

A Study of Academic Procrastination and Academic Anxiety among Senior Secondary School Students

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Abstract

Procrastination has become one of the most researched topics in education due to its negative effects on school students. Academic procrastination has been used to describe the overall inclination to put off completing academic activities. It is a common problem among school students, and many have to deal with it at almost every stage of their education because of the negative consequences, such as academic anxiety, academic failure and decreased well-being. The current study looked at gender differences and relation of senior secondary school students in relation to academic procrastination and academic anxiety. The data collected from 200 male and 200 female of Delhi private and government schools.

Keywords: Procrastination, academic procrastination, academic anxiety, academic achievement

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I. INTRODUCTION

Education is the main force, which influence the quality of life. The quality and efficiency of education depends on the potential of the child. Education is usually understood as a course of study to acquire a body of knowledge or skills undertaken to enhance one's ability to achieve academic performance. Academic achievement in the senior secondary level of one's academic career is the most important goals in one's life. This necessitates their improvement in the study and acquisition of higher scores in the all subjects. Education is a major contributor to the child's overall development and thus significantly contributes to national development. It shapes the child according to the needs of the society and thus inculcates within him seeds of knowledge that will bear the fruit of wisdom in the future. Dr. S. RadhaKrishnan "The end-product of education should be a free creative man, who can battle against historical circumstances and adversities of nature" Education has to play a key role to preserve, enrich and transmit and modify the culture of the country. Radha Krishnan emphasized education for all and education as per need and interest of the child.

The Kothari Commission (1964-1966) rightly pointed out in its report about the importance of education as India's destiny is shaped in its classrooms. The teacher's task is to shape the individuality of students in the light of the quotation of the Kothari Commission Report in order to tackle current and future challenges. Education is a social process that satisfies society's needs. It stands in every field of human life for growth, development, advancing, illumination and empowerment. The Indian education system focuses mainly on cognitive and conductive development, but disregards the affecting domain. Education has now turned out to be an investment. The students are therefore forced to learn the curriculum. Secondary Education Commission (1952-53) has

pointed out the significance of Secondary Education. "We have to bear in mind that secondary education is a complete unit in itself and not merely a preparatory stage; that at the end of this period, the student should be in position, if he wishes, to enter on the responsibility of life and take some useful vocation."

1.1 Problems during Senior Secondary Education

During adolescent period, students experience numerous difficulties. Adolescence is a phase of transition when a person's social behavior undergoes a variety of changes. During this time, the balance of physical, mental and social forces is disrupted, requiring the person to make new adjustments to society as a whole. Frustrations, conflict complexes, concerns and worries plague the majority of pupils. In today's scenario, students face few challenges which pose a hindrance to their major objective of achievement of their goals. To name a few:

- Parents indifference and lack of supervision
- Overburdened curriculum
- Peer pressure
- Lack of motivation and interest
- Neglect of nutrition and health
- Lack of experiential learning
- Lack of career guidance
- Lack of qualified and committed teachers
- Procrastination
- Lack of communication skills and many more problems

Education institutions or schools have a significant impact on society, and schools have a significant impact on society.

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School is such a special environment where some of the qualities of life and the education of certain types of activities and occupations are given for the purpose that the development of the child is in the desired direction. These educational institutions affect human life and human life education institutions. Education institutions or schools have a profound influence on society and society on schools, both determine the nature of each other. School is a unique environment in which certain aspects of life are taught, as well as the instruction of specific types of activities and jobs, with the goal of guiding a child's growth in the desired direction.

Schools have overburdened students with tasks, homework and activities of different kind. The students must complete tasks within a certain time limit. Students need to recognise the timing, systematic planning and the resources needed to finish the task in time to carry out the task. In a situation of constant tension and multi-task, it does occur frequently that certain tasks must or wish to be postponed later. The phenomenon of later postponement is described by the term "procrastination." Procrastination is considered a problem if it disturbs certain areas of our lives - it can be personal, home, school or connected with relationships. In all areas of life it's extremely rare for anyone to delay. Extinguishing time, lack of opportunities, poor performance and increased stress on student life.

1.2 Analysis of Previous Research

Mokashi, et al (2012) examined a study to find out the gender differences in anxiety and academic achievement among 330 residential high school students and discovered that there was a substantial difference in anxiety between boys and girls, with boys being more nervous than girls. Academic achievement is greatly influenced by gender; girls outperformed guys. Anxiety and academic achievement were found to have a negative connection overall.

Saplavska and Jerkunkova (2018). conducted a study on examined the connection between the academic procrastination and individual situational anxiety. Result showed the constructive connections between academic procrastination and individual and situational anxiety among students. With the expansion in the markers of academic procrastination, there is a propensity to expanded anxiety levels, which can bring about academic performance decrease.

Bolbolian, et al (2021) conducted a study to examine a link between procrastination and test anxiety, as well as its components. Academic procrastination did not have a significant relationship with gender, but test anxiety and its dimensions did, in terms of cognitive error and total test anxiety. Academic procrastination, as well as its components, were found to have no significant relationship with marital status, age, or grade point average

1.3 Significance of the Problem

Academic delays are a serious problem in the education system today. It is necessary to eliminate the delays from the life of the student in order to raise the standard of education in schools. This study is the first to analyse the relationship

between academic delays, academic anxiety and the school environment. The experience of worry, which is connected with postponement of work, results when you start delaying or postponing jobs and studying tasks. This study will be further helpful for:

- Students
- Parents
- Teachers
- Policy makers
- Curriculum Constructors

1.4 Purpose of the study

As far as I'm aware, no studies have been conducted on the long-term epidemics of high school pupils in New Delhi schools. This was the study's first objective. The current study's second purpose was to look into the school and gender differences in academic procrastination and academic anxiety.

1.5 Objectives of the Study

- To find out the difference in Academic Procrastination and Academic Anxiety of male and female students studying in senior secondary schools.
- To find out the relationship between Academic Procrastination and Academic Anxiety of male and female students studying in senior secondary schools.

1.6 Hypotheses of the Study

- There exists a significance difference in academic procrastination between male and female students studying in senior secondary schools.
- There exists a significance difference in academic anxiety between male and female students studying in senior secondary schools.
- There exist a positive relationship between Academic Procrastination and Academic Anxiety of male and female students studying in senior secondary schools.

1.7 Operational Definition of the terms to be used

1.7.1 Academic Procrastination

Procrastination means the action of delaying or postponing something. Academic procrastination in order to deliberately avoid or postpone important academic tasks, assignments or activities within a specified time limit for higher secondary students as a type of behavioral tendencies.

1.7.2 Academic Anxiety

Academic anxiety is a stress or pressure based on the functions of schools. It refers to the sort of unreasonable irrational fear that prevents students from doing their academic and other activities well. This study means that academic anxiety evolves because of delayed work or cannot carry out the academic task within a certain period of time.

1.8 Delimitation of the study

Current study is limited to 400 high school students enrolled in the Delhi government and private schools.

II. DESIGN OF THE STUDY

2.1 Research Method

The present study is descriptive in nature and Survey method has been used. All senior secondary students studying in government and private schools in the territory Delhi constitutes population for the present study. The investigator has selected 400 senior secondary students from 12 schools as sample by using simple random sampling technique (Lottery Method).

The classification of senior secondary school students as sample for present investigation is given below:

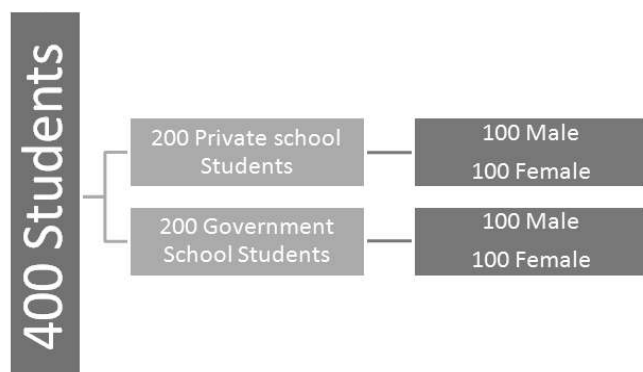


Figure 1- The classification of senior secondary School students as sample for present investigation.

2.2 Tools Used for the collection of data:

For the collection of facts following standardised tools used by the investigator:

- Academic Procrastination Scale by Ashok K. Kalia and Manju Yadav in 2015
- Academic Anxiety Scale by Mohd. Abid Siddiqui and Ateiqul Rehman in 2017

2.3 Statistical Techniques Used

For the analysis and interpretation of data following statistical techniques were used:

- t-test
- Co-efficient of Correlation

2.4 Result Analysis

The data was tabulated and transferred in SPSS spread sheet. Analysis was done as per the objective formulated

- Result Pertaining to difference in Academic Procrastination and Academic anxiety male and female students studying in senior secondary schools

To find out the difference in Academic Procrastination and Academic Anxiety of male and female students studying in senior secondary schools, t-test was calculated and the obtained difference is presented in the table no 4.1 given below:

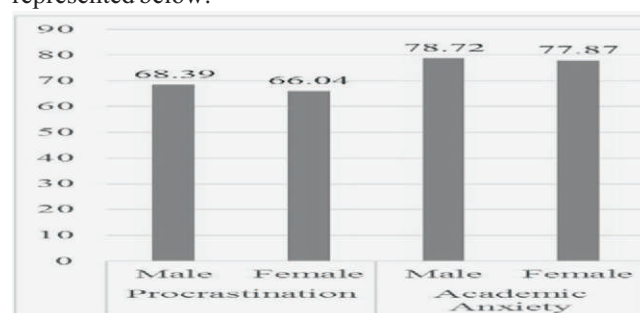
Table 4.1: Gender wise difference in Academic Procrastination and Academic Anxiety

Variable	Gender	N	Mean	SD	SEd	t-ratio	Level of Significance
Procrastination	Male	200	68.39	14.717	1.395	1.685	.093
	Female	200	66.04	13.140			
Academic Anxiety	Male	200	78.72	11.939	1.206	.700	.484
	Female	200	77.87	12.189			

Table 4.1 depicts that obtained t-ratio for gender difference in academic procrastination is 1.68 which is not significant. It showed that there exists no significant difference in academic procrastination between male and female students studying in senior secondary schools. Therefore, proposed hypothesis is rejected.

The obtained t-ratio for gender difference in academic anxiety is .70 which is not significant. It can be interpreted that there exists no significant difference in academic anxiety between male and female students of senior secondary schools. Therefore, proposed hypothesis is rejected.

Graph 4.1 Difference in mean scores of Academic Procrastination, Academic Anxiety and School Environment (Dimensions) among senior secondary male and female students studying in senior secondary schools is graphically represented below:



- Result pertaining to relationship in Academic Procrastination and Academic Anxiety of male and female students studying in senior secondary schools

To find out the relationship between Academic Procrastination and Academic Anxiety of male and female students studying in senior secondary schools, coefficient of correlation was calculated, and the result is presented in table no. 4.2 given below:

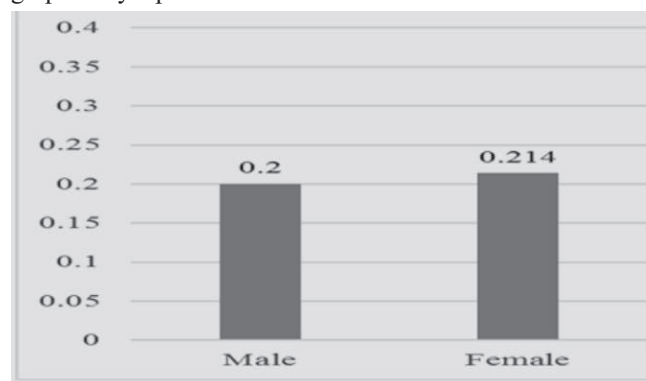
Table 4.2 Co-efficient of Correlation between Academic Procrastination and Academic Anxiety among senior secondary male and female students studying in senior secondary schools

Category	Correlation	Significance
Male	.200	.004
Female	.214	.002

Table 4.2 depicts the co-efficient of correlation of academic procrastination and academic anxiety of male students studying in government and private senior secondary schools is .200 which is significant at .01 level. It can be interpreted that there exists significant positive relationship between academic procrastination and academic anxiety of senior secondary male students.

The Co-efficient of correlation of academic procrastination and academic anxiety of female students studying in government and private senior secondary schools is .214 which is significant at .01 level. It is showed that there exists significant positive relationship between academic procrastination and academic anxiety of senior secondary female students.

Graph 4.2: Co-efficient of Correlation between Academic Procrastination and Academic Anxiety among Male and Female Students studying in senior secondary schools graphically represented below:



2.5 Main Findings of the Study:

- There exists no significant difference in academic procrastination between male and female students studying in senior secondary schools.
- There exists no significant difference in academic anxiety between male and female students of senior secondary schools.
- There exists significant positive relationship between academic procrastination and academic anxiety of senior secondary male students.
- There exists significant positive relationship between academic procrastination and academic anxiety of senior secondary female students.

2.6 Future Scope of Work

The following topics can be taken into consideration for future research:

- Present study is conducted in New Delhi. It can be conducted in other states.
- Some other variables can be used like academic achievement, Test Anxiety, self-efficacy, self-confidence, home environment and academic performance can be taken up for the study of procrastination in future.
- The present study was conducted among senior secondary students. Thus, it can be conducted at the national, state and district level in other sectors. It can be conducted among college students also.
- Further study can be conducted with the same variables as taken up in the current study or with some other variables in some specific discipline or department.
- Comparative study of Urban and Rural schools can be done.
- There is a scope to conduct comparative studies among other streams or specializations in future.
- Case study on students with extremely high procrastination or very poor mental health or with very low emotional intelligence might be an interesting area of research as a follow up of the present study.

- Similar studies may be replicated at other locations in any part of the country or abroad or between two or more countries, districts or states.

III. REFERENCES

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