



## ACADEMIC PROCASTINATION IN CONTEXT OF GENERAL WELLBEING

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Procrastination, the act of needlessly delaying task to the point of experiencing subjective discomfort, is an all too familiar problem (Solemon and R.1984). Procrastination means desirable putting off or delaying any task to that extent that completion of the task creates the stress. Burka and Yuen(1982 P.32) noted that laziness, undisciplined behavior and not able to manage the time are main attributes which are responsible for procrastination. Procrastination is avoidance of doing the task which needs to be accomplished (Hooda M. and Saini A. 2016). When procrastination is done in academic context it is called academic procrastination. Ellis and Knous(1977) estimated that 95% of American college students procrastinate. Although there is not any universally accepted definition about academic procrastination, but academic procrastination can be defined as the postponement of academic goals to the point where optimal performance becomes highly unlikely, resulting in a state of psychological distress ( Ellis and Knous,1977; Ferrari, Jhonson and Mc cown 1995).

Academic procrastination involves to delay academic task or assignment for one or another reason, because the procrastinator is not enough self motivated to do so whining the expected time frame (Ackerman and Gross;2005).

Procrastination is a very common phenomenon in schools and colleges. Students due to one or another reason postpone their academic assignment. It is an intentional delaying of an intended course of action in spite of an awareness of negative outcome ( Steel 2007).

General wellbeing is an indicator of the state of happiness and satisfaction of a person. General wellbeing is not only an absence of illness or negativity but it consists of the feeling of positivity and fulfillment. General wellbeing is positively associated with academic achievement (Hooda M. and Tyagi A. 2016). Hablrih and Hicks (2015) explored

psychological wellbeing as a highly significant predictor of active procrastination. Academic procrastination is associated with poor academic performance, depression, lack of punctuality and an increase in stress and health problems. After reviewing the above cited studies a gap was found that no study is done on school students in context of their general wellbeing and their habit of academic procrastination. So the investigator aimed to study to find out the relationship between academic procrastination and general wellbeing.

**Objectives:**

- i. To study the relationship between Academic procrastination and general wellbeing of senior secondary school students.
- ii. To study the role of Academic procrastination in predicting the general wellbeing of senior secondary school students.

**Hypothesis:**

- i. There is no significant relationship between the academic procrastination and general wellbeing of the students of senior secondary school students.
- ii. Academic procrastination will have no significant role in predicting General well being of senior secondary students.

**Method:**

**Research design:**

Cross sectional design or correlation design was applied to see the relationship and its reliable prediction between academic procrastination and general wellbeing of the students of senior secondary school students.

**Population and sample:**

Students of XI th class of Sonipat District studying in session 2016-17 comprised the population of the study. Random sampling was used in selecting the units of the study. Total 120 senior secondary school students of Sonipat district are the targeted sample of the study.

**Variable:**

Independent Variable:

Academic procrastination

Dependent variable

General wellbeing

**Tools:**

General well being scale developed by Kalia and Deswal(2011)and academic procrastination scale by Kalia and Manju were used to collect the data from the sample.

**Statistical techniques used:**

In order to find out the relationship and its prediction Product Moment Correlation and Regression were employed.

**Analysis and interpretation:**

**concerned objective of the study:**

O<sub>1</sub>.“To study the relationship between academic procrastination and General Wellbeing of Senior Secondary Students.”

In the light of the above said objective the hypothesis was formulated by the researcher:-

Ho<sub>1</sub>“There is no significant relationship between academic procrastination and General Wellbeing of Senior Secondary Students.”

**Table 1 Relationship between academic procrastination and General Wellbeing**

VARIABLES	N	MEAN	S D	r	LEVEL OF SIGNIFICANCE
General Wellbeing	12	220.42	32.7	-.367	.01
	0		3		
academic procrastination	12	41.59	13.2		
	0		8		

Above Table 1 shows that obtained Product Moment Correlation – coefficient -.367 is negatively significant at .01 level of significance. It refers to the rejection of formulated null hypothesis “There is no significant relationship between Academic procrastination and General Wellbeing of Senior Secondary Students.” Hence it may conclude that there exists a significant and negative co- relation between Academic procrastination and General Wellbeing of Senior Secondary Students. It may be concluded that lower academic procrastination is related to better general wellbeing of the students.

O<sub>2</sub> “To identify the role of academic procrastination in predicting General Wellbeing of senior secondary students”. In the light of the above said objective by the researcher formulated the hypothesis:-

HO<sub>2</sub> “ Academic procrastination will have no significant role in predicting General Wellbeing of senior secondary students.” To predict the role of Academic procrastination in determining General Wellbeing of the students, the following Table 2 was analysed:

**Table 2- Anova Summary**

Model		Sum Squares	of df	Mean Square	F	Sig.
1	Regression	17168.79	1	17168.79	18.36	.01
	Residual	110334.53	118	935.038		
	Total	127503.325	119			

It is clear from Table No.2 that computed F ratio = 18.36,(df 1/118) is highly greater than the table value and is significant at .01 level. Hence the null hypothesis “Academic procrastination will have no significant role in predicting General Wellbeing of senior secondary students.” is rejected. It is concluded that academic procrastination has a significant role in predicting General Wellbeing of senior secondary school students. Furthermore to find out to which extent academic procrastination predicts General Wellbeing of the students, the following Table 3 was analyzed:

**Table 3**

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.367	.135	.127		30.578

The above Table 3 depicts that R Square is .135 and Adjusted R Square is .1127 which indicates that independent variable that is, Academic procrastination occupies 13.5% of the variability of General wellbeing of the students. It can be concluded on the basis of the table 3 that 13.5 % of general wellbeing is influenced and determined by the academic procrastination. In other words, academic procrastination has 13.5 % role in predicting general wellbeing of the students.

**Main Findings of the Study:**

- A significant and positive co- relation was found between academic procrastination and general wellbeing of the students.
- It was found that academic procrastination has a significant role in predicting general wellbeing of senior secondary school students of Haryana state. Academic procrastination accounts 13.5% variability of general wellbeing in the present study. It means 13.5% of general wellbeing can be predicted by academic procrastination of the school.

**Educational implications:-**

The present study has valuable implications for educationists, policy planners, curriculum developers, teachers, parents and school authorities. Results of study can be utilized for devising new models and strategies of teaching-learning.

Students are the future of the nation. As healthy, happy, positive, enthusiastic is the students of today the future human resource would be equally powerful.

Teachers also should do their best to promote general wellbeing of the students. Teachers also should plan team teaching or other way of social learning in such a way that more positivity, more enthusiasm and more team spirit may be inculcated in the students and may enhance their general wellbeing.