INVESTIGATING RESEARCH ON PROCRASTINATION IN SCHOOL EDUCATION

ABSTRACT

This study identified at the procrastination indicators related to academic performance and social anxiety of 12th grade students. Further, it aimed to identify the areas of procrastination among 12th grade students. The major findings revealed that most of the procrastination in academic performance was due to the challenges that teacherspose and the majority of the students revealed that procrastination in academic record was due to academic pressure. The study found that studying for examinations was the major area of procrastination by 12th grade students.

Keywords : *12th grade Students, Procrastination, Social anxiety.*

Introduction

For everyone in the twenty-first century, education is essential. It is widely known that education, especially secondary education, plays a major role in helping people plan. A child should receive instruction that gets them ready for both success in the classroom and success in life. Despite teachers' best efforts to enhance student performance, students' levels of accomplishment remain unchanged. Improving students' academic performance has been one of the most important research topics of the researchers in psychology. Academic performance, often known as academic achievement, is defined as obtaining high exam scores and grades. The degree to which predetermined learning objectiv's are attained is measured by academic performance. Assignments and final exam systems are two ways to accomplish this, both with advantages and disadvantages of their own (Ward, Murray-Ward, Stoker, 1996).

According to cognitive and behavioural viewpoints, academic procrastination can be divided into three groups by Solomon &Rothblum in 1984. Procrastinating academic work, low procrastination, and procrastination perception. Delaying reading tasks (46%), preparing for tests (27.2%), and weekly reading assignments (30.1%) are examples of academic task procrastination. These three definitions of procrastination suggest that academic procrastination is mostly related to preparing for exams, writing papers, and completing weekly reading assignments. Academic procrastination affects between 80% and 95% of school children, according to studies by Ellis and Knaus from as early as 1979 and 2000. Because academic procrastination is linked to negative behaviours like poor study habits, cramming for exams, test anxiety, turning in home assignments and term papers late, receiving lower grades, and feeling guilty and depressed, it negatively affects performance (Lee, 2005; Özer, Demri, and Ferrari, 2009). Although the majority of students turn in their assignments by the due date, some students, according to Owens and Newbegin (1997), send in their work after the deadline or never at all. The work was not turned in, but the most frequent ones are illegitimate or improbable (Ferrari et al., 1998). How important subjects in education are related to factors that promote procrastination. A. Self-regulation is hampered by extended deadlines, a great deal of independence, diversions and temptations, and inadequate information for self-monitoring. B. Motivations and Skills Factors: Lack of self-efficacy-building skills, task aversion, and insufficient attention to skill development. C. Social Factors: Peer influence and ineffective group work.

Background of the study

Biswal, A., Lathigara, A., and Bhatt, N. (2024) identified several different forms of procrastination during their research. The act of trying to put off work-related duties for a variety of reasons is known as procrastination.

Dr. Thangavel
Head-LIRC, St. Francis Institute of Management and Research, Mumbai, India.
Xavier Munda
Research Scholar. Dept. of Education. University of Technology. Rajasthan, India.

There are procrastination models with educational, psychological, and personal components in the setting of academia. The study for this article focuses on two research questions that look at the causes of academic procrastination and provide a deadline and strategic plan to help overcome it. Additionally, the educational dimension—which considers teachers' and students' perspectives on learning and avoiding procrastination—is emphasized in this work. St. Paul made an accurate observation when he said that people's viewpoints are constantly shifting. As humans, there are times when we find it difficult to decide what to do or not do.

Hajipoor Abaiei et al. Kamyabi M. Nekooie et al. (2024) found the possible importance of metacognitive beliefs in the relationship between perfectionism self-efficacy and academic procrastination. The results demonstrated that self-efficacy had a direct, positive, and significant effect on positive metacognitive beliefs (ß=0.39, p<0.01) as well as an inverse, negative, and significant influence on negative metacognitive beliefs (ß=-0.42, p<0.01) and academic procrastination (ß=-0.32, p<0.01). Furthermore, the results showed that metacognitive views that are positive (ß=0.83, p<0.01) and negative (ß=0.51, p<0.01) are directly, favourably, and significantly impacted by perfectionism.

The present study is different from the above studies in terms of sample, area and population. No study is focused on 12th grade students, and hence, the study is unique.

Objectives of the Study

1. To identify the procrastination indicators related to the academic performance of 12th grade students.

2. To identify the procrastination indicators related to academic record of 12th grade students.

3. To find out the areas of procrastination of 12th grade students

Methodology

A descriptive survey was used in this study. Mumbai, Maharashtra State, senior high school CISCE students participated in the current survey study. A technique known as cluster random sampling was employed to collect them. The academic procrastination scale, which was constructed by the researchers based on procrastination theory, was used to collect the data. Students' academic procrastination was described by a descriptive analysis of the data. 96 out of 100 secondary school pupils were chosen using a multi-phase stratified random selection technique.

Analysis of Data

Procrastination Indicators Related to Academic Performance: Nine parameters explain the signs of procrastination. The indicator's performance levels are presented on a three-point scale to determine the degree of procrastination among students. The degree to which ICSE students delay in several academic domains is seen in Table No. 1. 96% of procrastination cases, according to research, are caused by challenges that teachers pose. 92% of the laziness of the kids in the class is reflected in their academic performance. Only 85% of students who procrastinate also perform poorly academically. Because they put off achieving their academic goals, the fewest number of students have poor perfectionism, which is related to and affects academic success.

Table 1
Procrastination Indicators related to Academic Performance

S. No.	Procrastination Indicators	Agree	Un-Decided	Disagree
1	Avoidance of failure	69%	18%	13%
2	Challenge	96%	1%	3%
3	Frequency of procrastination	85%	11%	4%
4	Impulsivity	76%	14%	10%
5	Laziness	92%	3%	5%
6	Organization	15%	0	0
7	Poor perfectionism	12%	2%	1%
8	Self-control	28%	4%	2%
9	Social anxiety	30%	12%	7%
	Total	828		

Procrastination Indicators Related to academic record

Table 2 presents a collection of scholastic records' procrastination elements. Eighty-seven percentage of procrastination indications were linked to academic pressure from the classroom. Parental pressure is identified by 47% of participants as a secondary indicator of procrastination, which is associated with physiological evaluation, social anxiety, and conflict. These are significant elements that could encourage children to put off doing their schoolwork.

Table 2
Procrastination Indicators related to academic record

S. No.	Procrastination Indicators Related to Academic Record	Agree	Un-Decided	Disagree
1	Academic Pressure	87%	-	13%
2	Adapting to a new environment	12%	2%	86%
3	Conflict	42%	10%	48%
4	Ego-is-tic	29%	21%	50%
5	Emotional assessment	26%	23%	51%
6	Frustration	9%	21%	70%
7	Parental Pressure	47%	13%	40%
8	Physiological assessment	41%	19%	40%
9	Psychological Anxiety	35%	5%	60%
10	Rational Thinking	16%	12%	72%
11	Social Interaction	28%	22%	50%
12	Socio-Cultural Pressure	24%	33%	43%
13	Societal Pressure	17%	3%	-
14	Social Shyness	32%	7%	-
15	Non-Academic pressure	23%	-	3%

Areas of Procrastinations

Table 3 displays the areas where students exhibit procrastination indications. Eighty-six percentage of students delay studying for tests, according to this research report. 68% of students procrastinate, according to academic activity across various domains, but 72% of students are advised by the topic study. Students who put off completing their library tasks are the fewest, at 27%. Consequently, the majority of problems with procrastination are associated with reading and evaluating academic literature.

Table 3
Areas of Procrastination

S. No.	Areas of Procrastination Indicators	Agree	Un-Decided	Disagree
1	Content	72%	5%	23%
2	Writing assignment	53%	-	-
3	Presentation	59%	-	30%
4	Study for Examination	87%	3%	10%
5	Group Work	50%	7%	-
6	Academic activity	68%	20%	12%
7	Library work	27%	-	-
8	Co-Curricular Activities	45%	-	-
9	Extra-Curricular Activity	31%	-	-

Discussion

Research Paper

The focus of this study is academic procrastination among ICSE 12th standard students and how it affects their academic performance in different settings. Specifically, procrastination indicators linked to social anxiety, academic performance, and anxiety are examined, along with the reasons behind the procrastination, the area in which it occurs, and its level. In a particular discipline within educational institutions, more research can be carried out using the same variables as examined in this study or separately. This study looks at nine factors that are common to student study environments and that, when considered independently or in combination, increase the risk of procrastination. Given the prevalence of academic procrastination, a better knowledge of these risk factors and strategies for managing them is necessary to prevent and reduce procrastination. Although we cannot control what kids do, we have some say in how schools encourage better behaviour for students' academic achievement.

Conclusion

The topics that are covered by the current study sample are constrained to some extent. It is hoped that more research in this field will resolve this constraint. However, caution should be exercised when extrapolating the results to other groups. Additionally, every national government and Ministry of Education should be in the curriculum for formal self-care instruction and family communication pattern modification by qualified experts. Using the findings of this study, educators and tutors should arrange social, psychological, and cultural preventive sessions for pupils, which may help the school students rectify their procrastination problems through their respective psychologists.

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