Academic Procrastination: Academic Procrastination as the “tendency to (a) always or nearly always put off academic work; (b) delay in preparing and submitting their assignments and presentations, completing projects, and even preparing for the examinations; and (c) terminate their goal-directed behaviours. It is regarded as self-generated thoughts, feelings, and behaviours that are oriented toward the attainment of personal objectives.”

Self-Regulation: Self-regulation is viewed as students’ monitoring, controlling, and regulating their own cognitive activities and actual behaviour. In other words, self-regulatory activities can mediate the relationships between individuals and the context, and their overall achievement. Furthermore, from self-regulated learning perspective, procrastination is now seen as failure in self-regulation; or lack of self-regulated performance which involves cognitive, affective and behavioural components.

Definitions of the key terms:

Academic Procrastination: Academic Procrastination as the “tendency to (a) always or nearly always put off academic tasks and (b) always or nearly always experience problematic anxiety associated with this procrastination.”

Self-Regulation: Self-regulation is viewed as students’ monitoring, controlling, and regulating their own cognitive activities and actual behaviour.

Objectives

The objectives formulated for the study are:

1. To identify the relationship between Academic Procrastination and self-regulation among senior secondary students.
2. To find out the significant difference in the mean scores of Academic Procrastination between boys and girls.
Hypotheses
The hypotheses formulated for the study are:

1. There will be no significant relationship between Academic Procrastination and self-regulation.
2. There will be no significant difference in the mean scores of Academic Procrastination between boys and girls.
3. There will be no significant difference in the mean scores of Academic Procrastination between A.M.U and CBSE board students.
4. There will be no significant difference in the mean scores of self-regulation between boys and girls.
5. There will be no significant difference in the mean scores of self-regulation between A.M.U and CBSE board students.

Methodology
The present study is quantitative in nature. Survey method was used by the researcher for the collection of data. The sampling section deals with the sample selection procedures. The instrument section presents the scales utilised in the collection of data.

Sample
The sample of the study consisted of 200 students (100 girls and 100 boys), in which 100 students (50 boys and 50 girls) from CBSE Board schools and 100 students (50 boys and 50 girls) from Aligarh Muslim University (AMU) Board schools. The sample was selected through proportionate stratified random sampling technique from different schools in Aligarh District at Senior Secondary Level students.

Tools
In order to collect data for the present research, following tools were used:
- Academic Procrastination Scale (2015), constructed by Dr. Ashok K. Kalia and Manju Yadav.

Statistical Techniques
Following Statistical techniques were used by the researcher:
- Mean
- Standard Deviation
- t-test
- Correlation

The data has been analysed as per the objectives of the study.

Objective No.1:
To identify the relationship between Academic Procrastination and self-regulation among senior secondary students.

Hypothesis 1:
There will be no significant relationship between Academic Procrastination and self-regulation.

Table 1 Showing relationship between Academic Procrastination and Self Regulation

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>MEAN</th>
<th>S.D</th>
<th>df</th>
<th>Pearson Correlation (r)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Procrastination</td>
<td>100</td>
<td>65.11</td>
<td>13.67</td>
<td>98</td>
<td>-0.452**</td>
</tr>
<tr>
<td>Self Regulation</td>
<td>100</td>
<td>208.34</td>
<td>19.53</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Correlation significant at 0.01 level

Interpretation
Here, the correlation between Academic Procrastination and Self-Regulation is found to be significant at 0.01 level and the value is negative which shows that the relationship between Academic Procrastination and Self-Regulation is inverse which means that lower Self-Regulation results in higher Academic Procrastination. In other words, it can be that students who procrastinate more have low Self-Regulation skills.

Objective No.2:
To find out the significant difference in the mean scores of Academic Procrastination between boys and girls.

Hypothesis 2:
There will be no significant difference in the mean scores of Academic Procrastination between boys and girls.

Table 2 Showing the Academic Procrastination scores of boys and girls

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>df</th>
<th>Calculate d t-value</th>
<th>Tabulated t-value</th>
<th>L.O.S</th>
<th>A/R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>100</td>
<td>68.19</td>
<td>13.20</td>
<td>198</td>
<td>3.26</td>
<td>1.96</td>
<td>0.05</td>
<td>R</td>
</tr>
<tr>
<td>Girls</td>
<td>100</td>
<td>62.03</td>
<td>13.51</td>
<td></td>
<td>2.58</td>
<td>0.01</td>
<td></td>
<td>R</td>
</tr>
</tbody>
</table>

Interpretation
It is depicted from the table-2 that the calculated value of ‘t’ (3.26) is higher than the tabulated value of ‘t’ (1.96 & 2.58) at both the level of significance (0.05 & 0.01) respectively. So the null hypothesis is rejected and it shows that there is significant difference between the Academic Procrastination of boys and girls at Senior Secondary Level.

Objective No.3:
To find out the significant difference in the mean scores of Academic Procrastination between A.M.U and CBSE board students.

Hypothesis 3:
There will be no significant difference in the mean scores of Academic Procrastination between A.M.U and CBSE board students.

Table 3 Showing the Academic Procrastination scores of AMU and CBSE board students

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>df</th>
<th>Calculate d t-value</th>
<th>Tabulated t-value</th>
<th>L.O.S</th>
<th>A/R</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMU</td>
<td>100</td>
<td>62.55</td>
<td>14.11</td>
<td>198</td>
<td>2.68</td>
<td>1.96</td>
<td>0.05</td>
<td>R</td>
</tr>
<tr>
<td>CBSE</td>
<td>100</td>
<td>67.67</td>
<td>12.79</td>
<td></td>
<td>2.58</td>
<td>0.01</td>
<td></td>
<td>R</td>
</tr>
</tbody>
</table>

Interpretation
It is depicted from the table-3 that the calculated value of ‘t’ (2.68) is higher than the tabulated value of ‘t’ (1.96 & 2.58) at both the level of significance (0.05 & 0.01) respectively. So the null hypothesis is rejected and it shows that there is significant difference between the Academic Procrastination of AMU and CBSE board students at Senior Secondary Level. It further shows that CBSE board students procrastinate more than the AMU board students because the mean score of CBSE board students (67.67) is higher than the AMU board students (62.55).

Objective No.4:
To find out the significant difference in the mean scores of self-regulation between boys and girls.

Hypothesis 4:
There will be no significant difference in the mean scores of self-regulation between boys and girls.

Table 4 Showing the Self-Regulation scores of boys and girls

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>df</th>
<th>Calculate d t-value</th>
<th>Tabulated t-value</th>
<th>L.O.S</th>
<th>A/R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>100</td>
<td>210.38</td>
<td>16.74</td>
<td>198</td>
<td>5.385</td>
<td>1.96</td>
<td>0.05</td>
<td>R</td>
</tr>
<tr>
<td>Girls</td>
<td>100</td>
<td>215.31</td>
<td>19.71</td>
<td></td>
<td>2.58</td>
<td>0.01</td>
<td></td>
<td>R</td>
</tr>
</tbody>
</table>
Interpretation

Table 4 reveals that the calculated value of ‘t’ (5.385) is greater than the tabulated ‘t’ value (1.96 & 2.58) at both the levels of significance (0.01 & 0.05 respectively). So the null hypothesis is rejected and it shows that there is significant difference between the Self-Regulation of boys and girls at Senior Secondary Level. It further shows that girls self-regulate more than the boys because the mean score of girls (215.31) is higher than the boys (201.38).

Objective No.5

To find out the significant difference in the mean scores of self-regulation between A.M.U and CBSE board students.

Hypothesis 5:

There will be no significant difference in the mean scores of self-regulation between A.M.U and CBSE board students.

Table 5 Showing the Self-Regulation scores of AMU and CBSE board students

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>df</th>
<th>Calculated t-value</th>
<th>Tabulated t-value</th>
<th>L.O.S</th>
<th>(A/R)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMU</td>
<td>100</td>
<td>210.76</td>
<td>17.41</td>
<td>198</td>
<td>1.75</td>
<td>1.96</td>
<td>0.05</td>
<td>A</td>
</tr>
<tr>
<td>CBSE</td>
<td>100</td>
<td>205.93</td>
<td>21.25</td>
<td>198</td>
<td>2.58</td>
<td>0.01</td>
<td>A</td>
<td></td>
</tr>
</tbody>
</table>

Interpretation

Table 5 reveals that the calculated value of ‘t’ (1.75) is less than the tabulated ‘t’ value (1.96 & 2.58) at both the levels of significance (0.01 & 0.05 respectively). So the null hypothesis is accepted and it shows that there is no significant difference between the Self-Regulation of AMU and CBSE board students at Senior Secondary Level. It shows that CBSE board students and AMU board students do not differ significantly in their Self Regulation. Therefore, hypotheses 8 stated earlier that there is no significant difference between CBSE board students and AMU board regarding Self-Regulation is retained.

Discussion based on the findings

• There is negative correlation between the Academic Procrastination and Self-Regulation in the total sample. It means that Self-Regulation directly affect the Academic Procrastination i.e. lower Self-Regulation skills will leads the students to procrastinate more. It can be said that the style adopted by the sample makes them ‘Avoider Procrastinators’ as given by Ferrari (2000).

• The findings highlighted that girls are more self-regulated than boys. Hence they procrastinate less than boys. The high degree of procrastination among boys is explained through the theory of rebelliousness, given by Steel (2007),according to which, rebelliousness, hostility, and disagreeableness are thought to be major motivations for procrastination and these traits are often used with this gender, as researches had proved. Therefore the Theory of Rebelliousness of Procrastination can be used in defence with these findings of the present study. It is essential to make both the girls and boys more self-regulated in order to avoid the various problems like- failure, fear of failure, stress, anxiety etc. It should be the duty of the parents, counsellors, teachers to help the students in making them more self-regulated through their positive attitude and helpful nature.

• AMU board students are more Self-regulated than the CBSE students. Their Academic Procrastination is less in comparison to CBSE students. It is essential for the CBSE students to become more self-regulated because Self-Regulation refers to the ability to develop, implement, and maintain planned behaviour in order to achieve one’s goals, if the students are able to regulate their behaviour they will get success. So the school personnel and family members of the students should help them through regular monitoring their work and providing immediate formal and in formal feedback on their progress.

• Senior Secondary students of AMU and CBSE board procrastinate more in the homework dimension in comparison to other dimensions of academic procrastination. Findings also showed that senior secondary students procrastinate less in co-curricular activities.

• Girls also procrastinate more in homework dimension in comparison to other dimensions of academic procrastination. The reason may be explained through ‘self handicapping theory’ of procrastination, given by Steel (2007) which says that individuals procrastinate often to protect self esteem by giving people an external reason, an “out”, if they fail to do well. Self-handicappers appear to be acting in their own self-interest, thinking they are protecting themselves from shame and humiliation. Therefore this theory holds more applicable for girls.

• Senior secondary students of both AMU and CBSE boards (boys and girls) showed less procrastination in co-curricular activities. The reason for this type of procrastination behaviour could be that the students find the co-curricular activities more interesting, enjoyable and satisfying than their academic work. That is why they prioritize their co-curricular activities and hold back and delay in their academic work (homework, assignments, projects etc).

Even more important regarding procrastination is the effects of delay. One likes their rewards not only to be large but also to be immediate. Consequently, one will more likely procrastinate in any tasks that are unpleasant in the present and offer rewards only in the distant future. In other words, one would be more likely to put off higher priority tasks if there are options available that are immediately pleasurable (even if they have sizeable but delayed costs). Such options are called temptations.

Educational Implications of the study

• Self-Regulation helps the students to become self-directed because Self-Regulation refers to the ability to develop, implement, and maintain planned behaviour in order to achieve one’s goals.

• Academic procrastination and the Self-Regulation of the students are negatively related to each other i.e. lower the Self Regulation, higher the chances of academic procrastination.

• This study provides the opportunity to the parents, teachers, counsellors, and school administrators to check the Self-Regulation and procrastination level of their students and treat them accordingly.

• It will also help the parents, teachers, counsellors, and school administrators to identify, in which dimension of academic work students procrastinate more.

• It will provide knowledge to the teacher regarding the importance of their student’s Self-Regulation Skills in their performance.

REFERENCES