

The Impact of Academic Procrastination on the Academic Achievement of Senior Secondary School Students

Bharti Bhardwaj¹, Dr. Gunjan Dubey²

¹NCERT Doctoral Fellow, Department of Education, Aligarh Muslim University Aligarh, U.P- 202002

²Professor, Department of Education, Aligarh Muslim University, Aligarh, U.P- 202002

Abstract

This study aimed to investigate the impact of academic procrastination on the academic achievement of senior secondary school students. Academic achievement was considered the dependent variable, while academic procrastination was the independent variable. The study employed a descriptive survey method and included a sample of 200 senior secondary school students selected through multi-stage stratified random sampling. Academic achievement was measured by the total marks obtained in the previous class (11th grade). Data was collected using the Academic Procrastination Scale. The analysis involved mean, standard deviation, t-test, and correlation coefficient (r). Results revealed a significant difference in academic achievement between students with high and low academic procrastination, with male students exhibiting higher levels of procrastination than female students. A significant negative correlation was found between academic achievement and academic procrastination.

Keywords: Academic Achievement, Academic Procrastination, Senior Secondary School Students.

INTRODUCTION

In the 21st century, education is essential for everyone, playing a crucial role in shaping future prospects, particularly at the senior secondary level. The goal of education extends beyond mere instruction to preparing students for successful lives. Despite efforts to maximize student success, high levels of academic achievement are not always attained. Promoting academic achievement has been a key focus for educational psychologists. Academic achievement, also known as academic performance, is defined by high grades and test scores. It measures the extent to which predetermined educational goals are met, through continuous assessment (such as assignments) or final exams, each with its advantages and disadvantages (Ward, Murray-Ward, & Stoker, 1996).

Procrastination is the act of delaying or avoiding tasks that need to be completed. It involves opting for more enjoyable activities over less enjoyable but necessary tasks or prioritizing less urgent tasks over more urgent ones, thereby postponing important tasks to a later time. Procrastination often occurs until the last minute before a deadline. Shraw, Watkins, and Olafson (2007) defined it as intentionally delaying work that must be done. Everyone, whether working or not, faces multiple tasks daily for effective performance, but these tasks are often delayed for various reasons. This tendency to postpone tasks is known as procrastination. It can affect any area of life, such as delaying cleaning, repairing, medical visits, job reports, academic assignments, or addressing stressful issues with a partner. Academic procrastination

specifically focuses on study habits, such as time spent studying, attitudes toward studying, and lesson completion in self-paced courses. It is most common with writing term papers, preparing for exams, and completing homework assignments (Solomon and Rothblum, 1984).

Academic procrastination negatively impacts academic performance due to its association with adverse behaviours such as poor study habits, cramming for exams, test anxiety, late submission of homework and term papers, lower grades, and feelings of guilt and depression (Lee, 2005; Özer, Demri, and Ferrari, 2009). Owens and Newbegin (1997) noted that although most students submit their assignments on time, some submit their work late or not at all. While there are various reasons for late submissions, most excuses are often illegitimate or implausible (Ferrari et al., 1998).

Procrastination is widespread and poses a significant challenge in modern times. It's often defined as a tendency to delay tasks or decisions. Within academic environments, academic procrastination is notably prevalent, with students frequently postponing their responsibilities without valid reasons, often submitting assignments just before deadlines. Research indicates that 30-40% of students perceive procrastination as a significant issue, that impacts their personal and functional equilibrium. This is particularly pronounced among elementary school children, who frequently delay completing assignments, leading to heightened stress levels and potential negative impacts on both academic performance and psychological well-being. Academic procrastination involves deferring academic tasks, including preparation for daily lessons, studying for exams, and engaging in other school-related activities. Essentially, it entails delaying academic responsibilities and the challenges that ensue from such delays.

CONCEPTUAL FRAMEWORK

Procrastination can be considered a failure of self-regulation (Grund & Fries, 2018; Grunschel, Patrzek, Klingsieck, & Fries, 2018; Steel & Klingsieck, 2016; Ucar & Bozkurt, 2019; Uzun, Ferrari, & LeBlanc, 2018). Steel (2007) defines procrastination as a “voluntary delay on intended course of action despite expecting to be worse off for the delay.” (p. 66). Following Steel’s (2007) definition, Klingsieck (2013) expanded the idea of procrastination and redefined it as “the voluntary delay of an intended and necessary and/or personally important activity, despite expecting potential negative consequences that outweigh the positive consequences of the delay.” (p. 26). Steel and Klingsieck (2016) defined academic procrastination as “procrastination restricted to the tasks and activities related to and/or relevant for learning and studying.” (p. 37).

Academic procrastination poses a major obstacle to the academic achievement of students (Asikhia, 2010; Steel & Klingsieck, 2016). It is reported that there is a negative correlation between procrastination tendency and academic performance (Grunschel, Schwinger, Steinmayr, & Fries, 2016; Hen & Goroshit, 2018; Kim & Seo, 2013, 2015). That is, high academic procrastination tendency is associated with low academic performance. According to Fernie et al. (2017), procrastination is a negative behavior, influencing students’ academic performance negatively as well as lowering their effectiveness in their field of employment after the completion of their schooling. However, it is important to note that although Fernie et al. (2017) view procrastination as a negative behavior, most of academic procrastination was shown to be intentional and learners were very aware of that they engaged in this type of behavior. Alp and Sungur (2017) report that procrastination is substantially connected to academic achievement and therefore is a hot topic for educators. In line with these notions, academic procrastination is also significantly linked to goal accomplishment, that is, academic performance (Cormack, Eagle, & Davies, 2020; Gustavson & Miyake, 2017).

OBJECTIVES OF THE STUDY-

1. To find the levels of academic procrastination between male and female senior secondary school students.
2. To compare the academic achievement of senior secondary school students with high and low levels of academic procrastination.
3. To find the correlation between academic achievement and academic procrastination among senior secondary school students.

HYPOTHESES OF THE STUDY-

H01. There is no significant difference in the levels of academic procrastination between male and female senior secondary school students.

H02. There is no significant difference in the academic achievement of senior secondary school students with high and low levels of academic procrastination.

H03. There is no significant relationship between academic achievement and academic procrastination among senior secondary school students.

METHOD

The descriptive survey method was used in the present study.

SAMPLE

A sample of 200 senior secondary school students was selected through the multi-stage stratified random sampling method.

TOOL USED

The Academic Procrastination- The academic Procrastination Scale employed in this study was developed and standardized by Bhardwaj, B & Dubey, G (2023). This scale consists of 36 items. Each item offers five response options, ranging from "Strongly Agree" to "Strongly Disagree." Respondents are required to select the option that best reflects their viewpoint. The content validity was measured by the experts and the r value of construct validity ranges from 0.59-0.92. The reliability of the scale was measured with the help of Cronbach's Alpha Coefficient and Spearman-Brown prophecy formula and the values are 0.93 and 0.91 respectively.

Academic Achievement- The researchers took the final examination marks of students as academic achievement and collected them from the schools' official record book.

STATISTICAL TECHNIQUES

Mean, SD, 't' test and coefficient of correlation (r) were used to assess the effect of academic procrastination on the academic achievement of senior secondary school students.

RESULTS AND INTERPRETATIO

The collected data was analyzed both quantitatively as well as qualitatively. To verify the objectives and to test the null hypotheses, the present study has been analyzed as given below-

OBJECTIVE 1: To find the levels of academic procrastination between male and female senior secondary school students.

To study the difference in the level of academic procrastination between male and female senior secondary school students, the following null hypothesis was formulated:

H01. There is no significant difference in the levels of academic procrastination between male and female senior secondary school students.

To test the null hypothesis, Mean, Standard Deviation, t-value, and level of significance of the scores obtained from the academic achievement of senior secondary school students with respect to the academic procrastination scale were calculated. The results are presented in Table-1.

Table-1 Descriptive statistics related to the Academic Achievement of the Senior Secondary School Students with respect to Academic Procrastination

Dependent Variable	Groups	N	Mean	SD	't'	Level of Significance
Academic Achievement	High Academic Procrastination	61	53.38	14.62	3.20	Significant at 0.01 level
	Low Academic Procrastination	68	60.98	12.09		

$$0.05 \leq 1.98, 0.01 \leq 2.62$$

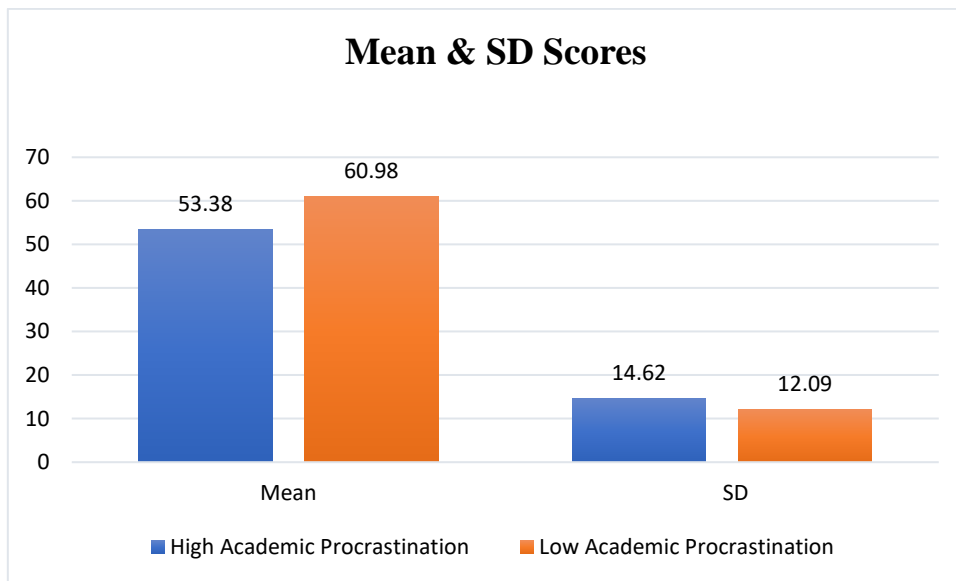


Fig. 1: Academic Procrastination wise Mean Academic Achievement scores of Senior Secondary School Students

From Table-1, it is evident that the t-value of 3.20 is statistically significant at the 0.01 level, indicating a significant difference in the academic achievement of senior secondary school students with high and low levels of academic procrastination. Therefore, the null hypothesis, which suggests no significant difference in the level of academic achievement between students with high and low academic procrastination, is rejected. Looking at the mean scores, it is apparent that the academic achievement score of students with high academic procrastination (53.38 ± 14.62) is lower than that of students with low academic procrastination (60.98 ± 12.09). Hence, it can be concluded that students with high procrastination tend to have lower academic achievement compared to those with low procrastination.

OBJECTIVE 2: To compare the academic achievement of senior secondary school students with high and low levels of academic procrastination.

To study the difference in the academic procrastination between male and female senior secondary school students, the following null hypothesis was formulated:

H02. There is no significant difference in the academic achievement of senior secondary school students with high and low levels of academic procrastination.

To test the null hypothesis, Mean, Standard Deviation, t-value and level of significance of the scores obtained from the academic achievement of students with respect to the academic procrastination scale were calculated. The results are presented in Table 2.

Table-2 Descriptive statistics related to the Academic Procrastination of Male and Female Secondary School Students

Dependent Variable	Groups	N	Mean	SD	't'	Level of Significance
Academic Procrastination	Male	110	63.67	15.87	4.63**	Significant at 0.01 level
	Female	90	54.12	13.34		

$$0.05 \leq 1.97, 0.01 \leq 2.60$$

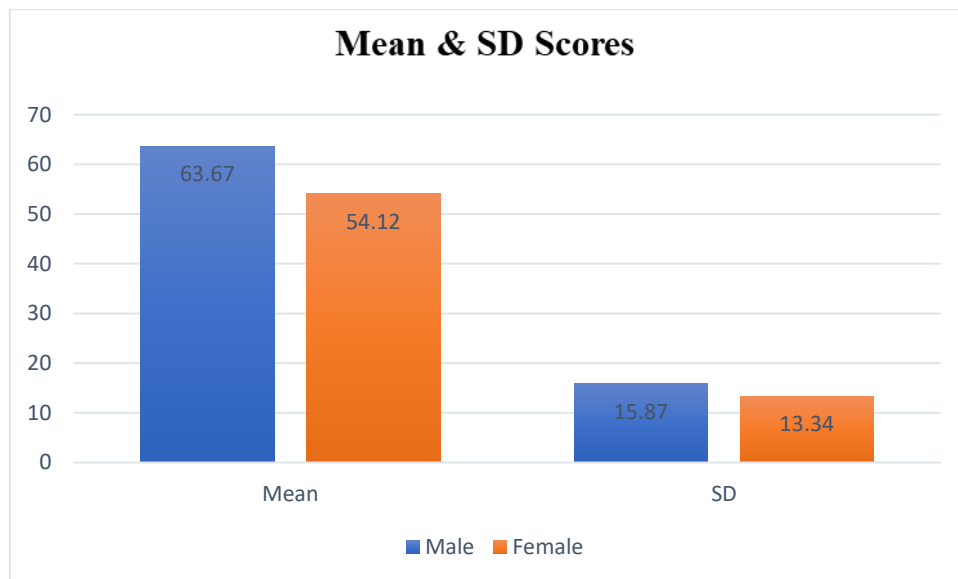


Fig. 2: Mean Academic Procrastination scores of Male and Female Senior Secondary School Students

It is observed from the Table-2 that the t-value of 4.63 was found significant at 0.01 level, which indicates that the academic procrastination of male and female secondary school students differs significantly. So, the null hypothesis i.e. There is no significant difference in academic procrastination of male and female secondary school students, is not retained. In terms of Mean scores, it can be seen that the academic procrastination score of male secondary school students (63.67 ± 15.87) have been found higher than female students (54.12 ± 13.34). So, it can be concluded that male students possess high procrastination than female students.

OBJECTIVE 3: To find the correlation between academic achievement and academic procrastination among senior secondary school students.

For the purpose of studying the relationship between academic achievement and academic procrastination of secondary school students, the following null hypothesis was formulated:

H03. There is no significant relationship between academic achievement and academic procrastination among senior secondary school students.

Table-3 Coefficients of Correlation (r) between Academic Achievement and Academic Procrastination of Secondary School Students

Sr. No.	Variables	N	'r' Value
1.	Academic Achievement	200	-0.58**
2.	Academic Procrastination	200	

****Significant at .01 level**

The Table-3 reveals that coefficient of correlation (r) between academic achievement and academic procrastination of senior secondary school students is -0.58 which is negative but significant at 0.01 level of significance. So, the null hypothesis i.e. There is no significant relationship between academic achievement and academic procrastination of senior secondary school students, is not retained. The 'r' value indicates that academic procrastination is negatively correlated with academic achievement. So, it can be concluded that higher the academic procrastination among students lowers the academic achievement of the students and vice-versa.

FINDINGS OF THE STUDY

- A significant difference in the level was found in academic achievement of senior secondary school students having high and low academic procrastination.
- Academic procrastination of male and female senior secondary school students differs significantly. Male students perform high academic procrastination than female students.
- A significant but negative correlation was found between academic achievement and academic procrastination of senior secondary school students.

CONCLUSION

Procrastination is a prevalent behaviour in modern societies (Ferrari et al., 1995; Callaghan & Newbegin, 2005). It involves postponing essential tasks necessary for achieving goals. While lacking a universally accepted definition, procrastination can generally be understood as a behavioural tendency to delay tasks or decisions. Academic procrastination is frequently observed in activities such as writing term papers, exam preparation, and completing homework assignments (Solomon & Routhblum, 1984). This behaviour negatively impacts academic achievement due to its association with adverse behaviours such as poor study habits, last-minute cramming, test anxiety, late submissions, lower grades, and feelings of guilt and depression (Lee, 2005; Ferrari, 2009). Academic procrastination is recognized as a complex phenomenon involving both cognitive and behavioural aspects. The procrastination behaviours exhibited by students is closely related to their learning experience, leading to various challenges. Many students are aware of their procrastination tendencies and express a desire to reduce them, particularly during exams, assignment deadlines, and term paper writing. Thus, there is a need for research to identify practical strategies to help

students decrease procrastination frequency. Implementing programs to teach task-oriented coping strategies to students is recommended as a potential solution.

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