



RELATIONSHIP BETWEEN PROCRASTINATION AND EMOTIONAL STRESS OF HIGHER SECONDARY SCHOOL STUDENTS IN KOTTAYAM DISTRICT

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ABSTRACT The 'Relationship between Procrastination and Emotional Stress of Higher Secondary School Students in Kottayam District' is a descriptive survey study. The sample consist 400 students of a higher secondary school selected using stratified random sampling method. Procrastination scale for Higher Secondary School Students and Emotional Stress scale for Higher Secondary School Students were used to collect data. The results reveal no significant correlation between Procrastination and Emotional Stress.

KEYWORDS : Procrastination, Emotional Stress

Procrastination is a phenomenon in which a person neglects to attend to a necessary responsibility, such as a task or decision, in a timely fashion, often despite their good intentions or inevitable negative and unpleasant consequences. It is usual for people to procrastinate occasionally, but for some, Procrastination is a chronic problem that causes considerable psychological discomfort and distress. Procrastination is especially common in the general and academic populations (Ellis and Knaus, 1977). Procrastination is characterized by self regulation difficulties in the form of delaying the start and/ or completion of necessary and important tasks. Procrastination is a needless voluntary delay, namely the voluntary delay of an intended action despite the knowledge that this delay may harm the individual in terms of the task performance at hand or even just how the individual feels about the task (Maria, 2010). Academic Procrastination may associate with academic self-efficacy, academic self concept, and general self-esteem.

The students have many obstacles to overcome in order to achieve their optimal academic performance. Mostly it is found that students with more stressed behavior show average or poor results in academic achievement because their concentration never works properly in educational field.

Stress is a common problem to students in school and the way it is managed may reflect their academic performance. Stress is a factor which pervades the life of students, and impacts adversely their mental and physical health, and their ability to perform school work effectively. It is a descriptive survey study.

Need and significance of the study

It is important to understand causes and consequences of procrastination that appears common among general and academic population. It affects people in various domains of life such as academic, professional, social relationships, and finance Management. High procrastinators might increasingly experience psychological distress related to lack of sense of personal control, self- worth and lack of sense of self-perceived personal ability as deadlines approach. Students often have a tendency to procrastinate their academic matters. Academic concerns pervade the lives of students, interrupting aspects of their daily routine.

School life, characterized by the pressure to seek an appropriate identity, certainly presents an array of stressors (Stark and Traxler, 1974; Whitbourne and Tesch, 1985). Students are pressured to perform, to fit in, to commit, and to live up to the expectations of others. They even set goals for themselves that are sometimes impossible to achieve. Forming an identity in a school environment is indeed difficult, as common worries can have significant behavioral consequences, particularly on sleep patterns. In this situation, the investigators felt a need to study whether Procrastination and Emotional of Higher Secondary students are correlated.

The study provide some insights to alleviate some of the stress associated with procrastination, and to reduce instances of situational procrastination. Interventions that focus on increasing self-confidence may be particularly beneficial for reducing the stress associated with procrastination. Academic values are known to be positively related to study management and effort (Pintrich, Smith, Garcia, and McKeachie, 1993). Thus should be negatively related to the tendency to procrastinate. The tendency to procrastinate, as a factor in decisions regarding which task to pursue, contributes in the modulation of the goal action hierarchy by helping determine what goal linkages are activated. Chronic procrastination may lead to negative relationships with academic achievement goal orientations, a decrease in one's sense of self-efficacy and an increase in perceived stress.

Hypotheses of the study

1. There is significant difference in Procrastination of Higher Secondary School Students with respect to Gender, Locale and Type of Management in Kottayam district.
2. There is significant difference in Emotional Stress of Higher Secondary School Students with respect to Gender, Locale and Type of Management
3. There is a significant positive relationship between Procrastination and Emotional Stress of Higher Secondary School Students in Kottayam district

Objectives of the study

1. To find the significant difference in Procrastination of Higher Secondary School Students with respect to Gender, Locale and Type of Management.
2. To find the significant difference in Emotional Stress of Higher Secondary School Students with respect to Gender, Locale and Type of Management.
3. To study the extent of relationship between Procrastination and Emotional Stress of Higher Secondary School Students in Kottayam district.

Methodology

The normative survey method is adopted for the study. The population consisted of Higher Secondary School Students of Kottayam district. The sample consisted of 400 students of higher secondary school selected using stratified random sampling method. The tools used were Procrastination scale Emotional Stress scale for Higher Secondary School Students (both prepared and standardized by the investigators). Descriptive statistics namely Mean, Standard Deviation, Percentage Analysis and Karl Pearson's Product Moment Correlation were computed for the variables.

Analysis of Data

1. Comparison of Procrastination with respect to Gender, Locale and Type of Management

The investigators administered the tool titled 'Procrastination Scale for Higher Secondary School Students'. The obtained scores were

subjected to test of significance of difference between means to find out significant difference in Procrastination with respect to Gender, Locale and Type of Management. The details are given in table 1.

Table 1 Data and result of test of significance of difference in Procrastination based on subsamples

SI No	Subsamples		Mean	SD	df	t value	level of significance
1	Gender	Male	135.67	9.72	398	2.71	$p < .01$
		Female	133.14	8.55			
2	Locale	Urban	134.33	8.07	398	0.331	$p > .05$
		Rural	134.61	10.09			
3	Type of management	Aided	134.17	8.63	398	0.377	$p > .05$
		Unaided	133.82	9.57			

From table 1 it can be seen that the obtained t value for Gender is (2.71) significant at .01 level since it is greater than the table value required (2.58) for significance for degrees of freedom 398. Thus it can be concluded that there exist significant difference in the Procrastination with respect to Gender. The mean values shown in the table indicate that Male students have High Procrastination.

The comparison of mean scores of Procrastination with respect to Gender, Locale and Type of Management is depicted in the bar diagram given below.

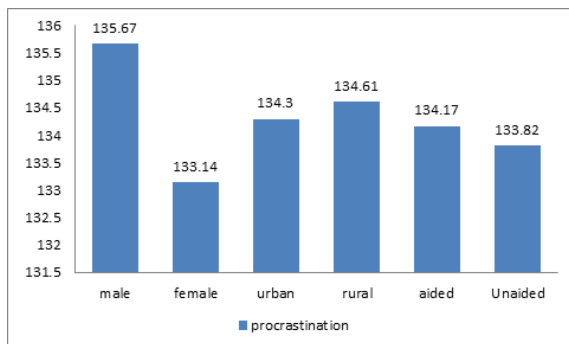


Figure 1 Comparison of mean scores of Procrastination with respect to Gender, Locale and Type of Management

II. Comparison of Emotional Stress with respect to Gender, Locale and Type of Management

The scores obtained by administering 'Emotional Stress Scale for Higher Secondary School Students' were subjected to test of significance of difference between means to find out significant difference between Emotional Stress with respect to Gender, Locale and Type of Management. The details of the test are given in table 2.

Table 2 Data and result of test of significance of difference in Emotional Stress based on subsamples

SI No	Subsamples		Mean	SD	df	t value	level of significance
1	Gender	Male	130.97	10.89	398	0.937	$p > .05$
		Female	129.91	11.58			
2	Locale	Urban	135.53	9.69	398	2.59	$p < .01$
		Rural	133.14	8.55			
3	Type of management	Aided	129.26	11.11	398	0.473	$p > .05$
		Unaided	129.93	16.08			

From table 2 it can be seen that the obtained t value for Locale (2.9) is significant at .01 level since it is greater than the table value required (2.58) for significance for degrees of freedom 398. Thus there exists significant difference in the Emotional Stress with respect to Locale. The mean values shown in the table indicate that urban school students have High Emotional Stress.

Comparison of mean scores of Emotional Stress with respect to Gender, Locale and Type of Management is depicted in the bar diagram given below.

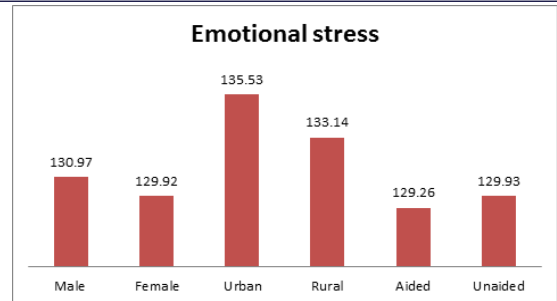


Figure 2 Comparison of mean scores of Emotional Stress with respect to Gender, Locale and Type of Management

III. Relationship between Procrastination and Emotional Stress of Higher Secondary School Students in Kottayam district

The correlation coefficient between Procrastination and Emotional Stress was found out by Pearson's Product Moment Correlation. The data and the result of analysis is given in table 3

Table 3 Relationship between Procrastination and Emotional Stress

Variables	N	df	r value	t value	Level of significance
Procrastination and Emotional Stress	400	398	.009	0.179	$p > .05$

From the table 3 it is clear that the r value computed for Procrastination and Emotional Stress of the total sample is .009 and the corresponding t value is 0.179. The obtained t value is not significant at .05 level since it is less than the table value required (1.96) for significance for degrees of freedom 398. Therefore it is clear that there is no significant correlation between Procrastination and Emotional Stress of Higher Secondary School Students in Kottayam district.

Major findings of the study

The major findings of the present study are

- There exists significant difference in the Procrastination with respect to Gender.
- There exists significant difference in the Emotional Stress with respect to Locale.
- There is no significant correlation exist between Procrastination and Emotional Stress..

Educational Implications of the study

- The current study provide some insights into how to alleviate some of the stress associated with procrastination, and in doing so perhaps provide insight into how to reduce instances of situational procrastination. Interventions that focus on increasing self-confidence may be particularly beneficial for reducing the stress associated with procrastination.
- The results of the present study pointed that most of the students frequently engage in procrastination. Hence the results may provide valuable data for counselor and educators to be aware of the procrastination levels of the students particularly in academic setting.
- The negative effects of Procrastination such as low grades, low self-esteem, low self-discipline, and low self-efficacy; as well as ineffective learning skills, fear of failure, irrational thinking, cheating, ineffective time management, instant gratification, boredom, anxiety, and depression can be avoided by giving awareness programs about the negative consequences of Procrastination.
- Education should make realistic expectations in students. It should challenge student's beliefs and assumptions and push them out of their comfort zone. So it is important for teachers to be aware of student's current levels of Emotional Stress. Stress reducing activities such as deep breathing exercise, yoga, simple meditation, peer sharing etc should be encouraged in schools.
- Stress is positive when the person feels stimulated and able to manage the situation. This positive response prepares the body for action and activates the higher thinking centers of the brain. A positive response to stress can provide the energy to handle

emergencies, meet challenges, and excel. After focusing the student's attention on managing their stress, students can then be directed to focus on an academic or creative activity.

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