

A Study of Academic Procrastination of Senior Secondary School Students in Relation to their Self Confidence and Gender

Dr. Regon Moody, Assistant Professor-III,
Dept. of Education M. D. University Rohtak, Haryana

ABSTRACT

The present research work intends to study academic procrastination of sr. sec. school students in relation to their self confidence and gender. In this study descriptive research method was employed. A sample of 600 students was selected by using multistage random sampling from six district of Haryana. Academic Procrastination Scale (APS-KAYM) by Kalia & Yadav and Self Confidence Inventory (SCI-GR) by Gupta was used to collect data. For data analysis, two way ANOVA with 2x2 factorial design was used in the study. The main result indicates that self confidence had significant effect on academic procrastination and gender had no significant effect on academic procrastination. Further significant double interaction effect of self confidence and gender was found on academic procrastination.

INTRODUCTION

ACADEMIC PROCRASTINATION

Students avoid their task even at the last moment. Students go on putting off their studies like preparing for exams, doing home work, making assignments ready by simultaneously doing worries about exams. It means the students deliberately delay their tasks on academic issues. They sometimes may be fearful of making mistakes in their work and they go on postponing their task which should have been completed previously at proper time. Solomon Schouwenburg, Koestner Vallerand, Senecal, Milgram, Mey Tal Levinson, Rothblm (1992, 1995, 1998, 1984) Schouwenburg, 1995; Milgram, Marshevsky, & Sadeh, 1995; Capan, 2010). A controlled traits indicates failure to an extent, the students keep back significant events and results of their presence. It is a thought through which a student's academic success can be directed which results in getting higher marks depends upon his ability, his actual control over the events and even exams. Though some of the researchers are not in this favor. They deny any connection between procrastination and control source. Badri Gargari ,

Sabouri, Norzad (2011). Trice and Milton (1987) concluded more external control source over procrastinators as compared to non- procrastinators. Ahadi (1994) expressed that the students, traits connected expectations for performance in future. They find outsource factors for their success yet, their problems related to motivation emerge when they think that their failure depends upon uncontrollable factors and will have to face failures even in future.

SELF CONFIDENCE

Self confidence in highly acclaimed personal ability of oneself which help in making ones' life free of any difficulty. It can help in making our progress and also helps in creating dignity when a person face many problems and solve them very easily. And this inner quality of confidence makes him powerful, mentally strong and he can face all the other coming difficulties very boldly. According to Snyder, Lopez, Shane (2009) "One's self confidence increases from experiences of having mastered particular activities. Regarding the qualities of self confidence, it must be known that self confidence is a positive faculty of mind". It helps a man in making him clear that in future he can boldly face such type of problems. Self confidence help in self esteeming or one can evaluate one's own worth. It is like the ability through which one can get success and achieve some goal Zellner (1970). Some writers make a difference amid self confidence as a common personality characteristic and as a specific take, ability or challenge. Difference exists amid self-confidence and self efficacy Judge, Timothy, Erez, Amir: bono, Joyce, Thoresen, Carl, (2002).

OBJECTIVES OF THE STUDY

- O₀₁ To investigate the main effect of Self-confidence and Gender on academic procrastination in sr. secondary school pupil.
- O₀₂ To search out the interaction effect of Self-confidence and Gender on academic procrastination in sr. secondary school pupil.

HYPOTHESES OF THE STUDY

H₀₁ There exists no significant main effect of Self-confidence and Gender over academic procrastination in sr. secondary school pupil.

H₀₂ There exists no significant interaction effect of Self-confidence and Gender on academic procrastination in sr. secondary school pupil.

VARIABLES USED IN STUDY

Dependent Variable

Dependent variable is academic procrastination in the existent research.

Independent Variable

Self-confidence and Gender are treated as independent variables.

METHODOLOGY

This study falls under the category of descriptive research.

SAMPLE

In order to carry out the present study researcher selected a sample of 600 sr. sec. school students studying in govt. school of Haryana state.

TOOLS USED IN STUDY

Following tools were used for the purpose of collecting data related to different variables covered in the study.

- Academic procrastination scale developed by Kalia A.K. and Yadav M.
- Self confidence inventory developed by Gupta R.

STATISTICAL TECHNIQUES USED

The data was analyzed with the help of SPSS software. Researchers has computed 2x2 ANOVA to study the main effect and interaction effect of self confidence and gender on academic procrastination.

ANALYSIS & INTERPRETATION

SEQUEL (EFFECT) OF SELF CONFIDENCE & GENDER ON ACADEMIC PROCRASTINATION IN SENIOR SECONDARY SCHOOL PUPIL

1. Variances's Homogeneity by the test of Levene

To study significant effect of self-confidence and gender on academic procrastination in senior secondary school pupils. It is necessary to test of homogeneity of variance first. Investigator uses Two Way (2x2) ANOVA for variance's analysis.

Homogeneity of variance is examined by Levene's test.

Table: 1

Variances's Homogeneity by the Levene

F	df1	df2	Sig.
2.167	3	319	0.078

Table:1 reveals that F_{Levene} is 2.167 with degree of freedom 3 and 319 ($p = 0.078$), it does not lies in the critical region which means acceptance of H_0 ($\sigma^2A = \sigma^2B = \sigma^2C = \sigma^2D$). Therefore, it represents that the variance of four groups are homogenous. It means all the four groups have same variances.

2. ANOVA (2x2) Design for Academic Procrastination of Sr. Secondary School Pupil in Context of Self Confidence and Gender

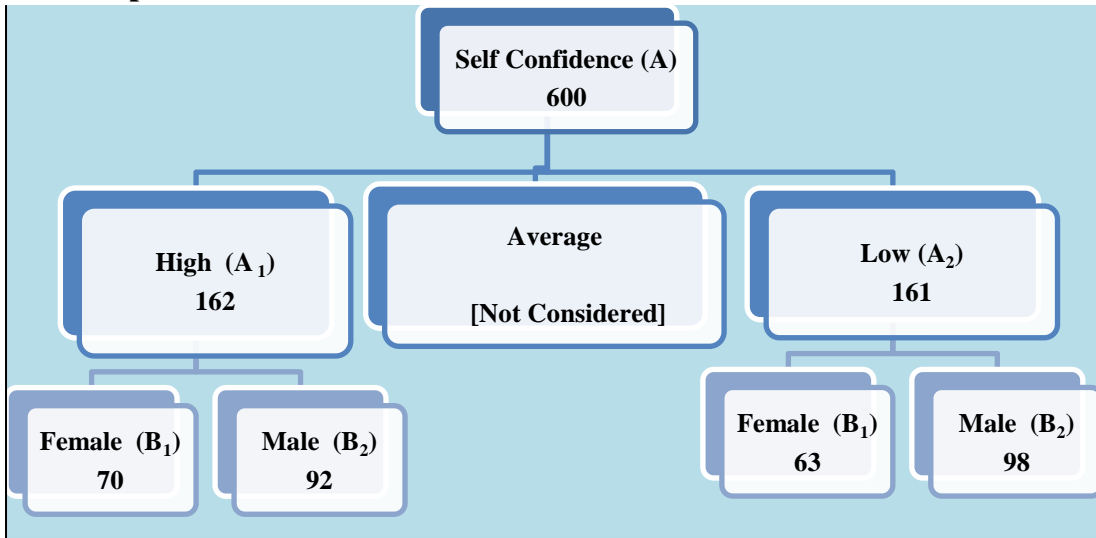


Figure 1: Representation of 2x2 Designs for Sequel of Self Confidence and Gender on Academic Procrastination

Table: 2

Scores of Mean and SDs of Sr. Secondary School Pupil on Academic Procrastination through (2 x 2) Design for Self Confidence and Gender

Self Confidence	Gender (B)	N	Mean	SD
High (A ₁)	Female (B ₁)	70	40.73	20.228
	Male (B ₂)	92	46.87	24.216
Low (A ₂)	Female (B ₁)	63	97.51	24.233
	Male (B ₂)	98	91.88	29.775

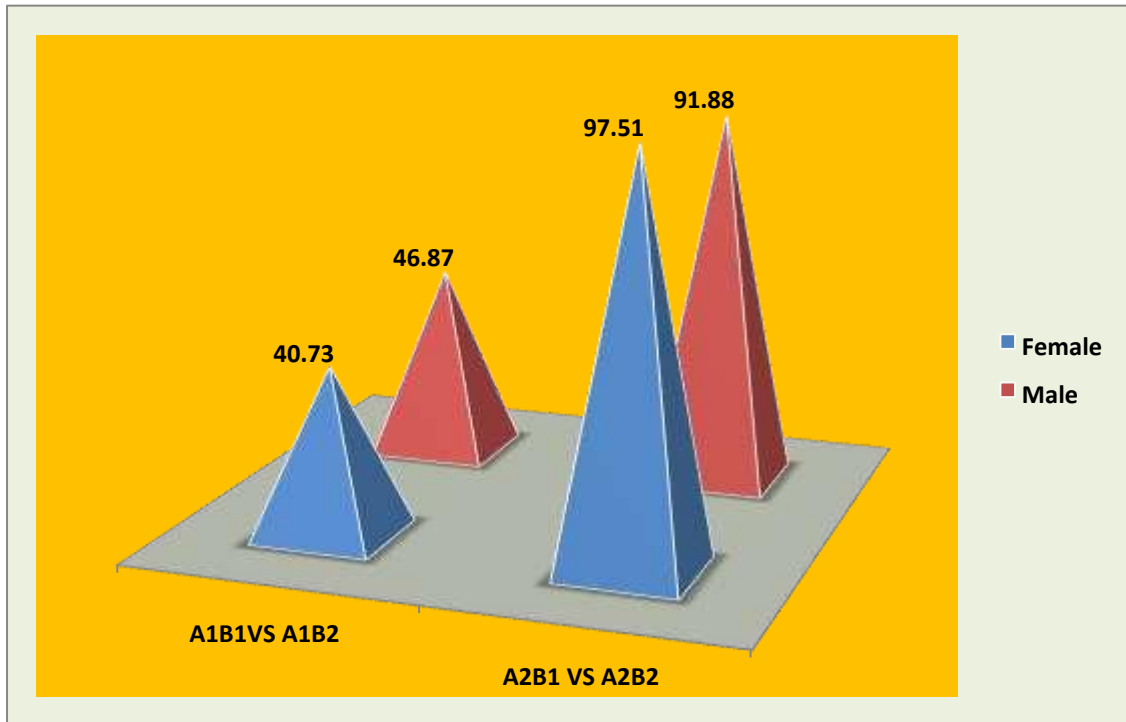


Figure: 2 Mean Scores of Sr. Secondary School Pupil using (2x2) Design for Academic Procrastination in Context of Self Confidence and Gender

Table: 3

ANOVA (2x2) Design for Academic Procrastination of Pupil in Context of Self Confidence and Gender

Sources of variance	Degree of freedom	Sum of Squares (SS)	Mean sum of squares (MSS)	F-ratios
Main Effect				
A (Self Confidence)	1	203528.421	203528.421	323.341**
B (Gender)	1	13.679	13.679	0.022 (NS)

Double Interaction Effect				
A x B Interaction	1	2556.675	2556.675	4.062*
Between Cell	3	204963.693	68321.231
With in cell	319	200795.942	629.454
Total	322	405759.635

** Significant at 0.01 level

*Significant at 0.05 level

NS – Not Significant

3. Effect of Self Confidence and Gender on Academic Procrastination of Sr. Secondary School Pupil

Self Confidence (A)

From the table: 3, it has been seen that F- ratio (323.34) for main effect of selfconfidence on academic procrastination of senior secondary school pupil is significant at .01 level of significance. Results indicate that self confidence had significant effect on academic procrastination. So, the hypothesis H₀₁, **There exists no significant effect of self confidence over academic procrastination of sr. secondary school pupil** was not accepted. For further exploration, the value of t was computed.

Table : 4

Values of t for Average Scores of Self Confidence on Academic Procrastination in Sr. Secondary School Pupil

Self Confidence	N	Mean	SD	t-value
High (A ₁)	162	43.94	22.71	17.57**
Low (A ₂)	161	93.5	27.79	

**** Significant at 0.01 level**

A comparative description can be seen from Table 4 on academic procrastination of senior secondary school pupil on the ground of self confidence. It shows, mean scores for students belonging to High self-confidence and for subjects possessing low self confidence were found to be significant at .01 level of significance. It may be proved that senior secondary school pupil, who possessed low self-confidence (93.5) were on significantly higher at academic procrastination than their other counterparts (43.94).

Gender (B)

It is evident from the Table: 3, the F-ratio (0.022) was no significant on academic procrastination in context of gender. This means that gender was not significant independent effect upon academic procrastination. It means that the Hypothesis H_{01} , **There exists no significant effect of gender over academic procrastination of sr. secondary school pupil** was accepted.

4. Double Interaction Results of Self Confidence and Gender on Academic Procrastination of Senior Secondary School Pupil

Self Confidence (A) x Gender (B)

A glimpse at the table 3 that F-ratio (4.062) is the result of the interaction between self confidence and gender. It is significant at 0.05 level of significant. It means, inference between self confidence and gender interact with each other on academic procrastinations in sr. secondary school pupil. Therefore, the hypothesis H_{02} , **There exists no significant interaction effect of self confidence and gender on academic procrastination in sr. secondary school pupil** was not accepted. It may be inferred that there is significant interaction effect of self-confidence and gender on academic procrastination. For next test of t was applied to search out the significant difference between scores of mean academic procrastination of self-confidence and gender.

These outcomes have been presented by Table : 5 below:

Table : 5

Value of 't' Scores of Mean over Academic Procrastination of Sr. Secondary School Pupil of Various Group of (A) Self Confidence x (B) Gender

Sr. No.	Groups	N		Mean		SD		't'-value
1.	A ₁ B ₁ vs.A ₁ B ₂	70	92	40.72	46.86	20.22	24.21	1.76 (N.S)
2.	A ₂ B ₁ vs.A ₂ B ₂	63	98	97.50	91.87	24.23	29.77	1.32 (N.S)
3.	A ₁ B ₁ vs.A ₂ B ₂	70	98	40.72	91.87	20.22	29.77	13.29**
4.	A ₂ B ₂ vs.A ₁ B ₂	98	92	91.87	46.86	29.77	24.21	11.45**
5.	A ₁ B ₁ vs.A ₂ B ₁	70	63	40.72	97.50	20.22	24.23	14.60**
6.	A ₂ B ₁ vs.A ₁ B ₂	63	92	97.50	46.86	24.23	24.21	12.79**

** Significant at 0.01 level; NS = Not Significant

High Self Confidence : A₁
Low Self Confidence : A₂

Female :B₁
Male :B₂

Table : 5 depicted that the difference of means score of female (A₁B₁) and male pupil (A₁B₂) having high self confidence do not differ significantly. It was found that male pupil belonging to high self confidence (A₁B₂) (46.86) have significantly higher academic procrastination than the female pupil having high self confidence (A₁B₁) (40.72). In the same way it was observed that the mean scores of female pupil (A₂B₁) and male pupil (A₂B₂) both having low self confidence and for male pupil possessing low self confidence did not variate. Also observed the scores of mean on Academic

Procrastination in female pupil have higher self confidence (A_1B_1) and for male pupil have low self confidence (A_2B_2) do not differ significantly.

Value of t (13.29) is to be significant at .01 level of significance with female pupil having high self confidence & male pupil possessing low self confidence. The group belong to high self confidence (A_1B_1) have low academic procrastination than compared to the group have low self confidence (A_2B_2). Furthermore table 4.5 present that significant variation between scores of mean of male pupil having high and low self confidence (91.87) have higher academic procrastination than the male pupil having high self confidence (46.86).

In contrast to this, Table : 5 depicts, significant variation between mean-scores of female pupil of high self confidence (A_1B_1) and female pupil possessing low selfconfidence (A_2B_1). Further comparison between High self-confidence possessing female pupil (40.72) and low self-confidence possessing female pupil (97.50), was made. The t-value (12.79) vide table 4.5 between the female pupil of low self confidence (A_2B_1) and male pupil of high self confidence (A_1B_2) is found to be significant at .01 level of significant. Both of the groups variated significantly in the context of academic procrastination. So it may be interpreted, mean scores of male pupil possessing higher self confidence (46.86) possess low academic procrastination than the female pupil having low self confidence (97.50).

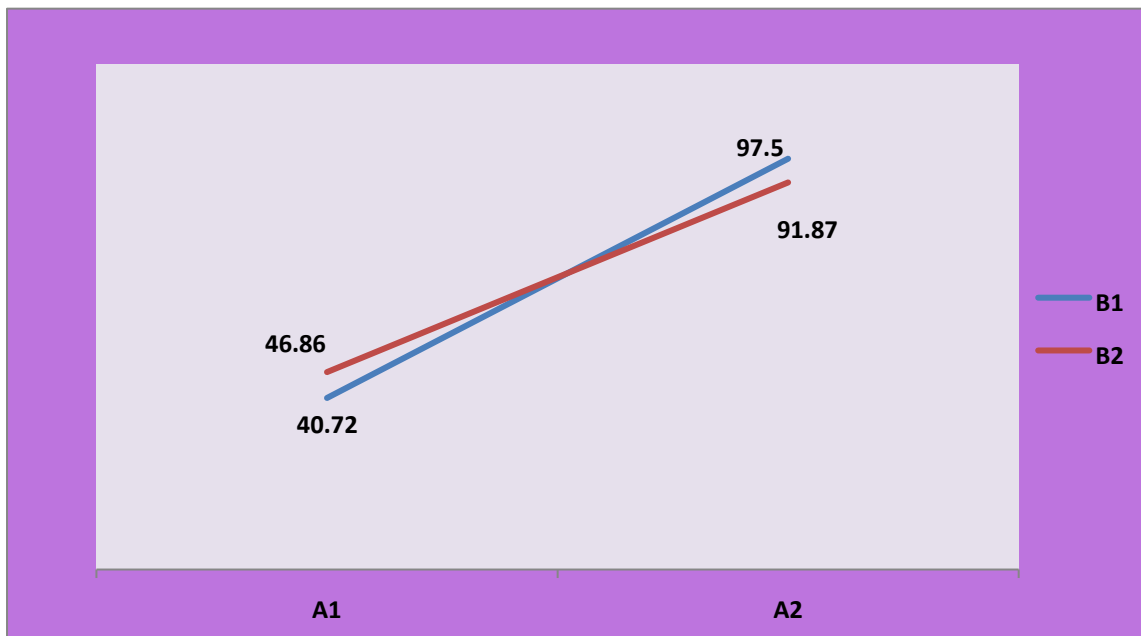


Figure 3: Interaction Effect of (A) Self Confidence x (B) Gender on Academic Procrastination of Sr. Secondary School Pupil

The figure 3 depicts the interaction effect at a glance of self confidence (A) and gender (B) on the academic procrastination of senior secondary school pupil (2x2) is also represented in form of a line graph. In this figure A₁ and A₂ are highlighted on the X-axis at some distance. Mean values are shown on Y-ordinate scale. The means M₁₁ = 40.72 and M₂₁ = 97.50 highlighted to mark the bar B₁. In the same way means (M₁₂) = 46.86 and (M₂₂) = 91.87 highlighted for marking the bar B₂. In this figure, an interaction effect is shown by the set of non-equal lines. Graph clearly shows line as non-parallel. Hence, the graph reflects a significant interaction effect between both variables (self confidence and Gender) on the academic procrastination of senior secondary school pupil.

FINDINGS OF THE PRESENT STUDY

Findings related to effect of Self-confidence and Gender on Academic Procrastination in Senior Secondary School Pupil

(A) Main effect of Self-confidence and gender on Academic Procrastination in Senior Secondary School Pupil

✚ **Self Confidence** was found to cast a significant effect on academic procrastination in senior secondary school pupil. The scores of mean on academic procrastination in sr. sec. school pupil possessing high & low self confidence were found significant, leading to the inference that pupil having low self confidence had higher academic procrastination than the pupil possessing high self confidence.

✚ **Gender-specific** was reported to have no significant effect on self-confidence in sr. sec. school pupil.

(B) Double Interaction effect of Self-confidence & Gender-specific on academic procrastination in Senior Secondary School Pupil.

✚ There a significant interaction effect of self confidence and gender on academic procrastination of senior secondary school pupil was observed.

- When compared mean scores of academic procrastination of female pupil and male pupil , the difference was not found significant. Pupil of both the groups did not variate significantly in respect with academic-procrastination.
- It was inferred that male pupil with low self confidence also obtained non significant higher academic-procrastination as compared to their female with high self confidence counterparts.
- Scores of mean on academic-procrastination in female pupil possessing high self-confidence and male pupil possessing low self-confidence found significant.
- Male pupil with low self confidence have higher academic procrastination than male having high self confidence.
- Female pupil belong to low self confidence have higher academic procrastination than female belong to high self confidence.
- Female pupil belonging to lower self-confidence and male pupil possessing higher self-confidence, found to be significantly different in context of their academic-procrastination.

CONCLUSION

Self confidence was reported to have significant effect on academic-procrastination but gender specific data showed had no significant effect on academic- procrastination. The study revealed a significant double interaction effect of self confidence and gender specific on academic procrastination of senior secondary school pupil.

BIBLIOGRAPHY

- Ahadi, H. (1994).** Investigation of causal attributions of students-teachers in Mashhad Teachers Education College. *Journal of Education*, 4: 105-24.
- Badri Gargari , R., Sabouri, H., Norzad, F. (2011).** Academic procrastination: The relationship between causal attribution styles and behavioral postponement. *Iran J Psychiatry Behav. Sci.* 5(2): 76-82.
- Judge, Timothy, A.;Erez,A.; Bono,Joyce, E.; Thoresen, Carl, J. (2000).** Are measures of self-esteem, neuroticism, locus of control, and generalized selfefficacy indicators of a common core construct? *Journal of Personality and Social Psychology.* 83(3): 693-710.
- Kalia, A.K. and Manju Yadav, M. (2015).** Manual for academic procrastination scale. Agra : National Psychological Corporation.
- Milgram, N., Marshevsky, S., & Sadeh, C. (1995).** Correlates of academic procrastination: Discomfort, task aversiveness, and task capability. *Journal of Psychology*, 129, 145–155.
- Milgram, N., Mey-Tal, G., & Levison, Y. (1998).** Procrastination, generalized or specific, in college students and their parents. *Personality and Individual Differences*, 25, 297–316.
- Schouwenburg, H. C. (1995a).** Academic procrastination: Theoretical notions, measurement, and research. <https://www.scirp.org>
- Senecal, C., Koestner, R., & Vallerand, R. J. (1995).** Self-regulation and academic procrastination. *Journal of Social Psychology*, 135, 607–619.
- Snyder, C.R., Lopez, Shane, J. (2009).** Oxford Handbook of Positive Psychology. Oxford University Press.
- Solomon,L.J.,&Rothblum, E. D. (1984).** Academic procrastination: Frequency and cognitive behavioral correlates. *Journal of Counseling Psychology*, 31(4), 504-510.
- Trice , A., Milton, C. (1987).** Locus of control as a predictor of procrastination among adults in correspondence course. *Percept Mot Skills*, 65:1002.
- Zellner, M. (1970).** Self-esteem, reception, and influenceability. *Journnal of Personality and Social Psychology.* 15(1): 87-93.

WEBSITES

<https://www.scirp.org>

<https://en.m.wikipedia.org>