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CORRELATES OF ACADEMIC PROCRASTINATION OF STUDENT TEACHERS WITH THEIR PEDAGOGICAL COMPETENCE

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ABSTRACT:

Occurrence of Academic procrastination is a widespread phenomenon that results in a range of negative outcomes. Many studies determined causes and correlates of academic procrastination among school children; yet, the study on student teachers for academic procrastination is limited. The present study is aimed at examining correlation between academic procrastination and pedagogical competence of student teachers as a base for developing an

intervention for academic procrastination. Academic procrastination assessment scale and pedagogical competence scale developed by investigators were used to determine the significant differences and correlation of academic procrastination and pedagogical competence among student teachers. Findings depicted that 48.3% of student teachers out of 840 are seemed to have a moderate level of academic procrastination. It is also found that male student teachers scored high in academic procrastination scale as they are tend to be highly procrastinated than their counterparts while female student teachers scored high on pedagogical competence than males. Correlation analysis showed that academic procrastination and pedagogical competence of student teachers are highly correlated. Results supported the notion that academic procrastination is a barrier to student teachers' academic outcomes and elucidates the need to develop academic interventions to lessen procrastination behaviours as a way to decrease its predominance in academic settings.

KEYWORDS: Academic Procrastination, Pedagogical Competence, Student Teachers.

INTRODUCTION :

Teachers are the dynamic energy for the reconstruction of the nation as they carry the responsibility of building future citizens of the society. The place of teacher in the current scenario of society is really crucial due to his/her pivotal role in social progress and the transmission of wisdom,

knowledge and experience of one generation to another. Teaching is a process which means "causing to learn" where student teachers need to possess adequate competencies to become effective teachers. To attain this goal a student teacher must have adequate knowledge, understanding, skills, attitude and values. It is the platform where ignorant, unskilful individuals get proper training on pedagogical competence through training so as to mould them to fit for the teaching

profession. Hence it is imperative to train them with sharp self-regulation skills to prevent them from being procrastinated. Procrastinating is postponing a task which needs to be accomplished. Procrastination can lead to feelings of guilt, inadequacy, depression and self-doubt. Both general and academic procrastination have been

defined as a failure in self-regulation (Chu & Choi, 2005; DeRoma et al., 2003; Lee, 2005); that is the ability to exert control over thoughts, emotions, impulses, and task performance in regards to preferred standards (Vohs & Baumeister, 2004).

Academic procrastination is a significant problem during college years because many college students lack proficient time management skills (Odaci). In order to avoid negative emotions, and to delay stressful tasks, people do procrastinate. Steel (2010) indicated in that "anxiety is just as likely to get people to start working early as late, and that the focus of studies on procrastination should be impulsiveness. That is, anxiety will cause people of delay only if they are impulsive. Pre service teacher education is the foundation of each and every individual practicing; teaching profession and it is beyond doubt that the consequence of any wrong pattern of training would be hazardous for a whole system of education. In this regard maintaining quality in this field is mandatory.

Despite academic requirements, student teachers suffer novel stressors as a result; they tend to procrastinate their work. When student teachers are required to adjust to curricular demands, they often experience emotional dilemmas and psychological distress that automatically causes academic procrastination. Furthermore, high levels of stress and procrastination behaviour among student teachers can have a direct impact on their interest in studies, failures, depression, sleep, health problems, anxiety disorders and self-confidence. Academic procrastination behaviour would cause some serious defects in acquiring pedagogical competence. Pedagogical competence is the integrated quality that delineates the capacity to find answers to arising pedagogical issues by creatively using one's knowledge, personal and professional experiences, values and talents that lead to proper and desirable outcomes. Hence, this paper entitled "Correlates of Academic Procrastination of Student Teachers with their Pedagogical Competence" would definitely be an eye opener for stakeholders to make the teacher education more need-oriented and result-oriented.

NEED FOR THE STUDY

Procrastination can happen in daily life, but academic procrastination has the highest frequency and is considered to be a significant factor that bothers the development of academic success (Alexander & Onwuegbuzie, cited in Rosario et al, 2009). A competent teacher has an important role in students' success; improving the pedagogical competence of teachers seems to be very important too. This attempt, at first hand, requires recognizing the procrastinating behaviour of student teachers. Because, researchers reported that academic procrastination may have a negative impact on learning achievement, such as low scores and fail the exam (Aremu, 2011; Balkis, M., 2013). Academic procrastination causes psychological burden and tension from the environment such as meeting TET exams; expectations of the community for B.Ed. students. Evaluating the level of academic procrastination of student teachers would provide an idea about the abilities of student teachers to develop their pedagogical competencies which are inevitable in this present day competitive world. Thus a need is felt to investigate the academic procrastination in relation to pedagogical competence of student teachers, as the student teachers should be trained properly to become effective teachers.

OBJECTIVES OF THE STUDY

- To assess the academic procrastination level of students teachers.
- To ascertain whether there is any significant relationship between academic procrastination and pedagogical competence of student teachers.
- To find out whether there is significant difference in the mean scores of academic procrastination and its dimensions with respect to gender.
- To find out whether there is significant difference in the mean scores of pedagogical competence and its dimensions with respect to gender.

HYPOTHESES

1. There is no significant relationship between academic procrastination and pedagogical competence of student teachers.

2. There is no significant difference in the mean scores of academic procrastination and its dimensions with respect to gender.
3. There is no significant difference in the mean scores of pedagogical competence and its dimensions with respect to gender.

METHODOLOGY

To proceed with the right research methodology is necessary, as it gives the right direction to one's research. The study applied the descriptive method since it aimed to determine mainly the relationship between academic procrastination and pedagogical competence of student teachers. The sample for the study was 840 student teachers (258 female and 582 male) of whom their age ranged from 24 to 33 years. Student teachers participating in the present study are from the different Departments of Education (Tamil, English, Mathematics, Physical Science, Biological Science, and Social Science). The stratified random sampling technique was used to collect data from 10 Colleges of Education around Tamil Nadu. The study was carried out with student teachers studying in Government and Govt. Aided autonomous Colleges of Education, Tamil Nadu. It is hoped that findings from the students would also be a true reflection of some other colleges in the country.

TOOLS

Academic Procrastination Assessment Scale (APAS) with 4 dimensions of task aversion, task delay, lack of task arousal and lack of self-regulation (40 items) was used to determine student teachers' level of academic procrastination using 5-point scale ranged from strongly agree (5) to strongly disagree (1). Pedagogical Competence Scale includes 4 dimensions of theoretical knowledge, teaching skills, assessment of learning and classroom management skills with 36 items developed by investigators was used to assess the pedagogical competence of student teachers. The internal consistency of the total scales is 0.785 and 0.837 respectively.

DATA ANALYSIS

Table 1: Distribution of Academic Procrastination among Student Teachers

Level of Academic Procrastination	N	%
Low	215	25.6
Moderate	406	48.3
High	219	26.1
TOTAL	840	100

From Table-1, majority of the student teachers i.e. 48.3% fall in the category of moderate academic procrastination while 25.6% student teachers fall in the category of low academic procrastination. About 26.1% of student teachers fall in the category of high academic procrastination.

Table 2: Correlation between Academic Procrastination and Pedagogical Competence of Student Teachers

Variable	Task Aversion	Task Delay	Task Arousal	Lack of Self-Regulation	Overall Academic Procrastination
Theoretical Knowledge	-0.523**	-0.576**	-0.475**	-0.489**	-0.654**
Teaching Skills	-0.557**	-0.641**	-0.496**	-0.428**	-0.673**
Assessment of Learning	-0.439**	-0.480**	-0.426**	-0.477**	-0.576**
Classroom Management	-0.455**	-0.537**	-0.407**	-0.520**	-0.609**
Overall Pedagogical Competence	-0.640**	-0.726**	-0.584**	-0.623**	-0.816**

Table-2 shows that the multiple correlation coefficient exists among the above mentioned variables indicate that all variables are negatively correlated with each other. The correlation coefficient between theoretical knowledge and task aversion is -0.523, which indicate 52.3% negative relationships between theoretical knowledge and task aversion and is significant at 1% level. the correlation coefficient between teaching skills and task aversion is 0.576 which indicate 57.6% negative relationships between teaching skills and task aversion and is significant at 1% level. The correlation coefficient between assessment of learning and task aversion is 0.475, which indicate 47.5% negative relationships between assessment of learning and task aversion and is significant at 1% level and similarly the other dimensions are negatively correlated with each other. Result revealed that when academic procrastination of student teachers decreases, the pedagogical competence also decreases.

Table 3: Academic Procrastination with respect to Gender

Dimensions of Academic Procrastination	Gender	N	Mean	SD	df	t-value	Level of Significance
Task Aversion	Male	258	30.34	9.798	838	16.73**	Significant at 0.01 level
	Female	582	19.98	7.508			
Task Delay	Male	258	26.60	11.426	838	10.94**	Significant at 0.01 level
	Female	582	20.26	5.366			
Task Arousal	Male	258	33.52	5.935	838	7.67**	Significant at 0.01 level
	Female	582	29.40	7.667			
Lack of Self-Regulation	Male	258	33.76	8.529	838	3.76**	Significant at 0.01 level
	Female	582	31.04	10.107			
Overall Academic Procrastination	Male	258	124.22	29.372	838	12.72**	Significant at 0.01 level
	Female	582	100.68	22.372			

Table-3 portrays that there exists 1% level significant difference between male and female student teachers with respect to the dimensions of task aversion, task delay, lack of task arousal and lack of self-regulation which is revealed by the t-values 16.73, 10.94, 7.67 and 3.76 respectively. Considering the overall academic procrastination male student teachers differed significantly from female student teachers as revealed by t-value 12.72 which is less than table value. Hence, the hypothesis-2 is rejected with respect to overall academic procrastination. Result shows that male student teachers scored higher mean values than their female counterparts in the dimensions of task aversion, task delay, lack of task arousal and lack of self-regulation and overall academic procrastination which revealed that male student teachers are more vulnerable to the effect of academic procrastination.

Table 4: Pedagogical Competence with respect to Gender

Dimensions of Pedagogical Competence	Gender	N	Mean	SD	df	t-value	Level of Significance
Theoretical Knowledge	Male	258	29.07	11.29	838	5.91**	Significant at 0.01 level
	Female	582	33.04	7.73			
Teaching Skills	Male	258	33.18	8.75	838	11.27**	Significant at 0.01 level
	Female	582	38.82	5.53			
Assessment of Learning	Male	258	29.37	6.06	838	10.30**	Significant at 0.01 level
	Female	582	33.38	4.77			
Classroom Management Skills	Male	258	27.84	6.68	838	9.02**	Significant at 0.01 level
	Female	582	32.69	7.40			
Pedagogical Competence Total	Male	258	119.46	28.20	838	11.39**	Significant at 0.01 level
	Female	582	137.93	18.03			

From Table-4, the calculated t-value for the dimensions of theoretical knowledge, teaching skills, assessment of learning and class room management skills are respectively 5.91, 11.27, 10.30 and 9.02 greater than the table value (2.58). Hence there is a significant difference between mean scores of male and female student teachers with respect to the dimensions of theoretical knowledge, teaching skills, assessment of learning and class room management skills. It is also observed that there exists 1% significant difference between male and female student teachers in the overall pedagogical competence as revealed by t-value 11.39. Hence, the hypothesis-3 is rejected. It is observed from above table that the female student teachers scored higher than their male counterparts in the dimensions of theoretical knowledge, teaching skills, assessment of learning and class room management skill and overall pedagogical competence which depicts that pedagogical competence is high for female student teachers.

FINDINGS OF THE STUDY

- Majority of the student teachers i.e. 48.3% fall in the category of moderate academic procrastination while 25.6% student teachers fall in the category of low academic procrastination. About 26.1% of student teachers fall in the category of high academic procrastination. Hence, it is inferred that prevalence of academic procrastination among student teachers is moderate.
- Academic procrastination is negatively related to pedagogical competence of student teachers which means that academic procrastination would affect pedagogical competence of student teachers. Result is in line with Schouwenburg (2004) who proclaimed that students' tendency to procrastinate may be one of the long-term consequences of socially irrelevant academic tasks.
- The mean score of task aversion is higher for male student teachers than their counterparts. Result showed that the significant difference between male and female student teachers in overall academic procrastination is significant at 1% level. The mean difference between males and females is in favour of females, indicating that females have low academic procrastination than males. The result of the study is contradictory with the result of Ozer, Zekiye, Yetkin, Ramazan (2018) who found that the factors such as gender and grade levels of pre-service teachers have no significant effect on participants' academic procrastination behaviors.
- The female student teachers possessed more theoretical knowledge than males. This result is in contrary with Eren, Esra, Avci, ZeynepYurtseven, Kapucu and MuniseSeckin (2015) who found that there were no significant differences in competency levels of pre-service teachers with respect to gender, department and daily internet use variables.

CONCLUSION

Academic Procrastination has become an alarming issue due its adverse effects on student population. The general inclination toward postponing academic tasks has been conceptualized as academic procrastination as student teachers have to deal with it at all stage of teacher education, because of its negative effect on academic outcomes. Result of the study showed that there was negative correlation between academic procrastination and pedagogical competence of student teachers. Male student teachers are seemed to be academically procrastinated than their female counterparts. Hence, teacher education institutions have to take some steps to reduce academic procrastination by conducting workshops and life skills training.

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