



ORIGINAL RESEARCH PAPER

Education

STUDY OF RELATIONSHIP BETWEEN IMPULSIVENESS AND ACADEMIC PROCRASTINATION OF SCHOOL STUDENTS

KEY WORDS: Impulsiveness and Academic procrastination

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ABSTRACT *The study was conducted to explore the relationship between impulsiveness and academic procrastination of school students. The study was conducted on 100 school students. Impulsiveness Scale adapted by the investigator (Ray and Sharma, 1988) and Academic Procrastination Scale adapted by the investigator (Kalia and Yadav, 2013) was used for data collection. Results indicated that significant variance in impulsiveness was not found among school students belonging to different categories. The school students having more academic procrastination were more impulsiveness as compared to school students who have low level of academic procrastination. There was significant relationship between impulsiveness and academic-procrastination of school students.*

INTRODUCTION

The place of education has become vital in the fast changing world. Education keeps a person out from darkness and poverty by developing his individuality in all the aspects which involves physical, mental, emotional, and social. Impulsiveness is the behaviors in which an individual do things suddenly without any planning and without considering the effects they may have. Aivazpour and Rao (2019) identified three component of impulsiveness: attentional impulsiveness which deals with inability and instability related to cognitive task. The second component is motor impulsiveness related to inability of actions and the last one is non-planning impulsiveness in which individual is unable to plan complex tasks. Such individuals have the factor of procrastination i.e. the tendency of making excuses while working. They make excuses for not to do work. They avoid doing the tasks because they do not have curiosity to do things in general or specific manner. In the words of Abdullah (2017) procrastination has powerful effect on person's thinking, emotions, physical health, behaviour and overall functioning. Today education becomes a life partner to every individual more than ever before. Education often accompanies people's day-to-day functioning with the digital world. Education is a necessary and essential precondition for human beings to make favourable interaction with their environment.

Reviews of related literature

Clavellino et al. (2020) explored the relationship among impulsivity, emotional intelligence and alcohol consumption among 319 adults from Spain. Results of the study had indicated that impulsivity showed a greater impact on alcohol consumption of adults. There was no significant relationship between emotional intelligence and alcohol consumption of adults. Further results had presented that males had greater score of impulsivity than females.

Okoye and Oghenekaro (2020) explored the relationship of self-esteem, academic procrastination and test anxiety with academic achievement of 43 post graduate students from Abraka. Findings of the study had investigated that there was negative and significant relationship between academic procrastination and academic achievement of students. But there was positive and significant relationship between academic achievement and self-esteem of students.

Ozberk and Kurtca (2022) analysed focuses on academic procrastination among 631 students of higher education. Academic procrastination is mainly related to delaying academic tasks such as handing in assignments and term papers or preparing for the exams at the last moment. This study compares Turkish and international students. Results

revealed that those whose academic procrastination is high and overall procrastination is low, those whose overall procrastination is high and academic procrastination are low, and those whose overall procrastination and procrastination of studying are not related. When it comes to international students, there are two profiles, those with high procrastination of studying and low overall procrastination and those with high overall procrastination is high and low procrastination of studying.

Sokic et al. (2022) investigated associations between attention impulsivity, motor impulsivity and non-planning impulsivity among 52 adults from United Kingdom. The main findings of the study show that attention impulsivity predicted low prosperity and low levels of satisfaction with standard of living, health, personal achievements, safety and future security, motor impulsivity showed bivariate but not unique relationships between prosperity and satisfaction with personal health, achievements and personal safety and non-planning impulsivity was found to be uniquely associated with lower subjective prosperity and lower satisfaction with personal achievements and personal relationships.

Dekkars et al (2022) studied impulsive and risky decision-making peaks in adolescence, and is consistently associated with the neuro developmental disorder Attention-Deficit/Hyperactivity Disorder (ADHD), regardless of age from 231 students from turkey. In conclusion that adolescent with ADHD makes more impulsive and risky choices than age-matched peers on lab-based tasks, with delay aversion playing akey role. An important question to be answered is which developmental trajectories in impulsive and risky decision making individuals with ADHD follow, as compared to controls.

Significance of the study

The focus of study is on impulsiveness and self-disclosure of school students in Punjab. Students spend much of their time in school and gain different experiences from school. There is need to understand the mind of students and to analyse the dynamic of their behaviour. In the modern world individuals are very restless and want to attain success in short time. Sasidharan et al. (2013) explained impulsivity as a predisposition toward unplanned reactions to internal or external stimuli, without regard to the negative consequences. While using internet many students reveal their personal information without knowing the consequences. The world today is very fast and everybody complaints that they do not have much time to finish their works. Students are delaying their academic activities, task or work, directly or indirectly influenced by the impulsiveness, self-disclosure and well-being. With this study we want to

study impulsiveness of school students and its relationship with academic procrastination. The findings of study will help the teachers to develop suitable environment for students' physical and psychological growth.

Objectives of the study

- To study impulsiveness of school students in relation to their categories.
- To study impulsiveness of school students in relation to different levels of academic procrastination.
- To study the relationship among impulsiveness and academic procrastination of school students.

Hypotheses of the study

- There will be no significant difference between impulsiveness of school students belonging to General, SC and BC categories.
- There will be no significant difference between impulsiveness of high and low level of academic procrastination of school students.
- There will be no significant relationship among impulsiveness and academic procrastination.

Sample of the study

The sample of the present study was school students studying in 11th class in government schools of Punjab. The sample of 100 school students was selected with the help of stratified random sampling from Patiala, Punjab.

Tools

- Impulsiveness Scale adapted by the investigator (Ray and Sharma, 1988).
- Academic Procrastination Scale adapted by the investigator (Kalia and Yadav, 2013).

Statistical treatment of data

To compare the impulsiveness scores in relation to their categories and high and low level of academic procrastination. Further data is tabulated to find the relationship between impulsiveness and academic procrastination of school students

Comparison of impulsiveness scores among school students in relation to their category

The following table indicates the data pertaining to the impulsiveness of school students on the basis of their category. It is also indicated in table 1.

Table 1 Impulsiveness scores among school students in relation to their category

| Variable | Level | N | Mean | SD |
|---------------|---------|----|-------|------|
| Impulsiveness | General | 12 | 15.94 | 2.76 |
| | SC | 59 | 16.08 | 2.71 |
| | BC | 29 | 15.72 | 3.51 |

It is clearly shown in table 1 that the mean score of impulsiveness of General category school students is 15.94 with the SD 2.76 and the SC category has mean score of 16.08 with SD 2.71 while the mean score of BC category is 15.72 with SD 3.51.

ANOVA for impulsiveness of school students in relation to their category

To compare the mean scores of impulsiveness among school students of different category along with F-value is computed is given in table 2.

Table 2 Impulsiveness of school students in relation to their category

| Source of Variation | SS | Df | MS | F-ratio |
|---------------------|----------|-----|----------|---------|
| Between Groups | 10.75141 | 2 | 5.375703 | 0.63NS |
| Within Groups | 5084.122 | 597 | 8.516117 | |
| Total | 5094.873 | 599 | | |

NS- not significant at 0.05 level

In table 2, the mean scores of impulsiveness among school students of different categories are compared. The F-value came out to be 0.63 which is not significant at 0.05 level. Significant variance in impulsiveness was not found among school students belonging to different categories. It has presented that category of students has no effect on impulsiveness.

Comparison of scores on impulsiveness of school students with regard to their scores on academic procrastination

For comparing impulsiveness of school students having high and low level of academic procrastination, quartile one and quartile three were calculated. The school students scoring less than quartile one (Q1) are named as low group, whereas the students scoring more than quartile three (Q3) are named as high group. While measuring academic procrastination, the number of school students below Q1 (32) that counts 158 (26.33%) are named as the group with low level of academic procrastination. On the other side the students above Q3 (27) which numbers 162 (27%) are named as the group with high level of academic procrastination. The distribution of school students on the basis of quartiles has been shown in the table 3.

Table 3 Distribution of School Students on the Basis of Quartiles (Q1 and Q3)

| Variables | Value of Q1 | No and percentage of students below Q1 | Value of Q3 | No and percentage of students above Q3 |
|--------------------------|-------------|--|-------------|--|
| Academic procrastination | 32 | 158 (26.33%) | 27 | 162 (27%) |

Comparison of impulsiveness among school students having high and low level of academic procrastination

In order to know the difference between the impulsiveness of the school students having high level of academic procrastination above Q3 (27) that is 162 and students having low level of academic procrastination that is below Q1 (32) numbered 158, data was compared. The mean score impulsiveness among school students having high and low level of academic procrastination along with standard deviation and t-value is computed is given in table 4.

Table 4 Impulsiveness among school students having high and low level of academic procrastination

| | | N | MEAN | SD | t-value |
|---------------|-------------------------------------|----|-------|------|---------|
| Impulsiveness | Low level academic procrastination | 32 | 15.37 | 2.46 | 4.13** |
| | High level academic procrastination | 27 | 16.61 | 2.95 | |

** Significant at 0.05 level

Table 4 clearly shows that the mean scores of impulsiveness of school students having low level of academic procrastination came out be 15.37 and SD is 2.46 as compared to having high level of academic procrastination school students mean score which is 16.61 and SD is 2.95. It is also depicted in figure 1.

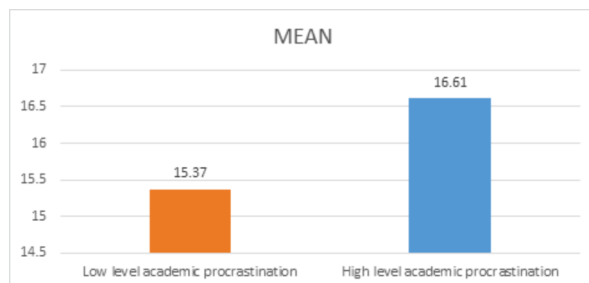


Fig.1: Mean scores of impulsiveness among school

students having high and low level of academic procrastination

The t-value testing the significant of mean difference in impulsiveness among school students having high and low level of academic procrastination came out to be 4.13. This t-value is significant at 0.01 level which shows that there exists a significant difference in impulsiveness of school students having high and low level of academic procrastination. The school students having more academic procrastination were more impulsiveness as compared to school students who have low level of academic procrastination.

Relationship between impulsiveness and academic procrastination of school students

The scores of school students on impulsiveness scale and academic procrastination scale were correlated by Pearsons' coefficient of correlation.

Table 5 Relationship between impulsiveness and academic procrastination of school students

| Variable | N | Correlation |
|--------------------------|-----|-------------|
| Impulsiveness | 100 | 0.84** |
| Academic procrastination | 100 | |

**significant 0.01 level

The results of correlation were presented in table 5 which shows that the coefficient of correlation (r) of impulsiveness and academic procrastination is 0.84 which is significant at 0.01 level. It indicates that there is a significant relationship between impulsiveness and academic procrastination of school students. It means that school students having more impulsiveness also have high academic procrastination.

Hypotheses testing

- Significant variance in impulsiveness was not found among school students belonging to different categories. It has presented that category of students has no effect on impulsiveness. The hypothesis "there will be no significant difference between impulsiveness of school students belonging to General, Sc and BC categories" is accepted.
- There exists a significant difference in impulsiveness of school students having high and low level of academic procrastination. The school students having more academic procrastination were more impulsiveness as compared to school students who have low level of academic procrastination. The hypothesis is "There will be no significant difference between impulsiveness of high and low level of academic procrastination of school students" is rejected.
- There is a significant relationship between impulsiveness and academic procrastination of school students. On the basis of results "There will be no relationship between impulsiveness and academic procrastination of school students" is rejected.

CONCLUSION

- Significant variance in impulsiveness was not found among school students belonging to different categories.
- The school students having more academic procrastination were more impulsiveness as compared to school students who have low level of academic procrastination.
- There is significant relationship between impulsiveness and academic-procrastination of school students.

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