



ACADEMIC PROCRASTINATORY BEHAVIOUR IN COLLEGE

STUDENTS AND ITS EFFECT ON ACADEMIC

ACHIEVEMENT: A EX-POST FACTO STUDY

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Introduction:

Procrastination is the tendency to delay or completely avoid to responsibilities, decisions, or tasks that need to be done (Tuckman 1989). According to Lay (1986) procrastination means "the putting off of that which is necessary to reach some goal". Solomon and Rothblum (1984) define procrastination as "the act of needlessly delaying tasks to the point of experiencing subjective discomfort".

Academic procrastination can be understood as knowing that one is supposed to, and perhaps even wanting to, complete an academic task but failing to perform the activity within the expected or desired time frame (Senecal, Koestner, & Vallerand, 1995). It can also be described as unnecessarily delaying activities that one ultimately intends to complete. especially when done to the point of creating emotional discomfort (Lay & Schouwenburg, 1993; Solomon & Rothblum, 1984). This behavior is fairly commonplace among adults as well as students at the high school and college levels and may have an important negative impact on learning and achievement (Harriott & Ferrari. 1996; Solomon & Rothblum, 1984;). For example, in academic settings, procrastination may contribute to missing or late assignments, cramming, anxiety during tests, giving up studying when more attractive alternatives are available, and overall poor performance on tests and activities assigned for a course (Lay & Schouwenburg, 1993). Procrastination also has been linked with negative affective outcomes such as higher levels of depression and anxiety and lower levels of self-esteem (Lay, 1992; Lay & Schouwenburg, 1993; Lay & Silverman, 1996; Martin, Flett, Hewitt, Krames, & Szanto, 1996).

Academic procrastination is a form of procrastination particular to education (Behnke and Sawyer, 2005). It is regarded as a behaviour pattern that can have particularly serious consequences for students whose academic lives are characterized by frequent deadlines.

Obviously, when it turns to our students' lives, procrastination can also cause delay in studying behaviours (Tice and Baumeister, 1997), in drafting works or reports, missing deadlines to hand in papers, and putting of administrative tasks related to academic life, such as returning library books, registering for an exam, and so forth (Ferrari, 2000). Skipping classes or delaying in handling in works is also consequences of academic procrastination (Scher and Osterman, 2000). Despite the fact procrastination occurs in all kinds of daily tasks (Alexander and Onwuegbuzie, 2007), academic procrastination is highly frequent in students and is regarded as detrimental to academic progress and success. It is estimated that academic procrastination in tasks related to academic life is a common phenomenon for about 70% of university students (Ferrari et al., 2005). The most frequent consequence of procrastination is poor individual performance (Dewitte and Schouwenburg, 2002).

While much has been studied about procrastination in adults and graduates across academic and non-academic contexts and across individuals in the United States, United Kingdom, and Australia (Ferrari et al., 2005; Ferrari and Scher, 2000; Lee 2005), there is surprising little research exploring this subject in an Asian context (Ang, Klassen, Yeo, Wong, Husan and Chong, 2008). Taking this fact into consideration the investigator made an attempt to study the relationship between academic procrastination and academic achievement of under graduate students in Indian context.

OBJECTIVE OF THE STUDY :

1. To study the academic procrastinatory behaviour of male and female college students.
2. To study academic achievement of college students in relation to level of academic procrastinatory behaviour (low, moderate and high).
3. To investigate the relationship between academic procrastinatory behaviour and academic achievement of college students.

HYPOTHESIS OF THE STUDY :

1. There exists no significance difference in the academic procrastinatory behaviour of male and female college students.
2. There exists no significant difference in academic achievement of college students based on their level of procrastinatory behaviour (low, moderate and high).
3. There exists no significant relationship between academic procrastinatory behaviour and academic achievement of college students.

VARIABLES OF THE STUDY :

Independent Variables - Academic Procrastinatory Behaviour
Gender

Dependent Variables - Academic Achievement

RESEARCH DESIGN :

The design of the study is the descriptive design of ex-post facto type. Ex-post facto type was defined by Kerlinger and Lee (2000) as a systematic empirical inquiry in which the researcher does not have direct control on the independent variables because their manifestations had already occurred. This is to say that the researcher usually has no control over the variables under study and therefore, cannot manipulate them.

POPULATION AND SAMPLE OF THE STUDY :

The population of the present study comprised all under graduate students of second year studying in DEI (Deemed University), Agra. A sample of 90 under graduate students (52 male and 38 female) were selected through random method for the present study.

MEASURES OF THE STUDY :

In this study Tuckman Procrastination Scale and Personal Information Sheet were used to gather data.

Tuckman Procrastination Scale : The adapted version (adapted by the investigators) of Tuckman Procrastination Scale (2001) was used for collection of the data. The scale has a total of 56 statements. The statements are rated on a 5 point Likert scale with response options of Strongly Disagree, Disagree, Undecided, Agree and Strongly Agree. The adapted scale has a reliability index .74.

Demographic Information Sheet : The demographic data of the participants were gathered through demographic Information Sheet (DIS). DIS includes participants' name, gender, class. The participants' performance in examinations of 2nd year of Graduation was taken from their academic record. This represents the participants' academic achievement scores.

ANALYSIS OF DATA :

Different statistical techniques were used for the analysis of data. Mean and Standard Deviation were employed to analyze the academic procrastination of college students. Coefficient of Pearson correlation was utilized to investigate the relationship between academic procrastination and academic achievement. t-test was used to differentiate the

academic procrastination of male and female college students. Difference in the academic achievement of low, moderate, and high academic procrastination was investigate using t-test.

FINDINGS OF THE STUDY :

Finding related to objective:1

A study of General nature of academic procrastinatory behaviour among college students indicated in given below table-1 and scores of procrastinatory behaviour classified in three levels i.e. high, moderate and low.

Table 1 : General nature of academic procrastinatory behaviour of college students

Procrastinatory Scores	No. of Students	Academic Procrastinatory behaviour
Above 173	22	High
Between 129-173	46	Moderate
Below 129	22	Low

Table-1 indicates that out of the 90 college students 22 students i.e. 24.5% have high level of academic procrastination, 46 students i.e. 51% have moderate level of academic procrastination and the remaining 22 students i.e. 24.5% have low level of academic procrastination.

Table 2 : Gender difference and Academic procrastinatory behaviour of college students

Variables	N	M	SD	t value	Level of significance
Male	52	151.5	25.5	1.11	Not sig. at .05 level
Female	38	157.26	23.4		

Table- 2 indicates that no gender difference exists in the academic procrastination of male and female under-graduate students. This is shown with t-test observation (1.11) is less than t-critical at 0.05 level and 88 degree of freedom. Though Female students were found to have more AP (M = 157.26) than Male students, the difference is statistically not significant. This implies that both male and female participants exhibit the same level of academic procrastination.

Finding related to objective:2

Researcher studied the academic achievement in relation to level of academic procrastinatory behaviour, analysis of data given below in table-3

Table 3: Academic achievement of students and their levels of Academic Procrastination (AP)

Levels of Academic Procrastination	N	M	S.D.	t value
Low	22	66.32	9.75	2.62**
Moderate	46	59.50	10.65	
Low	22	66.32	9.75	3.27**
High	22	58.59	5.32	
Moderate	46	59.50	10.65	0.47 NS
High	22	58.59	5.32	

(** Significant at .01 level of significance, NS = Not significant)

Table- 3 indicates that low procrastinators had a mean academic achievement of 66.32 and a standard deviation of 9.75, while moderate procrastinators had a mean academic achievement of 59.50 and a standard deviation of 10.65. The difference between mean values of two groups (2.62) is statistically significant at 0.01 levels. This indicates that a significant difference exists between the academic achievement of low and moderate procrastinators with low procrastinators performing better than the moderate procrastinators. Furthermore data on the mean academic achievement of low procrastinators (M=66.32, SD = 9.75) were compared with those of high procrastinators (M= 58.59, SD=5.32). This analysis showed a mean difference of 3.27 which is significant at 0.01 levels. This indicates that the academic achievement of low procrastinators were better than those of high procrastinators. On the other hand another comparison of mean academic achievement of moderate procrastinators (M=59.50, SD=10.65) and high procrastinators (M=58.59, SD = 5.32) showed a mean difference of 0.47 which is not significant at 0.05 level. This suggests that the academic achievement of moderate and high procrastinators is not different.

Finding related to objective:3

Researcher studied correlation between academic procrastinatory behaviour and academic achievement, statistical analysis given as under-

Table 4: Correlation Between Academic Procrastinatory Behaviour and Academic achievement of students

Variables	N	df	r	Level of significance
Academic Procrastinatory Behaviour	90	88	-.23	significant at .05 level
Academic Achievement				

Table-4 indicates that there is a negative and significant correlation (-.23) between academic procrastinatory behaviour and academic achievement of college students. It means academic procrastinatory behaviour increases with academic achievement decreases.

DISCUSSION:

The present research examined (a) to study the academic procrastinatory behaviour of male and female college students.(b) to study academic achievement of college students in relation to level of academic procrastinatory behaviour (low, moderate and high),and(c) to investigate the relationship between academic procrastinatory behaviour and academic achievement of college students. As a result of the research it is stated that 25% and 51 % of the undergraduate students have high and moderate levels of procrastination behaviour respectively, These results reveal that 76% of college students have academic procrastination behaviour. This result of the present study is consistent with the result of Potts (1987).

The finding related to objective-1 of the present study is that academic procrastination does not differ in respect of gender. The gender differences concerning procrastination behaviour is considerably difficult to envisage (Steel, 2004). By going through the literature on this issue it can be stated that the findings of the studies on the procrastination behaviour-gender relation are inconsistent with each other, while some of the studies reveal that procrastination behaviour does not differ according to gender (Watson 2001; Hess, Sherman, and Goodman, 2000; Konovalona, 2007; Klassen and Kuzucu, 2009), other studies state procrastination behaviour is seen more in female students (Dolye and Paludi, 1998; Washington, 2004); and other studies claim procrastination behaviour is found more in male students (Balkis and Duru, 2009; Steel, 2007; Hampton, 2005; Prohaska, Morrill, Atilas and Perez, 2000).

The finding related to objective-2 of the study also indicated that there is a significant difference in the academic achievement of high, low and moderate procrastinators; Students with low procrastination have higher academic achievement than students with moderate and high levels of procrastination.

The finding related to objective-3 of the present study indicates that academic procrastination is negatively related to academic achievement which is in congruence with the findings of the studies conducted by Baikis and Duru (2009) who found a negative and meaningful correlation between academic procrastination and academic achievement, Tice and Baumeister (1997) and Senecal and Vallerand (1995) also reported that students who have strong tendencies to procrastinate tend to have low examination grades than non-

procrastinators, Popoola (2005), Akinsola and Telia (2007) reported that academic procrastination is associated with poor academic achievement. Hence implication of the present study as the study brings into focus the need for counsellors to recognize procrastination as a behavioral problem which requires professional counseling intervention.

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