tasks are likely influenced by factors other than the board's structure or syllabus.

Hypothesis 4: There exists no difference in Academic Procrastination of female ICSE and CBSE secondary school students.

Table-4: Academic Procrastination Scores of Female ICSE and CBSE Secondary School Students.

VARIABLE	GENDER	N	MEAN	S.D.	df	t-value	Level of Significance
Academic Procrastination	CBSE Female	50	72.04	14.21	98	0.156006	NS
	ICSE Female	50	75.58	8.522			

NS– Not Significant at both level

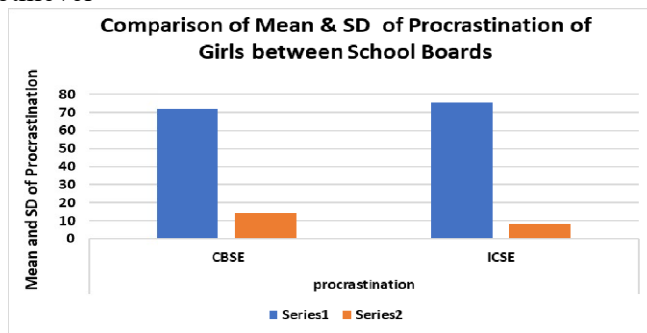


Fig 4: Comparison of Mean & S.D. in Academic Procrastination Academic Procrastination Scores of Female ICSE and CBSE Secondary School Students.

It is clear from the Table 4 and Fig. 4 that the calculated t -value is 0.156. This implied that there is no significant difference in Academic Procrastination of secondary of female ICSE and CBSE secondary school students. Hence, the formulated null hypothesis is accepted. It suggests that female students of both CBSE and ICSE school exhibit similar levels of procrastination in their academic work. The findings suggest that academic procrastination among female students is not influenced by differences in the curriculum or board structure (ICSE vs. CBSE). Both sets of students face similar challenges when it comes to delaying their academic tasks.

FINDINGS OF THE STUDY :

1. There is no significant difference in Academic Procrastination of ICSE and CBSE Secondary School Students.
2. There is no significant difference in Academic Procrastination of male and female Secondary School Students.
3. There is no significant difference in Academic Procrastination of male ICSE and CBSE secondary school students.
4. There is no significant difference in Academic Procrastination of female ICSE and CBSE secondary school students.

CONCLUSION :

In the present study, it was found that there is no significant difference in Academic Procrastination of Secondary School Students in relation to their gender and Board of Affiliation i.e. ICSE or CBSE. It is therefore, concluded that the students of Secondary School have Academic Procrastination and it does not differ on the basis of the gender or board of education. Since the board of affiliation does not play a significant role, it implies that procrastination might be more related to individual factors like personality, motivation, or study habits, as well as environmental factors like family background, peer influence, or teacher support, rather than the curriculum itself. Since gender does not significantly influence procrastination behavior, it implies that interventions should focus on common underlying causes, such as time management difficulties, fear of failure, or lack of interest, which affect students regardless of gender.

DELIMITATIONS OF THE STUDY :

1. The sample is delimited to 200 students of secondary schools.
2. The sample is delimited to secondary schools of the district Haridwar, Uttarakhand.
3. The study is delimited to gender and boards of affiliation.

EDUCATIONAL IMPLICATIONS :

1. The study will be helpful for the teachers in understanding the level of procrastination and how they can help a child to overcome it.
2. The study will be helpful to the school administration also while they develop a proper schedule for time to time checking of Procrastination among the students.
3. This study should turn out to be helpful for the students of Secondary school also as it will develop in them the concept of time management and importance of doing a task on time and will lead to a better understanding of oneself.

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