Relationship between Procrastination and Academic Achievement among a Group of Secondary School Students in District Ganderbal of Jammu & Kashmir

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ABSTRACT

This study wished to investigate the strength of association and direction of correlation between Procrastination and Academic Achievement of Secondary School students residing in District Ganderbal of Jammu and Kashmir. Through Simple Random Sampling, a sample of 200 students—100 male and 100 female—was selected for this study. Procrastination scale constructed by Lay in 1986 was employed to measure Procrastination variable and the aggregate Marks Percentage in 9th Standard was considered as the Academic Achievement of the 10th Standard students. Simple Arithmetic Mean, Standard Deviation and Pearson's Product Moment Coefficient of Correlation (r) were used as statistical tools for data analyses. Procrastination was found to be moderately and negatively correlated with Academic Achievement (at 0.01 level of significance) (two-tailed test) of Secondary School students irrespective of their gender.

Keywords: *Procrastination, Academic Achievement*

INTRODUCTION

This study aimed at finding the nature of relationship between procrastination and academic achievement of secondary school students in District Ganderbal of Jammu

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and Kashmir. Procrastination is basically a voluntary delaying of a task, which needs to be completed within the specified time, and may result in experiencing the subjective discomfort on the part of the procrastinator. Although, the lower levels of procrastination are normally considered as innocuous and the common feature of human population but, it's chronic degrees may lead to anxiety, low self-efficacy, conscientiousness, self-control, achievement motivation and diminishing academic performance (Lakshminarayan et al., 2013). Procrastination is increasingly viewed as involving failures in self-regulation and volition, processes commonly regarded as executive functions (Rabin 2011). Procrastination affects the academic performance of students in terms of classroom learning and participation in activities, submission of their assignments, preparing for the examinations and achievement. Likewise, the work load of assignments and improper time management by the students caused procrastination (Hussain & Sultan 2010).

Academic procrastination is often a motivational problem related to fear of failure and, students with intrinsic reasons for studying procrastinate less than those with less autonomous reasons (for example, external regulation) (Senecal 2003). Procrastination is not solely a deficit in study habits or time management, but involves a complex interaction of behavioural, cognitive, and affective components (Solomon 1984). A significant negative

correlation is found between self-reported procrastination and final course grade, indicating that procrastination is detrimental to academic performance (Gery Beswick et al). It is very important to identify such students and make them aware of the negative impact of procrastination on their academic performance. The negative feelings which took place during procrastination interfere with task performance.

Planning before procrastination is associated with positive feelings after procrastination, and these positive feelings assist task performance. Optimistic thinking is positively related to both positive and negative feelings; the former take place during procrastination, and the latter take place after procrastination (Kohama 2010). The procrastination decreases when the parents' education is higher, but it increases along with the number of siblings, the grade level, and the underachievement (Rosario 2009). A meta-analysis of procrastination's possible causes and effects, based on 691 correlations, reveals that neuroticism, rebelliousness, and sensation seeking show only a weak connection. Strong and consistent predictors of procrastination were task averseness, task delay, self-efficacy, and impulsiveness, as well as conscientiousness and its facets of self-control, distractibility, organization, and achievement motivation (Steel 2010).

According to Milligram and Tenne, the two behavioral dispositions and their concomitant affective reactions (tension during decision making and discomfort about postponing tasks, respectively) were found to be independent. Each disposition was general rather than specific with a high inter-correlation of indecisiveness on

matters of minor as well as major importance and a high inter-correlation of postponing life routines as well as postponing academic assignments.

The lack of extrinsic motivation, perfectionism, and an external attribution style all predicted the tendency to procrastinate. On the other hand, low procrastinators were motivated by both external and internal factors more than high procrastinators, while high procrastinators put off tasks due to aversion. Students with low intrinsic motivation made attributions to context and luck, particularly when they succeeded, while students with higher levels of intrinsic motivation made attributions to ability and effort for success, and effort for failure. Lack of extrinsic motivation contributed to procrastination for all students (Reseinger & Brownlow 2000).

Our research was conducted to find out the procrastination level and degree of academic achievement of 10^{th} grade students and subsequently, to ascertain the strength of association between the said variables. This research study also investigated whether the Gender, as a factor, reacts differentially towards the effect of procrastination. This study tested the following set of null hypotheses: There is no significant relationship of procrastination with academic achievement for the total sample; there is no significant relationship of procrastination with academic achievement of male secondary school students; there is no significant relationship of procrastination with academic achievement of female secondary school students.

MATERIALS AND METHODS

This work was carried out using a questionnaire for cross-sectional survey involving 200 Tenth grade voluntary participants from four secondary school students run in District Ganderbal of Jammu and Kashmir. The sample comprised of 100 male and 100 female 10th class students.

The twenty test-item based pre-validated questionnaire was employed to measure procrastination. The scale was developed by Lay in 1986 which has 10 positive test items and equal number of negative test items. Data on academic achievement was collected through 9th grade marks certificates of the selected students. The questionnaire was subsequently administered to 200 matriculate students.

The individual score, gained by each respondent against the 20 test-item based tool on Procrastination Scale, developed by C. Lay (1986), was treated as the measure of Level of Procrastination for the individual respondent.

The students were instructed not to disclose their names in the questionnaires. Untraceable code names were assigned to the subjects throughout the study, and anonymity was maintained. All the participants were administered with the questionnaire in a classroom under a normal examination situation. Interaction among the participants was minimized to prevent any distortion of the results. If difficulties in understanding any questions were encountered, the investigators explained the questions in simple terms. The completed questionnaires were collected from all the participants, and the raw data obtained were classified, tabulated, and subjected to statistical analysis using SPSS and the Pearson's correlation coefficient test was used to

assess the relationship between procrastination and academic achievement.

RESULTS

The mean scores of procrastination and academic achievement for male, female and total sample of secondary school students are tabulated in table no. 01 here as under

Table No. 01: Mean scores of procrastination and academic achievement for male, female and total sample of secondary school students

Gender	Procrastination (Mean score)	Academic Achievement (Mean score)
Male	51.58	69.11
Female	49.95	75.67
Total Sample	50.76	72.39

The Pearson's coefficient of correlation between procrastination and academic achievement for the total sample was found to be negative and significant at 0.01 level of significance (two-tailed test) and the first null hypothesis stands rejected (Table No. 02).

Table No. 02: Mean & Pearson's Coefficient of correlation for the total sample

Group	N	Mean	Calculated 'r' value	Correlation
Total Sample	200	(X) (50.765)	**-0.484**	Negative and Significant
		(Y) (72.390)		

The Pearson's coefficient of correlation between procrastination and academic achievement for Male secondary school students was found to be negative and significant at 0.01 level of significance (two-tailed test) and the second null hypothesis stands rejected (Table No. 03).

Table No. 03: Mean & Pearson's Coefficient of correlation for the Male secondary school students

Group	N	Mean	Calculated 'r' value	Correlation
Male	100	(Xm) 51.58 (Xy) 69.11	**-0.515**	Negative & Significant

The Pearson's coefficient of correlation between procrastination and academic achievement for Female secondary school students was found to be negative and significant at 0.01 level of significance (two-tailed test) and the third null hypothesis stands rejected (Table No. 04).

Table No. 04: Mean & Pearson's Coefficient of correlation for the Female secondary school students

Group	N	Mean	Calculated 'r' value	Correlation
Female	100	(Xfm) 49.95 (Yfm) 75.67	**-0.443**	Negative and Significant

DISCUSSION

The figures in Table No. 01 suggest that, as the mean procrastination score increases from female, total sample to male secondary school students, there is a corresponding decrease in the mean scores of academic achievement from female, total sample to male secondary school students indicating a negative correlation between procrastination and

academic achievement. This deduction also finds the necessary support from the data tabulated in Table No. 02. The first null hypothesis—there is no significant relationship of procrastination with academic achievement for the total sample—was rejected. Therefore, there exists a significant negative correlation between procrastination and academic achievement among 10^{th} grade students irrespective of their gender. Higher scores of procrastination are accompanied by lower grades and lower scores of procrastination are accompanied by higher grades among secondary school students. In other words, the tendency to delay the task at hand may lead to make the task more difficult and serious and consequently put more stress or pressure on the procrastinator. The deductions and implications from figures in Table Nos. 03 & 04 are in agreement with what is deduced from Table No. 02. Here again, null hypotheses no. 2 & 3 were rejected indicating a significant negative correlation between procrastination and academic achievement of 10^{th} grade students irrespective of their gender.

The results of this study are in agreement with many other studies conducted in varied settings and contexts. Based on the above results, it can concluded that academic success could be attributed to skills such as organization of time with execution of duties on schedule, determination of aims, prioritization of tasks, and creating a pattern of studying systematically. In contrast, eleventh-hour intense study under pressure and at late hours may trigger insomnia, inducing higher levels of stress that may reduce one's ability to focus on the subject matter and result in below average academic performance.

A serious look into Table No. 01 also informs us that female students procrastinate lesser than their male counterparts and

these differences are getting translated into their respective mean scores of academic achievement. There may be innumerable number of factors who are contributing to this outcome and further studies are needed to discover the causes behind the differences in procrastination levels between male and female students.

Finally, administration of questionnaires, measuring the procrastination scores, at the beginning of an academic session in a school setting, may help in identifying the potential procrastinators and services, thereafter, may be provided to guide and help these individuals. This intervention will go a long way in arresting the possibility of poor learning outcomes and enhancing the probability of better learning outcomes.

IMPLICATIONS FOR EDUCATIONAL PRACTICES

The results of this empirical work suggest certain crucial implications in terms of improving the educational practices, processes and products. These educational implications are discussed as under:

The results indicated that procrastination and academic achievement are moderately and negatively correlated with each other. The knowledge about increase in one variable can be used to predict the corresponding decrease in other variable and vice-versa. The administration of questionnaires, measuring the procrastination scores, at the beginning of an academic session in a school setting, may help in identifying the potential procrastinators and services, thereafter, may be provided to help these individuals. Moreover, this type of knowledge will go a long way in arresting the possibility of poor learning outcomes and enhancing the probability of better learning outcomes.

The results also pointed out that, the Gender as a factor does not react differentially towards the effects of procrastination. Existence of this tendency results in adverse consequences for the procrastinators irrespective of their gender.

It is pertinent to mention here that, as the results revealed in this study, females procrastinate less than their male counterparts and this was corroborated by the formers higher average academic achievement levels than the latter. It is a matter of further investigation as to why, generally speaking, female students procrastinate lesser than their male counterparts.

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