

## Demographic Study on Academic Procrastination Among Secondary School Students

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**Abstract:** The present study was conducted to analyse the academic procrastination behaviour of secondary school students. The main objectives of the study were to explore the level of academic procrastination among secondary school students and to investigate the differences in academic procrastination among secondary school students with respect to gender and type of school. A total of 300 samples, consisting 150 males (75 CBSE students and 75PSEB students) and 150 females (75 CBSE students and 75PSEB students) of secondary school students were selected using stratified random sampling. Descriptive survey method was used by the investigator in this study. The results of academic procrastination showed that maximum number of students falls in moderate academic procrastination levels. Further the results related with academic procrastination shows insignificant differences between the academic procrastination behaviour with respect to both gender and type of school

**Key words:** Academic Procrastination, Secondary School Students

### Introduction

#### Academic Procrastination

Procrastination word is originated from Latin verb "procrastinare" which means 'put off or delay until another day". It is the evasion of doing a job that required to be fulfilled. Sometimes, people do their works at the time of "final moment" which means before a end time. Procrastination can hold on any aspect of lifetime- submitting a job report or academic assignment .The people who do not complete their tasks on time, they generally say that "this is a boring assignment," or "I will do it far ahead". According to Longman dictionary of contemporary English (2003) procrastination means delay in academic task that must be complete on time because it is boring.

It considered as general problem related to self-regulation, which is understood as deferral of the starting and ending the important, necessary tasks. Nervousness and unhappiness may produce by procrastination regarding the personality. Everyone procrastinates, but not everyone is a procrastinator. According to (Noran, 2000), “the procrastinator will not work on more important obligation, because he/she will work on important obligation. People do procrastinate due to numerous reasons like feeling inadequate, undeveloped study skills, life style issues, fear of failure etc. psychologists define procrastination as the gap between aim and accomplishment.”

Academic procrastination occurs in the Schools, Colleges and Universities. Procrastination includes significant that one desires to carry out a task related with academic such as paper writing, studying for exams, completing a school related tasks, but, for one another, failing to encourage oneself to do so within the estimated time frame (Ackerman and Gross, 2005). it refers to the delay of academic tasks to the point where best presentation becomes extremely uncertain, resulting in a state of psychological distress (Ellis and Knaus, 1977; Ferrari, Johnson, and McCown, 1995). “It has been a widespread phenomenon on colleges and universities for years.” Ellis and Knaus (1977) revealed that “procrastination on educational effort is approximately 95% by college students.” Solomon and Rothblum (1984) described that 46% of the surveyed “nearly always or always procrastinate on writing a term paper”. Gallagher, Golin, and Kelleher (1992) study conducted on college students that examined that 52% of the learners who take part in their study showed having a moderate to high requirement for help regarding procrastination. Academic procrastination is affected by various factors like personality differences, role of parents, sense of competition, influence of peer pressure etc. Asri et. al. (2017) conducted study on junior high school students “to investigate the causal factors and penalties of procrastination in mathematics. Results indicated that procrastination affected by numerous factors which leads to low learning achievement like inadequate information, bad learning management, anxiety and fatigue, non-existence of social support and in encouraging school culture.” Kim et. al (2016) examined what key factors are related with academic procrastination among Asian international students. Results showed that there are three strongest predictors of procrastination like collective coping, avoidance coping, and language ability in Asian international students. Moonaghi et. al. (2017) investigated “the characteristics of academic procrastination. Results identified that three factors like procrastination, its issues and associated factors.”

Fritzsche et. al. (2003) conducted study on undergraduate students to investigate the relationship between procrastination tendency and writing success. Results revealed that tendency to procrastinate on writing tasks associated with different factors like general nervousness, worry about writing the paper, less satisfaction with writing the paper and lower grades. There was another study conducted by Onwuegbuzie.A.J.(2010) association relationship between procrastination and statistics nervousness among graduate students and correlation results indicated that the result of procrastination was distress of disappointment and task averseness.

Khan. M. J.(2014) examined gender differences, differences among college and university students as well as age groups on procrastination. The results of this study showed that significant difference on democratic variables of age, gender and education. As compared to university students, college students tend to procrastinate more. Further this study showed significant difference between age below and above 20 years on academic procrastination. In the opposite side, Bekleyen.N.(2017), who studied the relationship between the procrastination levels of 144 male and 169 female language students with demographical variables motivational levels and satisfaction with majors. Results further indicated that students with high motivation levels procrastinated less and age was not related to procrastination. Further Demir et. al.(2017)study conducted on university students to examine the relationship between the academic procrastination and students burnout levels. The results of this study indicated that according to MBI-SF and APS there is no significant difference in terms of gender variables the students at the faculty of sports science. On the other side, there is a significant difference in terms of department variables.

Jiao et. al.(2011) investigated how performance of cooperative groups in graduate- level research methods courses forecast by the academic procrastination. Results showed that highest levels of procrastination obtained by cooperative groups. Moreover, the results of variance on lowest levels were 26.4% on administrative tasks, 8.8% on weekly reading assignment and 11.8% on writing term papers.

Mahasneh et. al.(2018)study conducted on undergraduate university students to examine the level of academic procrastination among them. The sample was 685 students. The results of the study indicated that “few students (7%) showed a high level of academic procrastination, over half of the students (67%) showed a medium level and approximately a quarter of students (26%) showed a low level of AP, there was no significant differences between male and female

in academic procrastination scores. Moreover, results showed that significant positive correlation between academic procrastination and parenting styles.”

## Objectives of the study

- To explore the level of academic procrastination among secondary school students.
- To investigate the differences in academic procrastination among secondary school students with respect to gender and type of school.

## Methodology

This was descriptive study designed to find out the level of academic procrastination among secondary school students. In this study, 300 students from the secondary schools affiliated to PSEB and CBSE boards in Phagwara city of Punjab were the selected as sample. Stratified random sampling technique was used to select the required sample from the population. The data was collected from the respondents using standardized scale namely: Academic procrastination Scale by (A. K. Kalia and Manju Yadav,2007)

## Analysis and interpretation

### (a) Results pertaining to the academic procrastination of secondary school students

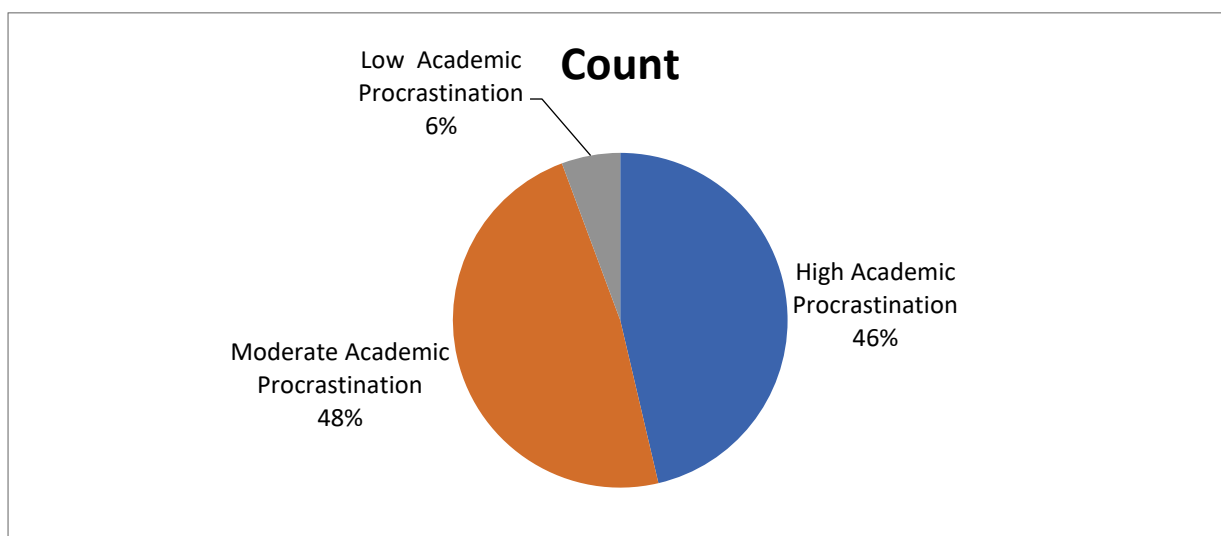
#### **Objective 1: To explore the level of academic procrastination among secondary school students**

The first objective of the present study was to explore the level of academic procrastination among secondary school students, so for this purpose the investigator used a standardized scale of academic procrastination. The result obtained have been presented in the under mentioned table.

**Table 1.1 showing percentage of students in different levels of academic procrastination behaviour**

Sr. No.	Range of raw scores	Level of academic procrastination	Count	%
1.	66 and above	High Academic Procrastination	139	46.33
2.	29-65	Moderate Academic Procrastination	144	48
3.	Up to 28	Low Academic Procrastination	17	5.67

**Figure 1.2 Pie graph showing percentage of students in different levels of academic procrastination behaviour**



### Interpretation

Looking at graph 1.2, it is evident that, 48% of the sample reflects procrastination to moderate levels and approximately a similar number of students i.e. 139 (46%) are procrastinating their academic tasks to the higher levels. Looking at the table it can be further interpreted that only 6% students in the sample are reflecting lower levels of procrastination in their behaviour.

**(b) Results pertaining to difference in Academic Procrastination Behaviour of students with respect to gender and type of school**

The second objective of the study was to investigate the difference in academic procrastination among secondary school students with respect to gender and type of school. After administrating the academic procrastination scale the significance of difference between two sample groups was computed using t-test and the results are presented in table 1.3 and 1.4.

**Table 1.3: showing gender wise difference in academic procrastination dimensions**

	Gender	N	Mean	Std. Deviation	Mean Difference	Std. error Difference	Df	t	p-value (2-tailed)	Remarks
HOMEWORK	Female	150	24.77	7.358	-.787	.894	298	-.880	.380	Insignificant
	Male	150	25.55	8.113						
EXAMS	Female	150	12.45	4.660	-1.347	.592	298	-2.275	.024*	Significant
	Male	150	13.80	5.554						
PROJECT WORK	Female	150	12.15	5.150	-.440	.598	298	-.736	.462	Insignificant
	Male	150	12.59	5.205						
CO-CURRICULAR ACTIVITIES	Female	150	11.95	2.710	.453	.370	298	1.224	.222	Insignificant
	Male	150	11.50	3.638						
TOTAL	Female	150	61.00	15.611	-2.013	2.013	298	-1.000	.318	Insignificant
	Male	150	63.01	19.078						

\*Significant at 0.05 level of significance

### Interpretation

The table 1.3 above specifies the significance of difference between the academic procrastination behaviour of male and female secondary school students. From the p-value of total academic procrastination ( $p = .318$ ,  $t = -1.000$ ) it is clear that the difference in academic procrastination behaviour of male and female students is insignificant, thereby leading to acceptance of null hypothesis "There exists no significance difference between the academic procrastination behaviour of male and female school students."

Moreover, to discuss dimension wise, it is evident from the table difference between the academic procrastination behaviour of male and female secondary school students is statistically insignificant in the three dimensions. In case of homework, the mean of academic cheating behaviour of male students is 25.55 with  $SD = 8.113$  and female students is 24.77 with  $SD = 7.358$  and this difference is statistically insignificant with ( $p\text{-value} = .380$ ,  $t = -.880$ ) being

greater than 0.05. Likewise, In case of project work, the mean of academic procrastination behaviour of male students is 12.59 with SD= 5.205 and female students is 12.15, SD=5.150 and this difference is statistically insignificant with p-value 0.462,  $t=-.736$  greater than 0.05. Subsequently, in the case of co-curricular activities, the p value is 0.222 which is greater than 0.05 at 95% confidence interval. So, it can be interpreted that male and female students vary insignificantly in this dimension of academic procrastination as well. Further looking at the table of difference between means it is clear that the difference between male and female students is significant in only one dimension of Academic Procrastination i.e. academic examinations with p-value 0.024, where it can be interpreted that on looking at mean values that male students procrastinate much (M= 13.80, SD= 5.554) in comparison to female students (M= 12.45, SD= 4.660). But, overall it can be concluded from this result that both male and female students procrastinate to approximately equal levels in performing their academic tasks except in exams where males have shown little higher tendencies to procrastinate in comparison to females.

**Table 1.4: showing type of school wise difference in academic procrastination dimensions**

	type of school	N	Mean	Std. Deviation	Mean Difference	Std. error Difference	df	t	p-value (2-tailed)	Remarks
HOMEWORK	CBSE	150	25.79	8.124	1.267	.892	298	1.419	.157	Insignificant
	PSEB	150	24.53	7.312						
EXAMS	CBSE	150	13.91	4.993	1.573	.590	298	2.666	.008*	Significant
	PSEB	150	12.34	5.225						
PROJECT WORK	CBSE	150	12.59	5.203	.440	.598	298	.736	.462	Insignificant
	PSEB	150	12.15	5.151						
CO-CURRICULAR ACTIVITES	CBSE	150	11.99	3.132	.520	.370	298	1.405	.161	Insignificant
	PSEB	150	11.47	3.276						
TOTAL	CBSE	150	63.90	18.137	3.787	2.004	298	1.889	.060	Insignificant
	PSEB	150	60.11	16.539						

\*Significant at 0.05 level of significance

## Interpretation

The table 1.4 above specifies the significance of difference between the academic procrastination behaviour of CBSE and PSEB secondary school students. From the p-value of total academic procrastination ( $p = .060$ ,  $t = 1.889$ ) it is clear that the difference in academic procrastination behaviour of CBSE and PSEB students is insignificant, thereby leading to acceptance of null hypothesis “There exists no significance difference between the academic procrastination behaviour of CBSE and PSEB school students.”

Moreover, to discuss dimension wise, it is evident from the table difference between the academic procrastination behaviour of CBSE and PSEB secondary school students is statistically insignificant in the three dimensions. In case of homework, the mean of academic procrastination behaviour of CBSE students is 25.79 with  $SD = 8.124$  and PSEB students is 24.53 with  $SD = 7.312$  and this difference is statistically insignificant with ( $p\text{-value} = .157$ ,  $t = .157$ ) being greater than 0.05. Likewise, In case of project work, the mean of academic procrastination behaviour of CBSE students is 12.59 with  $SD = 5.203$  and PSEB students is 12.15,  $SD = 5.151$  and this difference is statistically insignificant with  $p\text{-value} 0.462$ ,  $t = -.736$  again greater than 0.05. Subsequently, in the case of co-curricular activities, the  $p$  value is 0.161 which is greater than 0.05 at 95% confidence interval. So, it can be interpreted that CBSE and PSEB students vary insignificantly in this dimension of academic procrastination as well. Further looking at the table of difference between means it is clear that the difference between CBSE and PSEB students is a significant in only one dimension of academic procrastination i.e. academic examination with  $p$  value 0.008, where it can be interpreted on looking at mean values that CBSE students procrastinate much ( $M = 13.91$ ,  $SD = 4.993$ ) in comparison to PSEB students ( $M = 12.34$ ,  $SD = 5.225$ ).

So, again it can infer from the above result that academic procrastination is independent of type of school. Students from both type of school are exhibiting, Similar levels of procrastination in their behaviour except for in exams where CBSE students are little ahead to PSEB students.

## Conclusions

Research is a continuous process where the investigators become aware of the area where the studies can be done with improvement. If the researcher indicates areas for the further studies it will help the other investigator to conduct the research.



1. The study can be further expanded incorporating a large sample size.
2. The present study was delimited to one city only. Hence, similar study can be expanded to other cities or district base as well.
3. Further study can be conducted incorporating on all types of schools other than CBSE and PSEB schools.
4. A comparative study on the area can be done between the schools of rural and urban locales.
5. The present study was delimited to secondary school students only. Hence, similar study can be expanded to students studying at other levels of education also like elementary senior secondary.

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