



ACADEMIC PROCRASTINATION AMONG SECONDARY SCHOOL STUDENTS: ROLE OF GENDER, TYPE OF MANAGEMENT AND LOCALITY

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ABSTRACT An attempt was made in the present investigation to study the impact of gender, management and locality on academic procrastination among secondary school students. Sample of the present study consists of 400 secondary school students studying Xth class in government and private schools of urban and rural localities in Chittoor of Andhra Pradesh State. Academic Procrastination scale developed by Ashok and Manju Yadav (2016) was used to collect the data. A 2×2×2 factorial design was employed. ANOVA was used to analyze the data. Findings of the study revealed that gender, management and locality have significant impact on academic procrastination among secondary school students.

KEYWORDS : Academic Procrastination, Gender, Management and Locality.

Introduction

As a society becomes increasingly complex owing to rapid scientific and technological progress, it needs high-capacity manpower to sustain and maintain the pace of progress of the society. For reasons such as this, the concept of achievement is becoming increasingly important in modern societies. No sphere of life, whether it is education or social, physical science, literature or art etc. has remained uninfluenced by the achievement.

The study of academic procrastination, its consequences and psychological factors related to academic procrastination has received increased empirical attention within the field of psychology over the past several decades. In general, procrastination has long been identified as a negative behavior and procrastinators perceive this behavior as a problem that they wanted to reduce because of its serious negative outcomes (Rothblum, 1984).

The reasons for procrastination behaviors are detailed in the literature. When studies on the reasons for procrastination behaviors are taken into consideration, the most significant reason includes the individual's inefficiency in time management. Another reason for procrastination behaviors is shown as the difficulty of concentration or the feeling of weak responsibility. The third reason is the anxiety and fear of being unsuccessful in a person's actions owing to negative perceptions. Moreover, other reasons are unrealistic expectations that the individual sets for himself and performance, improper cognitive ascription, and the tendency to become faultless.

Academic procrastination behavior is the behavior of avoiding academic duties which cause students have academic failure. Similarly, it can be said that, academic procrastination behavior is to postpone academic duties in a way that that is causes failure, academic unhappiness and stress.

Bilge Uzun Özera and Mesut Saçkes (2011) examined the effect of procrastination on students' life satisfaction among a group of students. The results showed that 38 % of the students claimed to be frequent procrastinator, with male students reporting more frequent procrastination than female students do.

Adel Abdulla Mohammed et al., (2013) explored whether there was relationship between academic procrastination and positive and negative self-oriented perfectionism of the students with learning disabilities. The results indicated that student's academic procrastination scores did not differ significantly according to gender. Malek Yosef Alkhatuba and Feras Ali Al habees (2015), Sergio Dominguez-Lara, Rony Prada-Chapoñan and Rodrigo Moreta-Herrera (2019), Sadullah Serkan Seker (2015) and Ahmad M. Mahasneh, Omar T. Bataineh and Zohair H. Al-Zoubi (2016) studied the academic procrastination among students. The finding of the study indicated that there are no significant differences in academic procrastination among students based on gender, nature of course, educational stream and year level.

Several attempts were made by researchers to describe academic

procrastination. But only a few attempts were made to investigate the factors related to academic procrastination. It is also noted that only meager and negligible probe has been made to explore the impact of gender, management and locality on academic procrastination of college students. The need is strongly felt to explore this complex and intricate problem. Hence the research investigation has contemplated.

Objective

1. To find out the impact of gender, management and locality of residence on academic procrastination among college students.

Hypotheses

1. Gender would significantly influence academic procrastination among secondary school students.
2. Type of management would significantly influence academic procrastination among secondary school students.
3. Locality would significantly influence academic procrastination among secondary school students.

METHOD

Sample

Sample for the present study consists of 400 Xth class students (200 boys and 200 girls) studying in government and private schools located in urban and rural areas of Chittoor district of Andhra Pradesh. The subjects were in the age group of 14-17 years selected using simple random sampling method.

Variables Studied

Dependent Variable: Academic Procrastination.

Independent Variables: Gender, Type of Management and Locality.

Tool

Academic Procrastination scale developed by Ashok and Manju Yadav (2016) was used in the present study.

Procedure of Administration

After obtaining permission from the concerned authorities to proceed with the research, the investigator met the sample and data collection was conducted. 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. The students were helped whenever they felt ambiguous about an item or expressed a feeling of confusion.

Research Design

As there are three independent variables i.e., gender (Boys and Girls), Type of management (Government and Private schools) and Locality (Urban and Rural) 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

In order to test the influence of gender, management and locality on academic procrastination, the data pertaining to academic procrastination of eight groups of the subjects are analyzed and presented in Table-1.

Table-I: Means and SDs for scores on Academic Procrastination.

Locality		Gender			
		Boys		Girls	
		Management		Management	
		Government	Private	Government	Private
Rural	Mean	65.24	63.54	64.98	63.76
	SD	15.28	14.83	15.05	15.00
Urban	Mean	63.56	62.76	63.56	57.91
	SD	15.46	14.16	15.44	14.66

Grand Means

Boys = (M:63.78)	Government = (M:64.33)	Ru Rural = (M:64.38)
Girls = (M:62.55)	Private = (M:62.00)	Urban = (M:61.95)

The results presented in Table-I show that boys studying in government schools in rural areas had a high average score of 65.24 indicating higher academic procrastination compared to other groups. Girls attending private schools in urban areas had a lower average score of 57.91 indicating lower academic procrastination compared to other groups.

In terms of gender, academic procrastination is high among boys (M = 63.78) than girls (M = 62.55). In terms of management, students in government schools (M = 64.33) have high academic procrastination compared to students in private schools (M = 62.00). In terms of area, students from rural areas (M = 64.38) have high academic procrastination than students from urban areas in second grade (M = 61.95).

Table-II: Summary of ANOVA for scores on Academic Procrastination

Source of Variance	Sum of Squares	df	MSS	F-Values
Gender (A)	1615.640	1	1615.640	7.63 **
Type of Management (B)	1445.410	1	1445.410	6.83 **
Locality (C)	1185.610	1	1185.610	5.60 *
A X B	1046.410	1	1046.410	4.95 *
A X C	610.090	1	610.090	7.04 **
B X C	1240.560	1	1240.560	5.86 *
A X B X C	1810.760	1	1810.760	8.16 **
Within	82957.080	392	211.625	--
Total	91911.560	399	--	--

** - Significant at 0.01 level

* - Significant at 0.05 level

Hypothesis- I: Gender would significantly influence academic procrastination among high school students.

It is clear from the table-II that the "F" value obtained for gender 7.63 is significant at the 0.01 level, which means that gender has a significant influence on academic procrastination. Because the 'F' value is significant, the hypothesis-I which predicted that gender would significantly affect academic procrastination among high school students is accepted. The reason is that in the current century, boys are more exposed to society than girls. Socialization practices and parental expectations result in girls playing fewer roles than boys. Exposure, extracurricular activities, and experience can cause boys to experience more stress and struggle than girls. Of course, children see many aspects of their environment as a personal threat and fail to manage time for academic activities and procrastinate on academic work.

Hypothesis-II: Type of management would significantly influence academic procrastination among high school students.

An observation of Table-II indicates that the obtained 'F' value of 6.83 is significant beyond the 0.01 level, indicating that the type of management has a significant influence on academic procrastination. Because the value of 'F' is significant, the hypothesis- II, which predicts the significant impact of the type of management on academic procrastination, is accepted as warranted by the results.

Proper school building with a separate classroom for each class, adequately qualified teachers, and suitable seats for students, blackboard with chalk and duster in each classroom, textboards and stationery are better in private schools than in government schools. It is therefore common for students from these schools to excel in academic pursuits and not shy away from their academic pursuits and do not procrastinate their academic activities. The present finding is consistent with Mohanty's previous findings (2000), which concluded that academic procrastination was significantly related to school-type.

Hypothesis- III: Locality would significantly influence academic procrastination among high school students.

It is evident from Table II that the obtained 'F' value of 5.60 is significant at 0.01 level indicates that locality has a significant impact on academic procrastination among high school students. Because the value of 'F' is significant, the III hypothesis, which states that locality would significantly influence academic procrastination among high school students is accepted as warranted by the results. The results of the current study show that students who study in urban areas have low academic procrastination than the students of rural areas. This is because parents of children in urban areas are more aware of their education than students in rural areas. Students in urban areas generally expect a variety of academic activities, and a beautiful teaching environment and good infrastructure make students less likely to delay learning. Long study hours, competition among students, teaching materials, regular exams, and parental pressure from teachers motivate students to focus more on academic matters without shifting control of academic activities.

Conclusions

1. Gender has significant impact on academic procrastination among secondary school students.
2. Type of management has significant impact on academic procrastination among secondary school students.
3. Locality has significant impact on academic procrastination among secondary school students.

Implications: Research in this area is yet to receive its due recognition as a special area. Psychologists, educationalists, and counselors need to extend their expertise in developing behavioral modification techniques and intervention programme to reduce academic procrastination among boys, students of government schools and rural localities.

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