



IMPACT OF PERSONALITY, SELF EFFICACY AND SCHOOL ENVIRONMENT ON ACADEMIC PROCRASTINATION AMONG HIGH SCHOOL STUDENTS

Psychology

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ABSTRACT

An attempt was made in the present investigation to study the impact of personality, self-efficacy and school environment 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), personality scale developed by Williams (1998), self-efficacy scale developed by Copeland and Nelson (2004) and school environment inventory developed by Manjuvani (1989) were used to collect the data. A 2x2 factorial design was employed. ANOVA was used to analyse the data. Findings of the study revealed that personality, self-efficacy and school environment have significant impact on academic procrastination among high school students.

KEYWORDS

Academic procrastination, personality, self-efficacy and school environment.

INTRODUCTION

Academic Procrastination or one's tendency to delay or postpone, is a specific behavior that can be measured within the classroom. As time management and planning are prevalent topics for academic success centers and freshman seminar courses within higher education, it is apparent that academic procrastination is a major concern or obstacle for school/college students.

Academic procrastination is a complex phenomenon with cognitive, affective and behavioral components. Academic procrastination is self-defeating personality flaw that corresponds to the behavior pattern of choosing the short-term gains, such as free time and effort, over the long-term costs of academic performance.

The procrastinators might obtain genuine benefits in the short run, their short-term "benefits are eventually more than offset by the costs, however, because the stress and illness suffered by procrastinators late in the task exceed and outweigh the initial benefits" and academic procrastination "apparently leads to stress, illness, and inferior performance". It also leads students to experience various psychological and behavioral problems, such as anxiety, depression, shame, cheating and plagiarism, fear of failure and task aversiveness. Fear of failure also is associated with perfectionism, evaluation anxiety and low self-confidence.

Schouwenburg (1992) examined the relationship between undergraduates' fear of failure and their academic procrastination behaviour. As a result of this study, they found out that there is an inverse significant relationship between academic procrastination behaviour and fear of failure. In the light of the researches aforementioned, it is obvious that procrastination is a common problem among undergraduates and it is influential on their personality, psychologically going well and academic achievement.

Knaus (2000) reported that college students who were high in procrastination and low in self-efficacy scored lower in their grades than those who procrastinate less and with high self-efficacy. The result showed that students with the combination of high procrastination and low self-efficacy performed significantly poorer in their academics.

Personality is determining role in the obvious behavior of the person. Personality is systematic complex including relatively fixed and continuous characteristics that identifies one personality form the other.

Ahmad Bahari, Maryam Sadeghi Kheyraadi and Alireza Azimpo (2016) investigated the relationship between personality characteristics and academic procrastination of secondary high school students. The results of data analysis showed that among five personality characteristics, two characteristics of neurosis and consciousness have a relationship with academic procrastination in both male and female groups.

Self-efficacy is the perceived ability to carry out a desired action. The higher a person's feelings of self-efficacy, the better that person tends to be at a wider range of tasks. And such success, of course, can ultimately lead to more generalized positive feelings about one. Self-efficacy is the individuals' expectations concerning their ability to perform various tasks. The important role of self-efficacy is the individuals' beliefs about their ability to perform at given levels. If people conclude that no matter what they do, they lack the capacity to reach a certain goal, then effort and performance will decrease. In contrast, if they conclude that they can reach the goal, motivation and performance will be strongly enhanced.

Self-efficacy refers to an individual's belief(s) in his/her competency/ability to perform a task, achieve the goal and overcome the obstacles. It also stands for the abilities of people to produce desired levels of performance that exercise impact over the events which affect their lives. Self-efficacy is defined as a person's conviction/belief that he/she can successfully achieve/attain the desired levels and goal in some academic scenario.

Haycock, McCarthy and Skay (1998) found the extent of the negative effects of perceived self-efficacy beliefs on procrastination. Hence, Individuals who have high self-efficacy are fewer tendencies to procrastinate.

Ferrari (2000) examined that styles of procrastinators comes in three categories, namely: arousal procrastinator who enjoys beating deadlines, avoider procrastinator who postponed the completion of the things that might make others think of him in a negative way and decisional procrastinator who postpone certain decisions. According to the results of some research, the reasons of procrastination can be summarized as follows. The belief of not being able to accomplish tasks, and external attribution, low self-esteem, poor self-efficacy, low levels of intelligence and alertness, high levels of depression, high self-criticism, anxiety, hate the task, style of teacher, facing the control, peer pressure, poor time management and organization, the inability to concentrate and fear of failure.

School environment is the one that encourages students to diversify paths of their thinking, create a climate that will help them entertain as many ideas as possible at the same time even if the ideas generated are contradictory in nature in the process of developing creative thinking in order to create tolerance and acceptance among the students, encourage diverse ideas, stimulate students' minds with the importance of creative thinking and make them familiar with it. School environment which contains flexibility and replete of process of discovery, this system is not restricted by laws to help develop self-regulation skills. School environment develops students' capacities to become creative, open to new discoveries, make them imaginative, courageous to see from different perspective while the lack of creativity leads to students' inability to cope with challenges.

Objective

1. To find out the impact of personality, self-efficacy and school environment on academic procrastination among high school students.

Hypotheses

1. There would be significant impact of personality on academic procrastination among high school students.
2. There would be significant impact of self-efficacy on academic procrastination among high school students.
3. There would be significant impact of school environment 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. The subjects were in the age group of 15-17 years selected and using simple random sampling method.

Variables Studied

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

Dependent Variable

1. Academic Procrastination

Independent Variables

1. Personality
2. Self-efficacy
3. School Environment

Tools

Procrastination: Procrastination scale developed by Priyanka Datta and Banerjee Mita (2016).

Personality: The personality scale developed by Williams (1998).

Self-efficacy: The self-efficacy scale developed by Copeland and Nelson (2004).

School Environment: School environment inventory developed by Manjivani (1989) were used in the present study.

Research Design

As there are three independent variables i.e., personality (type-A and type-B), self-efficacy (low and high) and school environment (poor and good) and each variable is divided in to two categories, a 2x2x2 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.

School Environment		Personality			
		Type-A		Type-B	
		Self-Efficacy		Self-Efficacy	
		Low	High	Low	High
Poor	Mean	70.86	73.46	78.51	71.316
	SD	12.10	10.24	15.40	11.28
Good	Mean	71.15	69.58	73.06	72.15
	SD	12.67	12.38	12.69	14.16

Grand Means

Type-A Personality = (M:70.15)	Low Self Efficacy = (M :72.15)
Type-B Personality = (M: 71.25)	High Self Efficacy = (M :71.58)
Poor School Environment = (M :75.15)	
Good School Environment = (M: 72.10)	

A close observation of table-I shows that the subjects with type 'B' personality, low self-efficacy and poor school environment obtained a high score of 78.51 indicates their high academic procrastination compared to other groups. Subjects with type 'A' personality, high self-efficacy and good school environment obtained a low score of 69.58 indicates their low academic procrastination compared to other groups.

In terms of personality, subjects with type 'B' personality (M=71.25)

have high academic procrastination than the subjects with type 'A' personality (M=70.15). In terms of self-efficacy, subjects with low self-efficacy (M=72.15) have high academic procrastination than the subjects with high self-efficacy (M=71.58). In terms of school environment, subjects with poor school environment (M=75.15) have high academic procrastination than the subjects with good school environment (M=72.10).

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 personality, self-efficacy and school environment 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
Personality (A)	179.102	1	179.102	5.51**
Self-Efficacy (B)	195.769	1	195.769	6.02**
School Environment (C)	277.602	1	277.602	8.54**
(A x B)	180.252	1	180.252	5.55*
(A x C)	171.102	1	171.102	5.23*
(B x C)	199.002	1	199.002	6.12**
(A x B x C)	197.012	1	197.012	6.06**
Within	26181.950	472	32.470	--
Total	27581.790	479	--	--

**-Significant-0.01 level *-Significant-0.05 level

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

It is evident from table-II that the obtained 'F' value of 5.51 is significant at 0.01 level indicates that personality has significant impact on academic procrastination among high school students. As the 'F' value is significant, the hypothesis-1, which stated that personality has significant impact on academic procrastination among high school students, is accepted as warranted by the results. Subjects with type 'B' personality (M=71.25) have high academic procrastination than the subjects with type 'A' personality (M=70.15). Students with type 'A' personality have exaggerated sense of time urgency, think that time is running out and always race with time. They also consider everything to be challenge and handle more tasks at the same time than type 'B' personalities where as students with type 'B' personalities are related and do things slow face. So, only there is significant impact of personality on academic procrastination of students.

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

As shown in table-III that the obtained 'F' value of 6.02 is significant at 0.01 level indicates that self-efficacy has significant impact on academic procrastination among high school students. As the 'F' value is significant, the hypothesis-2, which stated that self-efficacy has significant impact on academic procrastination among high school students, is accepted as warranted by the results. Subjects with low self-efficacy (M=72.15) have high academic procrastination than the subjects with high self-efficacy (M=71.58).

The probable reason might be the students with low self-efficacy would be unfocused on their academic goals, lack of initiative, dependent on others or group and tend to do procrastination. If a student lacks initiative, probably inclined to rely on external motivation (e.g., reward) and lack a certain drive for accomplishing assignments on time. Moreover, low self-efficacy also triggered academic procrastination caused by hesitation to take an initiative for starting to do the tasks. Thus, academic self-efficacy was determined by students' decision, whether they would be fight or flight for finishing their tasks, such as individual assignments, group assignments, midterms, and final exams.

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

Table-II clearly indicates that the obtained 'F' value of 8.54 is significant at 0.01 level indicates that school environment has significant impact on academic procrastination among high school students. As the 'F' value is significant, the hypothesis-3, which stated

that school environment has significant impact on academic procrastination among high school students, is accepted as warranted by the results. Subjects with poor school environment ($M=75.15$) have high academic procrastination than the subjects with good school environment ($M=72.10$).

Students thinking and achievement mainly school environment depends on teachers personality, facilities namely color of classrooms, halls, courtyard, tabloids, paintings, and the pictures because these elements significantly impact. As can be inferred from students' statements, paying attention to contextual factors along with other factors (psycho-emotional, cognitive-behavioral) is an important educational element that has been missing in Iran, and its vacuum is strongly felt. Perhaps, if the school environment paid more attention to its cultural and physical body, reluctance, fatigue, reduced motivation, and academic procrastination in students would not be seen.

It is evident from the table-II that the 'F' values of 5.55 personality and self-efficacy (AXB); 5.53 personality and school environment (AXC) and 6.12 self-efficacy and school environment (BXC) of first order interaction and the 'F' value of 6.06 personality, self-efficacy and school environment (AXBXC) of second order interaction are significant implies that there is significant interaction among three independent variables: personality, self-efficacy and school environment is causing the effect on academic procrastination among high school students.

CONCLUSIONS

1. Personality has significant impact on academic procrastination among high school students.
2. Self-efficacy has significant impact on academic procrastination among high school students.
3. School environment has significant impact on academic procrastination among high school students.

Implications

1. The foregoing findings implies personality, self-efficacy and school environment have significant impact on academic procrastination among high school students.
2. The appears to be urgent need psychologists, counsellors and educationists need to develop interventions to boost their personality, self-efficacy and school environment have significant impact to reduce academic procrastination among high school students.

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