



IMPACT OF GENDER, LOCALITY AND TYPE OF MANAGEMENT ON ACADEMIC PROCRASTINATION AMONG HIGH SCHOOL STUDENTS

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ABSTRACT An attempt was made in the present investigation to study the impact of gender, locality and type of management on academic procrastination among high school students. Sample of the present study consists of 480 high school students in Chittoor of Andhra Pradesh State. Procrastination scale developed by Priyanka Datta and Banerjee Mita (2016) was used to collect the data. A 2×2×2 factorial design was employed. ANOVA was used to analyse the data. Findings of the study revealed that gender, locality and type of management have significant impact on academic procrastination among high school students.

KEYWORDS :

INTRODUCTION

Academic procrastination is a special form of procrastination that occurs in the academic settings. It involves knowing that one needs to carry out an academic task or undertake an academic activity, such as writing a term paper, studying for examinations, finishing a school related project, or undertaking the weekly reading assignments, but, for one reason or another, failing to motivate oneself to do so within the expected time frame. Although there is no universally accepted definition, academic procrastination can be defined as the postponement of academic goals to the point where optimal performance becomes highly unlikely, resulting in a state of psychological distress. It is common for school/college students to delay academic tasks to the point of experiencing considerable anxiety.

Procrastinators tend to be impulsive, distractible, and lacking in self-control. Due to procrastination's association with distractibility and organization, two potential methods of reducing distractions include stimulus control and automaticity. Stimulus control may help prevent distractibility by helping people surround themselves with cues that confirm their goals and banish signs that remind them of temptation. Automaticity may help people maintain goal pursuit and stay away from procrastination, because it limits decision making to only the relevant tasks at hand.

Academic Procrastination is acceptable when it is voluntary, or for the nature of a task, but when an individual resort to procrastination in all tasks and affairs until the dead line, this procrastination then is a negative phenomenon that is related to failure and the consequent negative outcomes such as the low academic achievement (Baumeister and Tice, 1997).

Studies have reported that results with respect to gender in procrastination. According to Lamba (1999) proposed that the relationship between procrastination and gender. Results indicated that gender has significant influence with regard to procrastination. (Yong, 2010), Sharma and Kaur (2011) found that females were found to score significantly higher on fear of failure as a causal factor to procrastination than males. Nasri et al., (2013), Tavakoli, (2013), Hafsa Arif, Syeda Sumbul Noor and Sidra Muneer (2014) and Ghazi Shah Nawaz (2016); Sohrab Abdi Zarrin, Esther Gracia and Maria Paula Paixão (2020) found that tend to procrastinate more than females.

Objective

- To assess the impact of gender, locality and type of management on academic procrastination among high school students.

Hypotheses

- There would be significant impact of gender on academic procrastination among high school students.
- There would be significant impact of locality on academic procrastination among high school students.
- There would be significant impact of type of management on academic procrastination among high school students.

Sample

Sample for the present study consists of 480 students studying in rural and urban areas from government and private high schools in Chittoor district of Andhra Pradesh state. The subjects were in the age group of 15-17 years selected and using purposive random sampling method.

Variables Studied

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

Dependent Variable

- Academic Procrastination

Independent Variables

- Gender
- Locality
- Type of Management

Tool

Assessment of Procrastination: Procrastination scale was developed by Priyanka Datta and Banerjee, Mita (2016) which consists of 24 items. Low score indicates low level of Procrastination and high score indicates high level of Procrastination. The reliability for the scale was found to be 0.86 using test-retest method.

Research Design

As there are three independent variables i.e., gender (boys and girls), locality (rural and urban) and type of management (government and private) and each variable is divided in to two categories, a 2×2×2 factorial design was employed in the present study.

Statistical Analysis

The obtained data was analyzed statistically in order to test the hypotheses using Means, SD's and Analysis of Variance (ANOVA).

RESULTS AND DISCUSSION

Table-I: Means and SDs for scores on academic procrastination among high school students.

Type of Management		Gender			
		Boys		Girls	
		Locality		Locality	
		Rural	Urban	Rural	Urban
Government	Mean	79.86	72.46	72.48	71.10
	SD	10.10	11.78	11.52	10.28
Private	Mean	75.10	73.54	71.51	70.12
	SD	12.35	13.56	11.05	12.47

Grand Means

Boys=(M:75.24) Rural=(M:74.73) Government=(M:73.98)

Girls=(M:71.30) Urban=(M:71.80) Private=(M:72.56)

A close observation of table-I shows that boys studying in government schools of rural areas have obtained the mean score of 79.86 indicating their high academic procrastination compared with the other groups.

Girls pursuing in private schools of urban areas have obtained the mean score of 70.12 indicating their low academic procrastination compared to other groups.

In terms of gender, boys ($M=75.24$) have high academic procrastination than girls ($M=71.30$). In terms of locality, students pursuing in rural areas ($M=74.73$) have high academic procrastination than the students of urban areas ($M=71.80$). In terms of type of management, students studying in government schools ($M=73.98$) have high academic procrastination than the students studying in private schools ($M=72.56$).

As there are differences in the mean scores with regard to the academic procrastination among high school students, the data were further subjected to analysis of variance to find out the impact of gender, locality and type of management on academic procrastination among high school students and the results are presented in table-II.

Table-II: Summary of ANOVA for scores on academic procrastination among high school students.

Source of Variance	Sum of Squares	df	MSS	F-Values
Gender (A)	189.102	1	189.102	7.31**
Locality (B)	237.769	1	237.769	5.87**
Type of Management (C)	177.602	1	177.602	5.27**
(A x B)	190.252	1	190.252	6.51**
(A x C)	245.102	1	245.102	7.22**
(B x C)	272.002	1	272.002	6.84**
(A x B x C)	199.012	1	199.012	7.05**
Within	26181.950	472	32.470	--
Total	27692.790	479	--	--

**-.Significant-0.01 level

Hypothesis-1: There would be significant impact of gender on academic procrastination among high school students.

As shown in table-II that the obtained 'F' value of 7.31 is significant at 0.01 level indicates that gender has significant impact on academic procrastination among high school students. As the 'F' value is significant, the hypothesis-1, which stated that gender has significant impact on academic procrastination among high school students, is accepted as warranted by the results. Boys ($M=75.24$) have high academic procrastination than girls ($M=71.30$).

The probable reason might be the students with motivational level is considered as the main cause of procrastination which is further influenced by those behavioural and emotional processes which are related with task averting situation. Studies also claim that procrastination behaviour is seen more in male students than female students.

Hypothesis-2: There would be significant impact of locality on academic procrastination among high school students.

It is evident from table-II that the obtained 'F' value of 5.87 is significant at 0.01 level indicates that locality has significant impact on academic procrastination among high school students. As the 'F' value is significant, the hypothesis-2, which stated that locality has significant impact on academic procrastination among high school students, is accepted as warranted by the results. Students pursuing in rural areas ($M=74.73$) have high academic procrastination than the students of urban areas ($M=71.80$).

Hypothesis-3: There would be significant impact of type of management on academic procrastination among high school students.

Table-II clearly indicates that the obtained 'F' value of 5.27 is significant at 0.01 level indicates that type of management has significant impact on academic procrastination among high school students. As the 'F' value is significant, the hypothesis-3, which stated that type of management has significant impact on academic procrastination among high school students, is accepted as warranted by the results. Students studying in government schools ($M=73.98$) have high academic procrastination than the students studying in private schools ($M=72.56$).

The probable reason might be help teachers both school administrators to plan and take actions. Since, Mathematics has to be taught in various funs and interesting way and it can be applied in the daily activities,

teachers and then have to change their conventional learning strategies into students' center-learning ones. They could use effective learning strategies, or project-based learning, for example. This can encourage students to conduct an in-depth investigation and encourage the responsibility on them in completing the tasks assigned by their teachers. Teachers are also encouraged to develop students' self-regulated learning programmatically because academic procrastination results from a failure of students in self-regulating the learning (the self-regulated learning). School administrators could use these findings in forming intake policies, for example creating a school culture which involves discipline, security, social relationship, and school facilities. School culture requires teachers to have commitment to their students (teacher affiliation) and to provide learning facilities and equipment. A healthy school culture increases students' academic achievement and finally results in lower academic procrastination.

It is evident from the table-II data reveals that the 'F' values of 5.85 gender and locality (AXB); 7.55 gender and type of management (AXC); 8.38 locality and type of management (BXC) of first order interaction are significant. The 'F' value of 6.13 gender, locality and type of management (AXBXC) is significant implies that there is significant interaction among three independent variables i.e., gender, locality and type of management is causing the effect on academic procrastination.

CONCLUSIONS

- Gender has significant impact on academic procrastination among high school students. Boys are more academic procrastination than girls.
- Locality has significant impact on academic procrastination among high school students. Rural areas students are more academic procrastination than urban areas students.
- Type of management has significant impact on academic procrastination among high school students. Students studying in government schools are more academic procrastination than students studying in private schools.

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