



ACADEMIC PROCRASTINATION IN RELATION TO GENDER, NATURE OF COURSE AND TYPE OF MANAGEMENT AMONG PROFESSIONAL STUDENTS

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ABSTRACT

An attempt was made in the present investigation to study the academic procrastination in relation to Gender, Nature of Course and Type of Management among professional students. Sample of the present study consists of 400 professional students in the region of Andhra Pradesh, India. Academic procrastination scale developed by Tuckman (1991) was used to collect the data. A 2x2x2 factorial design was employed. ANOVA and t test were used to analyze the data. Findings of the study revealed that to Gender, Nature of Course and Type of Management have significant impact on academic procrastination among professional students.

KEYWORDS : Academic procrastination, Gender, Nature of Course and Type of Management

INTRODUCTION

An effective human being needs to complete numerous tasks every day, but many times, the completion of the task is delayed which effects the effectiveness of the human being this delay is caused due to putting off completion of task. This tendency to put off task or delay task is called as procrastination.

When a task is delayed because of involvement in another task it is called as procrastination. Procrastination can be a series of delays or postponements which result the behavioural product being imperfect (Milgram 1991). This may result in emotional disturbances such as anxiety, depression etc. Academic procrastination can also lead to lower achievement and psychological distress.

Academic procrastination is the failure on the part of a student to perform an academic activity within the desired or expected time (Senecal, Koestner, & Vallerand, 1995). This tendency of academic procrastination can lead to psychological distress like anxiety, regret, despair, self-blame, inefficient behavioural outcomes, poor test performance, as anxiety, irritation, regret, despair, or self-blame (Ellis & Knaus, 1977; Burka & Yuen, 1983; Rothblum, Solomon & Murakami, 1986; Ferrari, Johnson, & McCown, 1995; Milgram, Mey-Tal, & Levison, 1998; Lay & Schouwenburg, 1993).

Mussarat Jabeen Khan et al., (2014) aimed to investigate the impact of gender, age and level of education on academic procrastination. the academic procrastination among male and female university and college students. Sample of the investigation consisted of 200 university students of Islamabad. The range of the sample ranges from 16-27 years. Results indicate significant influence of age, gender and education on academic procrastination.

Another study by McCown and Roberts (1994) was conducted with 360 participants aged between 18 and 77; and results of this study showed that males who were aged 20 and higher got the highest scores on procrastination. Procrastination scores for males decreased towards the age of 60 and increased after 60. Similar findings were also reported for females.

On the other hand, a majority of the studies in the literature did not reveal gender difference. For instance, Solomon and Rothblum (1984) did not find any gender difference for the total self-reported procrastination. Another study conducted by Haycock et al. (1998) investigating the role of self-efficacy and anxiety on general procrastination of 141 university students, showed that there was no main gender effect. Also in the same study, the results revealed that there was no relationship between age and procrastination level.

People should procrastinate less as they age and learn. As O'Donoghue and Rabin (1999) conclude, "many people procrastinate only moderately do so not because of intrinsic self-control, but because they have developed schemes to overcome procrastination" (p. 807). It is evident that we can learn how to avoid procrastination. Ainslie (1992) as well as Baumeister et al. (1994) review considerable research showing people tend to procrastinate less with repeated practice.

The expected influence of sex on procrastination is difficult to predict. Previous investigation into gender differences and the related construct of self-control have found mixed results (Feingold, 1994). Men may score higher, lower, or the same as women depending on the measure. Consequently, this variable is exploratory.

Gender based studies on procrastination demonstrated that female students procrastinate more frequently (Washington, 2004; Rodarte-Luna & Sherry, 2008) while some studies proved a different attitude depicting that procrastination is common among male students (Prohaska, Morrill, Atilas & Perez, 2000). Findings of Balkis and Duru (2009) on a sample comprising 580 students (329 girls, 251 boys) of Pamukkale University showed that men are more intended to procrastinate than women. On the other hand, another group of studies reported that gender has no effect on the procrastination behavior. Ozer and Ferrari (2011) found non-significant difference between male and female students on academic procrastination.

OBJECTIVE

To find out the impact of Gender, Nature of Course and Type of Management among professional students.

HYPOTHESES

1. Gender would significantly influence academic procrastination among professional students
2. Nature of Course would significantly influence academic procrastination among professional students
3. Type of Management would significantly influence academic procrastination among professional students

METHOD

SAMPLE AND PROCEDURE OF ADMINISTRATION

The subjects of the present investigation are drawn from students doing III year medicine and engineering courses in the regions of Andhra Pradesh, of India. The subjects were in the age group of 20 – 22 years. 400 students of medicine and

engineering courses were randomly selected from 20 colleges. The sampling procedure was employed in the investigation was two stage one. At the outset, colleges were identified in which the students who were studying both in urban and rural areas.

In the first session, after establishing personal rapport with selected sample the investigator distributed demographic data sheet, academic procrastination scale to the group of 15 students at a time. The subjects were explained the instructions in greater detail and their responses were obtained in separate answer sheets. In the second session, the subjects were administered depression and anxiety scales and were explained the instructions and obtained their responses. The students were helped whenever they felt ambiguous about an item or expressed a feeling of confusion.

Variables Studied

In the light of the hypotheses formulated, the following variables are studied

Independent Variables

Gender, Nature of Course and Type of Management

Dependent Variable

Academic Procrastination

TOOLS

Academic procrastination scale developed by Tuckman (1991),

RESEARCH DESIGN

As there are three independent variables in the investigation and each variable is further classified into two, a 2x2x2 factorial design was employed.

STATISTICAL ANALYSIS

The obtained data have been treated statistically in order to test the hypotheses. The Means and SDs (Standard Deviations) of the scores were calculated. To find out the influence and interaction effect of the variables, the data were subjected to ANOVA (Analysis of Variance) and 't' test.

RESULTS AND DISCUSSION

Table-I: Means and SD's Of Academic Procrastination Scores Among Professional Students

Type of Institute	Nature of Course					
	Medical		Engineering			
	Gender		Gender			
	Male	Female	Male	Female		
Government	Mean	42.82	45.12	39.40	42.26	
	SD	8.33	4.10	4.41	5.15	
Private	Mean	39.25	42.62	39.17	39.82	
	SD	7.32	4.41	6.25	4.21	

Grand Means

Medical =42.45 Male =40.1 Government =42.40
 Engineering =40.17 Female =42.46 Private =40.21

Results given in table-I show that male students perusing engineering course in private colleges have obtained the low score of M=39.17 indicating their high Academic Procrastination compared with other groups. Female students studying medical course in government colleges have obtained the high score of M=45.12 indicating their low Academic Procrastination compared with other groups.

In terms of nature of course, medical students have low Academic Procrastination (M=42.45) than engineering students (M= 40.17). In terms of gender, Female students have low Academic Procrastination (M=42.46) than male students (M=30.16). In terms of management students pursuing their

course in government colleges have low Academic Procrastination (M=42.40) than the students of private colleges (M=40.21).

There are differences in the mean scores of the groups related to Academic Procrastination. In order to test whether nature of course, gender and type of institute have any significant impact on Academic Procrastination of the students, the data were further subjected to factorial analysis of variance and the results were presented in table-II

Table-II: Summary of ANOVA for scores on academic procrastination among professional students

Source of Variance	Sum of Square	df	Mean Sum of Square	F
Nature of Course	759.528	1	759.528	31.00 **
Gender	133.903	1	133.903	5.46 **
Type of institution	163.878	1	163.878	6.68 **
AXB	190.653	1	190.653	7.78 **
AXC	206.403	1	206.403	8.42 **
BXC	.078	1	.078	0.03 @
AXBXC	20.503	1	20.503	0.83 @
Within	7643.775	312	24.499	-
Corrected total	9118.722	319	-	-

Note: ** Significant at 0.01 level, @ Not Significant

Hypothesis -I stated that gender would significantly influence Academic Procrastination

It is evident from table-II that the obtained 'F' values for gender 5.46 is significant at 0.01 levels, implying that gender has significant influence on Academic Procrastination. As the 'F' value is significant the hypothesis-I which predicted that gender would significantly influence the Academic Procrastination is accepted as warranted by the results.

The reason is that in the present century, both boys are exposed to society more frequently than girls. Socialization practices and parental expectations make and boys of professional courses play more roles both in institution and outside. The sense of inadequacy and the feelings of uncertainty and dependency can be observed more in boys than girls. Naturally they perceive many aspects of their academics as stressful and postpone the tasks and leads to academic procrastination

Hypothesis -II stated that nature of course would significantly influence Academic Procrastination.

It is evident from table-II that the obtained 'F' value for nature of course 31.00 is significant at 0.01 level, implying that nature of course has significant influence on Academic Procrastination. As the 'F' value is significant the hypothesis-II which predicted that nature of course would significantly influence the Academic Procrastination is accepted as warranted by the results.

Generally speaking, in Indian institutions most of medical students are under severe academic pressure to make good grades to join in post graduation courses because their parents desire and demand it. Because of limited institutions and availability of minimum number of seats and competition, medical students experience more academic stress. The long hours of study, curriculum, involvement in surgeries and practical's, tensions of examinations, fear of failure and the sustained concentration of effort over a period of time might have contributed greater academic stress in medical students than engineering students. Apart from this, in most of the medical colleges, the environment itself is an all prevailing pressure providing an authoritarian and rigid system, one that encourages competition rather than co-operation between learners which finally lead to academic stress and academic procrastination.

Hypothesis -III stated that type of management would significantly influence Academic Procrastination.

It is evident from table-II that the obtained 'F' value for type of institute 6.68 is significant at 0.01 levels, implying that type of institute has significant influence on Academic Procrastination. As the 'F' value is significant the hypothesis-III which predicted that type of management would significantly influence the Academic Procrastination is accepted as warranted by the results.

The results of the current study show that students in government institutions are more likely to develop learning difficulties than students in private institutions. Academic procrastination depends largely on the institutional environment, teaching methods, teacher-student relationship, motivating and enabling students to learn better educational materials, and perhaps private colleges where students are less likely to delay learning. Teachers in private colleges encourage students to study for hours and take exams. Moreover, parents spend more money on educating their children in private colleges. Because of parental pressure and management pressure students of private colleges focus their attention on academic activities. Therefore, academic procrastination is less common among students of private institutions.

CONCLUSIONS

1. Gender has significant influence on academic procrastination. Academic procrastination is high among boys than girl students.

2. Nature of course has significant impact on academic procrastination. Medical students have high academic procrastination compared to engineering students.

3. Type of management has significant impact on academic procrastination. Academic procrastination of professional students pursuing their course in government colleges is high than the students of private colleges

IMPLICATIONS

Psychologists, educationalists, and counselors need to extend their expertise in developing behavioral modification techniques and intervention programme to reduce academic procrastination of boys; medical students and the students belong to government institutions.

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