



## ACADEMIC PROCRASTINATION AMONG B.Ed. STUDENTS

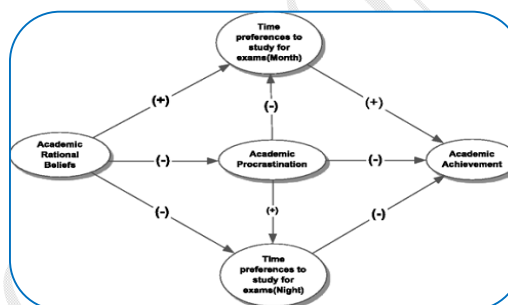
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### ABSTRACT :

Academic procrastination is a slow but precarious process to affect academic life and career. The study was conducted on a sample of 73 B.Ed. students. A standardised tool was used to assess academic procrastination. The investigator employed t-test and two-way ANOVA to compute the data. The present study is an earnest attempt to identify the effect of semester and gender on academic procrastination of B.Ed. students. The results revealed that there was a non-significant main effect of semester on academic procrastination of B.Ed. students while third semester students had a little higher level of academic procrastination than first semester students. There was a non-significant main effect of gender on academic procrastination of B.Ed. students but female students had a slightly higher level of academic procrastination than male students. There was also a non-significant interaction effect of semester and gender on academic procrastination of B.Ed. students. It also examined the effect of gender on academic procrastination of B.Ed. first semester and third semester students separately. There was a non-significant difference between academic procrastination of male and female students of B.Ed. first semester but female students had a little higher level of academic procrastination than male students. There was a significant difference between academic procrastination of male and female students of B.Ed. third semester. Female students scored more significantly on academic procrastination than male students.



**KEYWORDS :** Academic Procrastination, B.Ed. Students.

### INTRODUCTION

Academic procrastination is a predominant marvel with a scope of negative results (Goroshit, 2018). Procrastination includes realising that one needs to play out an action or take care of an assignment, and may be notwithstanding needing to do as such, yet neglecting to inspire oneself to perform inside the ideal or expected time period (Ackerman & Gross, 2005). "Procrastination, according to the American Heritage Dictionary (Morris, 1978), is the act of putting off doing something until a future date, postponing or delaying needlessly" (as cited in Milgram, Batori, & Mowrer, 1993). Studying procrastination is a hindrance to students' scholastic achievement and results and clears up the need to create and ponder scholarly intercessions for academic procrastination as a way to diminish its pervasiveness in academic settings (Goroshit, 2018). Academic procrastination affected the repeat of a wide range of academic transgression and its arrangement and the most grounded effect of academic procrastination on applying deceitful pretences was found (Patzek, Sattler, Veen, Grunschel, & Fries, 2015). Academic procrastination is the delay

for an academic assignment, project, module and research work. It is not idleness but making hold any piece of work needlessly.

The investigation inferred that procrastination sways the scholastic achievement of students the extent that classroom learning and participation in exercises, the convenience of their assignments, preparing for the examinations and achievement (Hussain & Sultan, 2010). Multiple logistic regression demonstrated that a total coping style, avoidant coping style, academic self-efficacy, and English language proficiency were the essential pointers of academic procrastination in non-Indian Asian international students (Lowinger et al., 2016). Self-oriented perfectionist personality trait considerably anticipated academic procrastination and life satisfaction (Çapan, 2010). High self-efficacy for self-regulated learning projected students' desires for doing great and low self-efficacy for self-regulated learning anticipated students' desires for not doing admirably academically (Tan et al., 2008). Self-esteem was observed to fundamentally impact procrastination in the negative bearing. The adaptive perfectionism factors associated positively with procrastination on a noteworthy dimension (Wazid, Shahnawaz, & Gupta, 2016).

Laziness, lack of motivation, stress, too much time internet use and difficulty of the task are major recognized explanations behind academic procrastination (He, 2017). Procrastination is not only scarcity in study habits or time management but contains a multifaceted interface of behavioural, cognitive, and affective mechanisms (Solomon & Rothblum, 1984). Procrastination diminishes when the guardians' education is higher, however, it increments alongside the quantity of kin, the review level, and the underachievement (Rosário et al., 2009). Academic procrastination was anticipated for concerns about negative evaluation, low personal standards for achievement, convictions that results are because of individual endeavours, and cooperation in learning for reasons other than evaluations or assessment by others. (Saddler & Buley, 1999). There are various factors which determine procrastination and academic procrastination.

### RATIONALE OF THE STUDY

Academic procrastination is severe and serious malice for academic life. B.Ed. students are called pupil teachers and they are future teachers so they have higher responsibilities to guide the young minds. They are torchbearers of society and country. It can affect academic success and scientific culture. Therefore, the investigator made an attempt to know the effect of semester and gender on academic procrastination of B.Ed. students. The present study will help to understand academic procrastination in terms of semester and gender.

### ACADEMIC PROCRASTINATION

Academic procrastination is a deliberate postponement of the assigned or targeted task for academic status.

#### Variables in the Present Study

**Dependent Variable:** Academic Procrastination.

**Independent Variables:** Semester, Gender.

### OBJECTIVES

1. To identify the difference between academic procrastination of male and female B.Ed. first semester students.
2. To find out the difference between academic procrastination of male and female B.Ed. third semester students.
3. To study the difference in academic procrastination of B.Ed. students in terms of semester and gender.

## HYPOTHESES

**H<sub>0</sub>1.** There will be no significant difference between academic procrastination of male and female B.Ed. first semester students.

**H<sub>0</sub>2.** There will be no significant difference between academic procrastination of male and female B.Ed. third semester students.

**H<sub>0</sub>3.** There will be no significant difference in academic procrastination of B.Ed. students in terms of semester and gender.

## Delimitations of the Study

These followings delimit this study:

1. The present study is restricted to B.Ed. first and third semester students of Aligarh Muslim University, Aligarh, U.P., India.

2. The present study is restricted to gender (male and female).

## MATERIALS AND METHODS

This present study was piloted at Aligarh Muslim University, Aligarh. It was planned to compare academic procrastination of B.Ed. students in respect of semester and gender. It was also intended to study the difference in academic procrastination of male and female B.Ed. first and third semester students.

## Participants

In the present study, the population contained B.Ed. students from Aligarh Muslim University, Aligarh, Uttar Pradesh, India. This study was conducted on a sample of 73 B.Ed. students (36 first semester students & 37 third semester students; 34 male students & 39 female students) studying in B.Ed. at Aligarh Muslim University, Aligarh, Uttar Pradesh, India. The sample was drawn on a random basis.

## Procedure

The investigator personally visited the department at Aligarh Muslim University, Aligarh in the wake of getting permission from the respective chairperson. The objectives of the study were disclosed to students. A respectable rapport was perceived to acquire genuine responses from the participants through a short talk. They were ensured that their data will be used just for research purpose and will be kept in certainty. They were told to fill out the questionnaire as it was clarified in the manual of the tool itself.

## Measures

The academic procrastination scale (APS; GSBL, 2018) was used to measure scores on academic procrastination of B.Ed. students. It consisted of 30 items rated on 5-point Likert scale, *strongly agree, agree, neutral, disagree and strongly disagree*. For positive items, 5 to 1 point is given but for negative items, reverse points are given from 1 to 5. The reliability of the tool as determined by Cronbach's alpha coefficient is 0.76. The content validity was used to check the internal consistency of the statements. Those statements were retained had at least 75% - 85% agreement among experts with regard to the relevance of items.

## Data Analysis

The study examined the difference between academic procrastination of B.Ed. students in terms of semester and gender. It was also planned to compare academic procrastination of B.Ed. first and third semester students in terms of gender. SPSS software version 20.0 was used to analyse the data. The investigator employed t-test and two-way ANOVA to compute data.

**RESULTS AND INTERPRETATION****Table 1: To identify the difference between academic procrastination of male and female B.Ed. first semester students.**

Variable	Gender	N	Mean	SD	t value	Sig.
Academic Procrastination	Male	15	73.87	11.03	-.13	.90
	Female	21	74.43	13.81		

It is evident from table 1 that mean scores of male and female students were 73.87 and 74.43 respectively on academic procrastination. The t-value (-.13,  $p > 0.05$ ) reveals that there is a non-significant difference between academic procrastination of male and female B.Ed. first semester students. Thus, the null hypothesis is accepted. On the basis of mean, female students had a somewhat higher level of academic procrastination than male students.

**Table 2: To identify the difference between academic procrastination of male and female B.Ed. third semester students.**

Variable	Gender	N	Mean	SD	t value	Sig.
Academic Procrastination	Male	19	72.95	18.36	-2.11	.042*
	Female	18	84.44	14.38		

\*Significant at 0.05 level (2- tailed).

Table 2 indicates that t-value (-2.11,  $p < 0.05$ ) reveals a significant difference between academic procrastination of male and female B.Ed. third semester students. Therefore, the null hypothesis is rejected. Female students ( $M = 84.44$ ) procrastinated significantly more than male students ( $M = 72.95$ ).

**Table 3: To study the difference in academic procrastination of B.Ed. students in terms of semester and gender.****Test of Between-Subjects Effects**

Dependent Variable: Academic Procrastination

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1569.211 <sup>a</sup>	3	523.070	2.390	.076
Intercept	420026.865	1	420026.865	1919.040	.000
Semester	371.945	1	371.945	1.699	.197
Gender	653.648	1	653.648	2.986	.088
Semester*Gender	537.495	1	537.495	2.456	.122
Error	15102.268	69	218.873		
Total	442739.000	73			
Corrected Total	16671.479	72			

a. R Squared = .094 (Adjusted R Squared = .055)

**Estimated Marginal Means**

Dependent Variable	Semester				Gender			
	First		Third		Male		Female	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Academic Procrastination	74.15	2.50	78.70	2.43	73.41	2.56	79.44	2.38

A two- way ANOVA was conducted to examine the effect of semester and gender on academic procrastination of B.Ed. students. There was a non-significant main effect of the semester on academic

procrastination of B.Ed. students  $F(1, 69) = 1.699, p > 0.05$ . But third semester students ( $M = 78.70$ ) had a little greater level of academic procrastination than first semester students ( $M = 74.15$ ). Further the main effect of gender on academic procrastination of B.Ed. students was also found non-significant  $F(1, 69) = 2.986, p > 0.05$ . But female students ( $M = 79.44$ ) had a little higher level of academic procrastination than male students ( $M = 73.41$ ). The interaction effect of semester and gender on academic procrastination of B.Ed. students was found non-significant  $F(1, 69) = 2.456, p > 0.05$ .

## DISCUSSION AND CONCLUSION

The present investigation is a sincere endeavour to recognize the effect of semester and gender on academic procrastination of B.Ed. students. It likewise examined the effect of gender on academic procrastination of B.Ed. first semester and third semester students independently. The outcomes uncovered that there was a non-significant main effect of the semester on academic procrastination of B.Ed. students while third semester students had a somewhat larger amount of academic procrastination than first semester students. It might be due to first semester students' enthusiasm and eagerness with syllabus, course and patterns of academic examinations. Gender differences in the recurrence of academic procrastination have been a serious issue because of conflicting outcomes. Some studies revealed that male students showed higher level of procrastination than female students (Balkis & Duru, 2017; Wazid et al., 2016; Khan, Arif, Noor, & Muneer, 2014; Lakshminarayan, Potdar, & Reddy, 2013; Steel & Ferrari, 2013; Özer, Demir, & Ferrari, 2009) while another study uncovered that females had a higher level of procrastination than males (Washington, 2004). The other group found that there was no significant difference between procrastination of males and females (He, 2017; Şirin, 2011). The present study revealed that there was a non-significant main effect of gender on academic procrastination of B.Ed. students yet female students had a somewhat more elevated amount of academic procrastination than male students. There was also a non-significant interaction effect of semester and gender on academic procrastination of B.Ed. students. There was a non-significant difference between academic procrastination of male and female B.Ed. first semester students but female students had a somewhat larger amount of academic procrastination than male students. There was a significant difference between academic procrastination of male and female B.Ed. third semester students. Female students scored significantly on academic procrastination than male students. It might be because male students were more concerned about jobs than their counterparts.

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