



## RELATIONSHIP BETWEEN ACADEMIC PROCRASTINATION AND SCHOLASTIC ACHIEVEMENT OF INSTITUTIONALISED CHILDREN AT SECONDARY LEVEL

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### ABSTRACT

The present study was aimed to find out the relationship between academic procrastination and scholastic achievement of institutionalised children at secondary level. Survey method conducted on a stratified random sample consists of 600 institutionalised children in various districts of Kerala. Data was analysed by using *r*-value. Result found that there is significant negative relationship between academic procrastination on scholastic achievement of institutionalised children at secondary level.

**KEYWORDS:** Academic Procrastination, Scholastic Achievement, Institutionalised Children.

### INTRODUCTION :

Procrastination behavior can be defined as delaying the tasks to be done to a later time due to various reasons. Academic procrastination is a special form of procrastination that occurs in the academic settings. It involves knowing that one needs to carry out an academic task or undertake an academic activity, such as writing a term paper, studying for examinations, finishing a school related project, or undertaking the weekly reading assignments, but, for one reason or another, failing to motivate oneself to do so within the expected time frame (Ackerman and Gross, 2005). Assessment of academic procrastination has focused almost entirely on the measurement of study habits, such as minutes spent studying and attitudes toward studying (Zeisat, Rosenthal and White, 1978) and lessons completed in self-paced instruction courses (Miller, Weaver and Semb, 1974).

### OBJECTIVES OF THE STUDY

- To find out the relationship between academic procrastination and scholastic achievement of institutionalised children at secondary level for the total sample.
- To find out the relationship between academic procrastination and scholastic achievement of institutionalised children at secondary level based on gender and locality of institution.

### HYPOTHESES

1. There is a significant relationship between academic procrastination and scholastic achievement of institutionalised children at secondary level.
2. There is a significant relationship between academic procrastination and scholastic achievement of institutionalised children at secondary level based on gender.
3. There is a significant relationship between academic procrastination and scholastic achievement of institutionalised children at secondary level based on locality of institution.

**METHODOLOGY**

Normative survey method was adopted for the present study. Considering the nature of the study stratified random sampling method was used. Institutionalised children at secondary level were taken as population. The sample consists of 600 institutionalised children selected randomly from various districts of Kerala. Academic Procrastination Scale developed by the investigator was employed for data collection in this study. The data was analysed by using Pearson Product Moment Coefficient of Correlation.

**Data Analysis**

**Table 1: Relationship between Academic Procrastination and Scholastic Achievement of Institutionalized Children at Secondary Level for the Total Sample**

N	r	t	SEr	Confidence Interval		Percentage Variance	Verbal Interpretation
				Lower	Upper		
600	-.504*	14.27	.0304	-.425	-.582	25.40	Moderate Negative Correlation

Table-1 shows that the co-efficient of correlation between academic procrastination behaviour and scholastic achievement for the whole sample is -.504. The value (.504) is higher than the table value (.115) at .01 level of significance. This indicates that there exists significant negative relationship between academic procrastination and scholastic achievement of institutionalised children at secondary level. When the academic procrastination behaviour increases there will be a corresponding decrease in the scholastic achievement.

**Table 2: Relationship between Academic Procrastination and Scholastic Achievement of Institutionalized Children at Secondary Level based on Gender**

Gender	N	r	t	SEr	Confidence Interval		Percentage Variance	Verbal interpretation
					Lower	Upper		
Boys	280	-.517*	10.07	.0437	-.404	-.629	26.73	Moderate Negative Correlation
Girls	320	-.528*	11.08	.0403	-.423	-.632	27.88	Moderate Negative Correlation

From Table-2, the co-efficient of correlation between academic procrastination and scholastic achievement for the boys is -.517 which is higher than the table value (.182) at .01 level of significance. There is a significant negative relationship between academic procrastination and scholastic achievement among institutionalized boys. There exists a significant negative and substantial correlation between academic procrastination and scholastic achievement among institutionalized girls.

**Table 3: Relationship between Academic Procrastination and Scholastic Achievement of Institutionalized Children at Secondary Level based on Locality of Institution**

Locality of Institution	N	r	t	SEr	Confidence Interval		Percentage Variance	Verbal Interpretation
					Lower	Upper		
Rural	315	-.515*	10.63	.0414	-.408	-.621	26.52	Moderate Negative Correlation
Urban	285	-.452*	8.52	.0471	-.330	-.573	20.43	Moderate Negative Correlation

Table-3 depicts that the co-efficient of correlation between academic procrastination and scholastic achievement for the rural school students is -.515 which is higher than the table value (.182) at .01 level of significance. There is a significant negative correlation exists between academic procrastination and scholastic achievement among rural school students. There exists a significant negative and moderate relationship between academic procrastination and scholastic achievement among urban school students.

#### CONCLUSIONS AND IMPLICATIONS OF THE STUDY

The study revealed that there exists a significant negative relationship between academic procrastination and scholastic achievement. When the academic procrastination behaviour increases there will be a corresponding decrease in the scholastic achievement. When the academic procrastination behaviour increases there will be a corresponding decrease in the scholastic achievement.

There is a significant negative relationship between academic procrastination and scholastic achievement among institutionalized boys. There exists a significant negative and moderate correlation between academic procrastination and scholastic achievement among institutionalized girls. The relationship between academic procrastination and scholastic achievement among institutionalised boys is similar to that of institutionalised girls. There is a significant negative relationship between academic procrastination and scholastic achievement among rural school students. There exists a significant negative and moderate relationship between academic procrastination and scholastic achievement among urban school students. The relationship between academic procrastination and scholastic achievement among institutionalised children studying in rural schools is comparable to that of institutionalised children studying in urban schools. The academic procrastination behaviour is a serious threat to the scholastic achievement. It negatively influences the scholastic achievement. Therefore, proper care should be taken by teachers and caretakers to minimize such behaviour among institutionalised children. The children should be made aware about the importance of timely completion of their learning tasks. They should be encouraged to finish their assigned duties promptly. Proper techniques should be adopted in schools as well as at their residences to enhance their interest in studies and to develop positive attitude towards life and learning.

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