

Study of relationship between Procrastination and Academic Achievement among Secondary school Student

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Abstract: Educational success is a multidimensional and complicated phenomenon. As a result, disparities in educational achievement cannot be attributed to a single factor. Thus, understanding the significant and insignificant links between various factors and academic achievement is critical for a teacher to identify reasons for high and low achievement and, as a result, help to promote success, which is the primary concern of parents, teacher, organizations and society. Procrastination can lead to a dysfunctional role in time management and goal achievement. It also causes an increase in anxiety and tension at work because of the less believable and unproductive labour. This research demands a deeper knowledge of student's academic performance, which is important not just to their jobs but also to their general mental health and well-being. Students will achieve more in a shorter period of time, increasing academic production and efficiency.

Keywords: Procrastination, Academic Performance. Mental Health and Well Being

Every one of us is unique. The experiences, situations, attitudes, abilities, and values appear to be the same, but their reactions and performance differ. Every person approaches every situation differently. Hence, at every stage of life, individuals not make adjustments based on their personality traits in order to improve performance in areas such as academic achievement, social adjustment, emotional stability. psychological factors, and so on. These elements have an impact on an individual's performance and are considered valuable assets for an individual. Individual education is heavily reliant on performance.

Technology is also playing an important role in the spread of education throughout civilization. Man lives in society and wishes to spend his time as freely as possible in fact, it is human nature to prioritize the most critical tasks. The most critical chores are completed first, followed by smaller duties. Man feels happy when he performs these acts. He simply accomplishes minor tasks for the sake of self satisfaction. In a nutshell, man postpones a duty that is not urgent at the time. He just has necessary work that can influence his future.

School-age children face a variety of responsibilities/tasks, as well as deadlines that must be met with in a certain amount of time, yet the majority of their time is spent unstructured, as postponed practices might have catastrophic consequences. Procrastination is a far more serious issue than it appears. It is found in every part of the world. Academic work procrastination is a prevalent issue among students. The majority of students admit to some degree of academic

procrastination, and about 25% say they often put off assignments to the point where it results in stress and/or worse academic performance.

Procrastination: Procrastination is a well-known tendency that frequently results in negative performance outcomes. Procrastinators were once thought to be self-indulgent and lazy people who are unable or unable to govern their actions and inappropriately manage their time connected to their responsibilities or duties. According to the American Heritage Dictionary (1977), the word "procrastinate" is derived from the Roman word procrastinare, which means "to postpone till tomorrow." Procrastination is typically described as an act of delay as a result of self-regulation failure. Procrastination is a behaviour that involves delaying or postponing a task. One procrastinates when they delay starting or completing a planned course of action.

Procrastination is dependent on our cognition to occur; cognition such as executive function in the frontal region of the brain may be related to procrastination. Laziness, poor time management, a lack of willpower, boredom, overestimation of abilities, impulsivity, and a lack of skills are all characteristics of procrastination. It is entirely dependent on rapid pleasure and has hampered the accumulation of knowledge, skill, and proper practice for success. Procrastination can occur at any point in a person's life and, in some situations, can be associated with substantial bad academic outcomes and psychological problems.

Procrastination is a multifaceted process with affective, cognitive, and behavioural components. Procrastination is classified into two types: active and passive, which differ in cognitive, affective, and behavioural features. Passive Procrastinators do not attempt to procrastinate, but they frequently postpone work until the last minute because they are unable to formulate immediate resolution and thus take action quickly. Active Procrastinators, on the other hand, are able to act on prospective decisions on time, but they actively suspend their actions and focus their attention on various important tasks at the time. Active procrastination, as opposed to passive procrastination, may be connected with more autonomous kinds of stimulus and may be a type of impediment separate from inactive procrastination.

Academic Achievement: Academic achievement is the level of achievement or skill in specific areas of academic or academic activity. It refers to the information and abilities that students learn in their academic school topics and are assessed by teachers. It is the level of eligibility or aptitude in schoolwork, which is commonly stated in standardized examinations and articulated in percentages and marks based on criteria obtained from a large sample of student performance. Academic success is the information gained through formal educational institutions. Standardized or self-generated school authorities can assess academic accomplishment with the use of achievement testing. It is the ability of kids to demonstrate that they have truly learned in school. It refers to the level of expertise attained in high school or college the knowledge and abilities acquired. It is an individual's level to learn and capacity to apply the learnt knowledge.

Academic achievement is related to the quality and amount of learning acquired after a set training in a subject. It refers to a student's or group's successful completion of a task, whether personal, academic, social, manual, or extracurricular.

Review of Related literature:

According to Antonio Ragusa's (2023) research, procrastination was inversely correlated with academic self-regulation. Conversely, procrastination was a strong predictor of academic anxiety and stress. However, while resilience was positively correlated with academic stress and anxiety, it had a protective effect. Lastly, academic performance was negatively predicted by stress and anxiety, but academic performance was positively predicted by resilience. According to Balhara, Anu. (2022), there is a noteworthy distinction in the academic performance of high and low academic procrastination secondary school pupils. Compared to female students, male students procrastinated more in their academic work. Academic procrastination among secondary school students was found to have a strong but unfavorable association with academic accomplishment. Academic procrastination hinders students' ability to learn, affects their performance, increases stress, and surely has an impact on the professional development of future specialists, as demonstrated by Elena V. Kuftyak (2021). The causes of academic procrastination and how it affects academic achievement are discussed by Kanika Girdhar (2020). It also emphasizes how various factors affect academic success and procrastination. According to Litvinova, Kokurin, Ekimova, Koteneva, and Pozdnyakov (2020), there is a stronger correlation between the unfavorable elements of interpersonal relationships in the classroom and external academic motivation when students procrastinate more. Rationale of the Study: In an academic setting, it is critical to establish deadlines, goals, and motives in order to achieve achievements within a specific time frame. Yet, procrastination can lead to a dysfunctional role in time management and goal achievement. It also causes an increase in anxiety and tension at work because of the less believable and unproductive labour. The importance of the study stems from the detail that there is an increase in the students who procrastinate in their learning and have a propensity to put stuff off. In addition, there isn't a task-oriented explanation for how procrastination and academic success are related. The primary goal of the research is to better understand procrastination and its relationship to academic accomplishment. Procrastination is incredibly useful in leading and defining an individual's overall performance. This research will aid academics, counselors, and psychologists in developing theories and therapies. They can come up with a variety of tactics and approaches to remove undesirable behaviours. This will considerably improve students' academic performance, which is important not just to their jobs but also to their general mental health and well-being. Students will achieve more in a shorter period of time, increasing academic production and efficiency. The current study will assist pupils in achieving their objectives.

Statement of the Problem

"Study of relationship between Procrastination and Academic Achievement among Secondary School Students".

Objectives of the Study:

1. To compare procrastination among the boys and girls secondary schools.
2. To compare academic achievement among the boys and girls secondary schools.

3. To find out the relationship between procrastination and academic achievement among secondary school students.

Hypothesis of the Study:

1. There is no significant difference between procrastination among boys and girls secondary schools.
2. There is no significant difference academic achievement among boys and girls of secondary schools.
3. There is no significant relationship between procrastination and academic achievement among secondary school students.

Delimitations of the Study: The present study deals with procrastination and aggression. It is impossible to cover up all the issues in totality in a single study. The present study has some limitations as:

- 1 The study was delimited to 200 equally divided on the basis of gender only.
- 2 The sample taken from the students of class 11th only.
3. The study is confined to Rohtak district only.
4. More accurate results can be obtained from the whole of the population rather than from its sample unless the sample is a true representative of the population, which is quite difficult to achieve.

Method of the Study: As the present study aims to study the Procrastination among senior secondary school students, the descriptive survey method is used for this purpose.

Population and Sample of the Study: All the students studying in 11th class in secondary schools of Rohtak district constitute the population of the study for the present investigation.

Sample: The sample for this study consisted of 200 students of 11th class secondary school students from Rohtak district of Haryana. In this study stratified random sampling technique was used to select the sample.

Tools Used:

1. Samvaidna's Procrastination Scale (Abraham, 2013).
- 2 Academic achievement (Based on percentage of marks)

Statistical Techniques Used: Mean, Standard Deviation, „t" Test and Correlation

Table 1: Gender Difference in Procrastination among students of senior secondary school students

Gender	N	M	S.D	T-Value	Sig.
Female	100	112.49	38.73	0.0414	NS
Male	100	115.989899	35.82		

Table 2: Gender Difference in Academic Achievement among students of senior secondary school students

Gender	N	M	S.D	T-Value	Sig.
Female	100	81.01	12.76	2.84	Sig.

Male	100	78.71	11.57		
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Table-3: Relationship of Procrastination with Academic Achievement

Variable	N	R	Sign.
Procrastination	200	-0.143	Significant
Academic Achievement	200		

Findings of the Study

1. The mean of Procrastination scores of students were found to be 114.24.
2. The mean of academic achievement scores of students were found to be 79.86.
3. The mean procrastination scores of female and male of senior school students are 112.49 and 115.99 respectively. The value of t-ratio is found to be 1.38 which is not significant. Thus the hypothesis, "There is no significant difference between procrastination among boys and girls secondary schools" is accepted.
4. The study reveals that female and male school students do not differ significantly in their procrastination. Although, the result is not significant yet it is seen that male students have higher level of academic procrastination.
5. The mean academic achievement score of female and male of senior school students are 81.01 and 78.71 respectively.
6. The study indicates that female and male school students differ significantly in their academic achievement and the result is in the favour of females. Thus the hypothesis, "There is no significant difference between academic achievement among boys and girls secondary schools" is rejected.
7. Coefficient of correlation between Procrastination and academic achievement. is negative and significantly correlated. It indicates that an inverse relationship exists between Procrastination and academic achievement, i.e., when value of procrastination increases the value of academic achievement decreases and vice versa. Thus the hypothesis, "There is no significant relationship between procrastination and academic achievement among secondary school students" is also rejected.

Recommendations of the Study

The study shows that there is pressure on students to achieve high. Hence, some important measures have to be taken to revamp the system. Innovative and serious steps are required by the authorities, parents, teachers, bureaucrats. In this direction: A few steps can be as follows:

1. The teachers need to use better and innovative teaching methods so that academic achievement can be improved. Heuristic method, learning by doing, demonstration methods and experimental methods can help to improve academic achievement.
2. Since, today is the era of technology, so teaching through audiovisual aids, computer assisted, self regulated learning can be employed by teachers for better academic achievements.
3. Innovative teaching strategies such as mastery learning, personalized system of instruction, use of laptops and computers can be employed in teaching learning process.
4. Workshops, seminars and motivational movies can be a good and effective idea to enhance learning outcomes.

5. Writing skills can be improved by organizing some story or essay writing competitions.

The current research shows that there exists a significant percentage of students who procrastinate in academics. This indicates that in India, procrastination is still a big problem among students. A serious remedial effort is much needed to curb this problem. Some solutions for the problem are:

1. Firstly, the student who has the problem of procrastination needs to introspect and analyze the distractive behaviour which hinders him from academic activities.
2. Task competition ability, Well oriented thoughts, Emotional strength, Skills to manage time, Habit control and are five elements comprising personal competence. If these five elements of personal competence are refined, then surely procrastination can be minimized to greater extent.
3. In class, frequent tests need to be replaced with homework. Hence, parents, teachers and counselors should look into the cause of it and help students to remove the cause.
4. Parents' teachers associations in their regular meetings and discussions can surely help students overcome this problem.
5. It is found that rural area students and reserve category students have higher level of academic procrastination thus the teachers serving in the rural areas have to be made more conscious about this problem. Likewise more counseling is needed for the reserve category students to overcome this behaviour

Suggestions for Further Studies

1. The same study can be carried out on the college and University students.
- 2 The present study can be conducted in a comparative manner on the students studying in BSEH and CBSE schools.
3. Gender-wise differences have been explored in present study. Future studies may be undertaken for age-wise difference or stage-wise difference i.e., adolescents, adults and older adults.
4. The present study is delimited to total sample of 200 school students. Replication of this study with a large sample can also be useful.
5. Only procrastination and academic achievement variables were studied. It may be carried on different variables such as mental health, well-being, stress coping strategies, learning style etc.

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