

# Academic Procrastination Among NEET Aspirants

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## ABSTRACT

This study evaluated the levels of academic procrastination among the NEET aspirants in and around Mangalore (Dakshina Kannada District). The sample consisted of equal number of (100 each) male and female aged between 16 and 20 years and was chosen from 4 different Pre University colleges. The students completed academic procrastination scale (Gupta & Bashir, 2018). Distribution of the sample shows that majority 66.5% of the NEET aspirants had fallen in the moderate level of academic procrastination, followed by 20% of them in the low level of procrastination and remaining 13.5 percent of them in high levels of academic procrastination. Chi-square test revealed a significant frequency difference ( $\chi^2=100.270; p=.001$ ) between low, moderate and high levels of procrastination, confirming that majority of the sample possessed moderate levels of academic procrastination. Male NEET aspirants found to have higher level of academic procrastination compared to female aspirants. Independent sample t test revealed a significant mean difference between male and female NEET aspirants. Implication of the findings of the study have been delineated.

**Keywords:** Academic procrastination, NEET aspirants

Students always say “I will definitely study from tomorrow.” According to Milgram, Mey-Tal, and Levison (1998) The term “procrastination used for this and similar expressions is termed as procrastination or postponing responsibilities and decisions as a typical situation or behavioral characteristic”. While, Dryden, (2000) stated that “Procrastination is the instance of postponement of the works and tasks that are better to be done today until the following day. Individuals’ postponing their work and responsibilities, and not being able to begin a work with the aim of completing, can be regarded among the most typical and frequent incidents of procrastination”.

Schouwenburg (2004) stated that “procrastinating implies performing an alternative activity to the one intended, which is not synonymous with idleness”. Many researchers such as Burka and Yuen (1983), Milgram *et al.* (1988) Eerde, (2003) revealed that “procrastination can even be distinguished from the intentional postponement of a task-because procrastination is unplanned-or from logical and necessary delay, due to understandable reasons such as illness or technical problems”.

The behavior of Academic Procrastination is quite common among students. Students cannot show their

real performances in learning processes and they fail or may not be able to achieve the desired level of performance because of procrastination behaviors. Many reasons can be identified for a student to be a procrastinator. Solomon and Rothblum (1984), identified evaluation anxiety, perfectionism, difficulty in making decisions, dependency and help seeking, task aversiveness, lack of self-confidence, laziness, lack of assertion, fear of failure, feeling overwhelmed and poor time management, rebellion against control, risk taking and peer influence are the major reasons for procrastination. These factors are intense during adolescence period.

In India every adolescent after completing their secondary examination start dreaming about their higher studies and prosperous career to settle down in their life . The aspiration to be a doctor is anchored in the minds of students and the parents. A large number of students attempt the most sought competitive examination NEET in the national level to become a doctor. Around Twenty plus lakh students keep their dream to be a doctor every year. In general a burning desire to be a doctor among the youngsters is at its peak.

A good number of parents register their wards in the NEET coaching institute. They never even bother about their wards inclination towards this profession. Once they take up the coaching they are supposed to train themselves for the respective board examination, practical examination and simultaneously the most competitive NEET examination. The overload in preparation for both board and NEET make them to sit in the class between morning 7 to evening 7 on an average and then the daily practice papers etc. This situation will force these students tentatively postpone the preparation of various topics due to the hectic schedule. This postponement will result in a lot of stress and other problems in them. At the same time all coaching institutes will conduct weekend tests, bimonthly tests and monthly tests. These students are ranked based on their performance and put on the notice board and the copy will be sent to parents too. The pressure from parents will be a catalyst to add to the stress along with peer pressure and teacher pressure so on. Thus the academic procrastination resulting in other problems decide the performance of the students up to certain level.

The full form of NEET is National Eligibility-cum-Entrance Test conducted by National Testing Agency (NTA) . NEET aspirants are the Senior Secondary students from Central board of Secondary Education(CBSE) and similar boards and state boards in India. Most of the time these aspirants will not be in a position to clear this examination in the respective year and they appear in the next year since there is no restriction on number of attempts. The NEET aspirants must have studied Physics, Chemistry and Biology/Biotechnology and English as compulsory subjects in their Senior Secondary classes from any recognized board. The students must have passed 10+2 or equivalent/appearing aspirants are also eligible. Indian Nationals, Non Resident Indians and Foreign Nationals are also eligible for writing NEET examination. The examination is conducted out of 720 marks for 200 minutes. A total of 200 multiple choice questions will be present in the paper. One can attempt a maximum of 180 questions. Each correct answer will carry 4 marks and a wrong answer will carry a -1 mark. 50 questions are asked from Physics, Chemistry, Botany and Zoology respectively. Every year NTA will declare the cut off pass marks for NEET as qualification mark. Students who clear the cut off are eligible for part payment seats and NRI quota also.

After clearing the NEET one can get in to medical courses like Bachelor of Medicine and Bachelor of Surgery (MBBS), Bachelor of Dentistry(BDS) , Bachelor of Ayurvedic Medicine and Surgery(BAMS), Bachelor of Homeopathic Medicine and Surgery(BHMS), Nursing etc. A total of 17,64,571 candidates appeared for the NEET examination held in the year 2022 which offered 91,927 seats for MBBS, 27,698

BDS seats, 50,720 AYUSH seats, 525 Veterinary seats. A total of 20 plus lakh candidates appear for the NEET examination every year.

Only a few students are able to get the merit seats for the above courses due to tough competition. Experts say that the standard of the NEET question paper is high. The competition among the 24 lakh population of students competing for the above said examination create a havoc among the students and parents community because of one lakh seats only. Since they are to cover lot of portions from class 11 and 12 they will procrastinate the chapters, sub topics etc. This will put them into a panic situation resulting in high stress and psychosomatic disorders. It is also seen that a few students commit suicide after or before the publication of NEET results across Indian states.

The present study was chosen to explore the levels of academic procrastination among NEET aspirants.

## METHOD

### *Sample*

The sample for the present study consisted of 200 students (both male and female) from Pre university colleges taking in house NEET coaching and a few repeaters from in and around Mangalore (Dakshina Kannada). In this study equal number of male and female students' age ranging from 16 to 20, were selected as participants.

### *Tools*

#### **1. Demographic Sheet**

The first part was designed to collect preliminary information regarding details of college, students gender, staying with parents, soci economic status etc.

#### **2. Academic procrastination scale**

Academic procrastination scale (APS-GSBL) was developed by Gupta and Bashir (2018) and it consists of 30 statements to evaluate the response of the participants on any one of the five point Likert scale alternatives Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. For positive items if a participant marks "strongly agree" weightage is given 5 point. Similarly 4, 3, 2 and 1 points are given for markings on 'agree', neutral, 'disagree' and 'strongly disagree' respectively. For negative items reverse points are given from (1 to strongly agree, 2 to agree, 3 to neutral, 4 to disagree and 5 to strongly disagree). The scoring of each form is according to the following procedure. The number of positive items = 22, number of negative items = 8 and total number of items = 30. The types of academic procrastinators are grouped based on the total score. If the total score is  $\leq 81$  indicate low procrastination. The scores between 82 to 96 indicate moderate procrastination and the score 97 and above indicate high procrastination

### ***Procedure:***

The researcher personally visited the selected Pre University Colleges in and around Mangalore (Dakshina Kannada). Produced the permission letters from the University for the administration of the scale and took the permission from the respective Principals and administered the tool among 200 NEET aspirants. Before administering the tool, the NEET aspirants were assured that their responses will be used only for the purpose of research and the confidentiality will be maintained. They were asked to answer all the questions. The instructions were read out and each item in the scale were explained in order to get a clear and accurate response. Once the data were collected, they were scored and fed to the computer system.

To analyze the levels of academic procrastination and the role of gender on academic procrastination and to verify the significant frequency difference between the different levels Chi-square test was employed.

Independent sample test was also employed to find the significant mean difference in academic procrastination levels among male and female NEET aspirants.

**RESULTS**

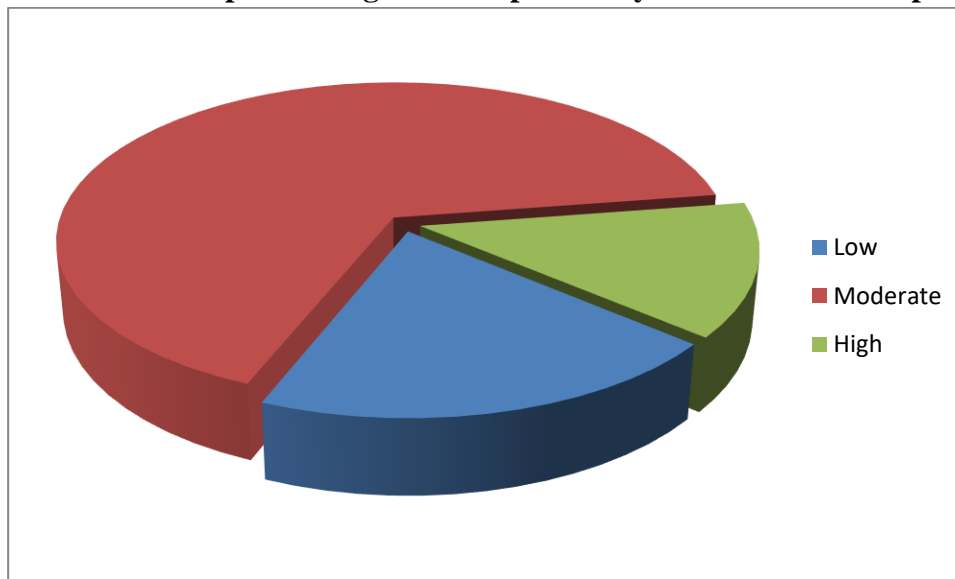
**Table 1, Distribution of the selected sample by various levels of academic procrastination, results of chi-square test**

Variable	Levels	Frequency	Percent	Test statistic
Academic procrastination	Low	40	20.0	X <sup>2</sup> =100.270 P=.001
	Moderate	133	66.5	
	High	27	13.5	
	Total	200	100.0	

**Academic procrastination**

In academic procrastination, a majority of 66.5% had moderate levels of procrastination, 20.0% of them had low levels of procrastination and remaining 13.5% of them had high levels of procrastination. Chi-square test revealed a significant frequency difference (X<sup>2</sup>=100.270; p=.001) between low, moderate and high levels of procrastination, confirming that majority of the sample possessed moderate levels of procrastination.

**Distribution of selected samples among NEET aspirants by levels of academic procrastination**



**Table 2 ,Mean scores on Academic Procrastination of male and female NEET aspirants and results of Independent samples ‘t’ tests.**

Variables	Gender	N	Mean	Std. Deviation	‘t’ value	P value
Academic procrastination	Male	100	91.00	18.00	2.232	.027
	Female	100	85.36	17.74		

**Academic procrastination:** The mean academic procrastination scores of male NEET aspirants was found to be 91.00, whereas the mean scores of female aspirants was found to be 85.36. Independent

samples t test revealed a significant mean difference between male and female NEET aspirants with 't' value of 2.232 and significance level of .027. It is clear that the procrastination was found to be significantly more for male aspirants than female aspirants.

### **Major findings of the study are**

- Majority of 66.5% of the NEET aspirants had moderate levels of academic procrastination 20.0% of the NEET aspirants had low levels of academic procrastination and remaining 13.5% of the NEET aspirants had high levels of academic procrastination.
- The mean academic procrastination of male NEET aspirants found to have higher levels of academic procrastination than female NEET aspirants.

The result of the study are in agreement with the studies done by researchers earlier. Jagtap (2019), conducted a study of the Academic procrastination and Emotional intelligence relation with gender and educational stream. The sample consisted of 120 college students including 60 students in arts stream and 60 students in Science stream (60 males and 60 females) from Maharashtra, India. The samples were between the age of 15 to 17. Results revealed that the male students procrastination mean score (64.33) was higher than the female students (57.63) mean score and was significant (t value=3.68, significance=0.01). Chakraborty *et al.* (2022), conducted a study in the levels of academic procrastination living with family and living away from the family among 249 students between the age group 18-24. 152 students living with the family (Male=66, Female=86) and 97 students staying away from the family (Male=37, Female=60) from Bengaluru, Karnataka. According to the findings of the study, gender is seen to have a significant impact on academic procrastination. The research also shown that the procrastination among males were found to be higher than females (df=1, F=12.859 where  $p < 0.001$ ). Batool *et al.* (2017), conducted a research among 502 students (210 male and 292 female) between the age of 22 to 24 years from the last semester of BA/BSc honours from various departments of GC University, Lahore. Male students have scored significantly higher than female students on academic procrastination. Balkies and Duru (2017), conducted a study on gender differences in the relationship between Academic Procrastination, Satisfaction with academic Life and Academic performance among 441 undergraduate students (49.4 % of female and 50.6 of male) from Turkey. Male students had higher level of academic procrastination compared to the female undergraduates. Babu *et al.* (2019), performed a cross sectional study on academic procrastination among dental students from 3 different Dental institutions in Bangalore City, Karnataka, India. The sample consisted of 255 dental students. There was a significant difference in the mean score of academic procrastination between males and females. Females showed less procrastination than males. Hayath *et al.* (2020), conducted a cross sectional correlational study on the prevalence of Academic procrastination among 317 medical students at Shiraz University of Medical sciences. The result showed 29.25 percent of the students had academic procrastination (nearly always or always). Moreover 47.9 percent of the students stated that academic procrastination at a moderate level had caused a lot of problems for them. Male students those living in the dormitory had higher levels of procrastination than females and those living at home.

The result of this study has several implications. At least researchers and teachers can use Academic procrastination as a reason for low performance among NEET aspirants which will be responsible for the development of anxiety stress etc. The student will lose his level of motivation. Aspirants may not be in a position to identify why their performance going in a negative direction. The result of this study very clearly indicate further research. The further research can focus on the reasons of procrastination. The factors



responsible for procrastination. The relationship of various factors like task aversion, Time management etc. The aspirants can be aware of the reasons for aversion. They can work on the aspects of positive behaviour like Self regulation, Development of positive emotion and attitudes etc.

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***Conflicts of Interest***

18. The authors colourfully declare this paper to bear not a conflict of interests