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ACADEMIC PROCRASTINATION AMONG HIGH SCHOOL STUDENTS: THE ROLE OF SCHOOL ENVIRONMENT, HOME ENVIRONMENT AND STUDY SKILLS

Psychology

B. Ramasubbaiah Research Scholar, Dept. of Psychology, S.V. University, Tirupati-517 502.

Prof.B.S. Kumar Reddy* Professor, Dept. of Psychology, S.V. University, Tirupati-517 502*Corresponding Author

ABSTRACT

An attempt was made in the present investigation to study the impact of school environment, home environment and study skills on academic procrastination among secondary school students. Sample of the present study consists of 400 Xth class students from Chittoor of Andhra Pradesh State. Academic Procrastination scale developed by Ashok and Manju Yadav (2016), school environment and home environment scales developed by Manjuvani (1989), study skills scale developed by Kanchana (1986) were 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 school environment, home environment and study skills have significant impact on academic procrastination among secondary school students.

KEYWORDS

Academic procrastination, school environment, home environment and study skills.

Introduction

Research in the field of school psychology has grown over the past several decades for the study of academic procrastination, its consequences, and the psychological factors associated with academic procrastination. Academic procrastination is a global phenomenon and it can adversely affect the daily routine of students around the world.

Milgram (1991) defined procrastination as a series of delays in a task or postponement of a task because the intervention of another more important or satisfying task results in incomplete behavior and leads to more emotional distress. Academic procrastination can result in failure to achieve academic goals in a timely manner, which can lead to psychological distress in individuals. It can also lead to ineffective behavioral consequences and make it difficult for an individual to manage the environment productively.

The reasons for procrastination behaviors are individual's inefficiency in time management, difficulty concentrating or a weak sense of responsibility, anxiety and fear of failure in a person's actions due to negative perceptions. In addition, other factors include unrealistic expectations that individuals set for themselves, performance, inappropriate awareness, and a tendency to perfectionism (Ferrari, 1992).

Academic delay can lead to failure to achieve academic goals in a timely manner, leading to the development of psychological distress in individuals (Ellis & Knaus, 1977; Ferrari, Johnson, & McCown, 1995). This can also lead to ineffective behavioral consequences and cause the individual to experience a problem interacting productively with the environment.

Williams, Persaud and Turner (2008) stated that the classroom environment (one side of the teaching space) and the school facilities (accessories) are safe and orderly significantly influence academic performance and academic procrastination of students in schools. These researchers report that a comfortable and nurturing school environment improves academic performance and reduces academic procrastination. The physical characteristics of a school have a diverse impact on teachers, students and the learning process. Poor lighting, noise, high carbon dioxide in the classroom, and inconsistent temperatures make teaching and learning difficult. Poor maintenance and inefficient ventilation systems lead to poor health among students and teachers, leading to poor performance and higher education delays.

According to Munadi (2014), the shape of the building and the school environment, including classrooms or local facilities including gymnasium, assembly, library, chapel and health services, influence the motivation of students to perform well academically. In addition, adequate exposure, lack of noise, appropriate tables and chairs, and proper ventilation for each season are very important factors related to classroom condition, learning delay, and student performance.

A favorable home environment creates a good parent-child relationship. Parents are the child's first teachers. A child's family environment and home strongly influence his or her language, literacy development, and educational attainment. Many background variables influence the family and home environment, such as socioeconomic status, parental education level, and family size, but parental attitudes and behaviors, especially parental involvement in homework activities, are critical to children's achievement and academic procrastination.

Objective

1.To find out the impact of school environment, home environment and study skills on academic procrastination among secondary school students.

Hypotheses

1. School environment would significantly influence academic procrastination among secondary school students.

2. Home environment would significantly influence academic procrastination among secondary school students.

3. Study skills 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 distract of Andhra Pradesh. The subjects were in the age group of 14-17 years selected using simple random sampling method.

Variables Studied

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

Dependent Variable: Academic Procrastination

Independent Variables: School Environment, Home Environment and Study Skills.

Tools

Academic Procrastination scale developed by Ashok and Manju Yadav (2016), school environment and home environment scales developed by Manjuvani (1989), study skills scale developed by Kanchana (1986) were used to collect the data.

Research Design

As there are three independent variables i.e., School Environment (Poor and Good), Home Environment (Poor and Good) and Study Skills (Poor and Good) 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
Academic procrastination for eight groups is analyzed and presented in Table-I to identify the impact of psychological variables, namely school environment, home environment and study skills on academic procrastination.

Table-I: Means and SDs for scores on Academic Procrastination among high school students.

Study Skills		School Environment			
		Home Environment		Home Environment	
		Poor	Good	Poor	Good
Poor	Mean	65.13	63.88	62.22	60.02
	SD	13.21	14.62	15.92	12.81
Good	Mean	62.46	61.96	62.46	59.21
	SD	13.94	12.84	13.76	13.73

Grand Means

Poor School Environment = (M:63.07) Good School Environment = (M:60.98)	Poor Home Environment = (M:63.09) Good Home Environment (M:61.27)
Poor Study Skills = (M:62.8 Good Study Skills = (M:61.52)	

A careful examination of Table I shows that students with poor study skills, poor home environment and poor school environment have a high score (M = 65.13), suggesting high academic procrastination compared to the other groups. Students with good study skills, good home environment and good school environment have a low score (M = 59.21), which indicates that their low academic procrastination compared to other groups.

When looking at the impact of school environment, students with poor school environment (M = 63.07) have higher academic procrastination than students with good school environment (M = 60.98). Regarding the impact of home environment, students with a poor home environment have a higher academic delay (M = 63.09) than students with a good home environment (M = 61.27). Regarding the impact of study skills, students with poor study skills have a higher academic delay (M = 62.81) than students with good study skills (M = 61.52).

The average scores of the eight groups on academic procrastination differ. To determine whether the mean differences are significant or not, the data were analyzed by analysis of variance and the results are presented in Table II.

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

Source of Variance	Sum of Squares	df	MSS	F-Values
School Environment (A)	1354.090	1	1354.090	7.17 **
Home Environment (B)	1310.960	1	1310.960	6.94 **
Study Skills(C)	860.250	1	860.250	4.55 *
A X B	1059.290	1	1059.290	5.60 *
A X C	1316.840	1	1316.840	6.97 **
B X C	68.890	1	68.890	6.80 **
A X B X C	368.640	1	368.640	7.51 **
Within	74045.200	392	188.891	--
Total	80384.160	399	--	--

**- Significant at 0.01 level *- Significant at 0.05 level @-Not Significant

Hypothesis-I ***School environment would significantly influence academic procrastination among high school students.***
Table-II shows the results of the analysis of variance. It is clear from Table II that the obtained "F" value of 7.17 is significant at 0.01 levels, suggesting that the school environment has a significant influence on academic procrastination. Because the F value is significant, Hypothesis I is accepted, which says that the school environment would have a significant impact on academic procrastination among high school students justified by the results.

The school environment develops students' abilities to become creative, open to new discoveries, makes them imaginative, courageous to see from a different angle while the lack of creativity leads to students' inability to face challenges and leads to academic procrastination. Students' procrastination, thinking, and academic achievement are mainly dependent on the school environment. Teacher personality, facilities i.e. color of classrooms, hallways, courtyard, tabloids, paintings and pictures influence academic procrastination.

Students who study in a poor school environment are more anxious, less confident, and emotionally immature. Naturally, the school environment is conducive to academic achievement and encourages students to concentrate well and engage in academic activities without procrastination.

Hypothesis-II ***Home environment would significantly influence the academic procrastination among high school students.***
Table-II shows the obtained 'F' value on academic procrastination in relation to the home environment. The obtained 'F' value of 6.94 is significant at level 0.01. This suggests that the home environment has a significant impact on learning delays or academic procrastination among high school students. Because of the importance of the 'F' value, the results support hypothesis-II, which states that the home environment has a significant impact on academic procrastination among high school students, is accepted.

The development of children's learning behavior, procrastination and habits are inseparable from the influence of the invisible and lasting influence of parents. Family environment and socioeconomic status play an important role in children's learning motivation and academic delay. Parental involvement in education has a significant positive impact on a child's learning behavior. With more parents involved in education, children learn more active behaviors, which in turn reduce academic procrastination.

Hypothesis-III: ***Study skills would significantly influence the academic procrastination among high school students.***
Table-II shows the obtained "F' value of 4.55" is significant at level of 0.05, indicating that students' study skills have a significant impact on academic procrastination. Given the significant F-value, the results are inferred to justify Hypothesis III, which argues that study skills significantly influence academic procrastination among high school students.

Success or failure, achievement or procrastination in high school depends on one's ability to study effectively and efficiently. Poor study skills result in academic procrastination, wasted time, frustration, and low or failing grades.

Effective study skills lead to low academic procrastination and high academic achievement. The acquisition, integration, organization and storage of new knowledge is facilitated through the use of effective and efficient learning strategies that incorporate study skills. Different study skills are essential for academic success. The most common study skills include organization, time management, research skills, note-taking, reference skills, effective listening and knowledge transfer reading, etc.

Conclusions
1. School environment has significant impact on academic procrastination among secondary school students.
2. Home environment has significant impact on academic procrastination among secondary school students.
3. Study skills have 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 improving school environment, home environment and study skills to reduce academic procrastination among secondary school students

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