

ACADEMIC PROCRASTINATION OF ADOLESCENTS IN RELATION TO ACADEMIC SATISFACTION

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ABSTRACT

The main objectives of the study were, to assess the academic procrastination and academic satisfaction of adolescents and to examine if there exists any significant difference in the mean score of academic procrastination and academic satisfaction of adolescents on the basis of gender, locale of school, residential area, educational qualification of parents and type of school. For this study, the Normative-survey method was followed. Academic Procrastination scale and Academic satisfaction scale were used to collect the data for this study. The researcher used Simple Random Sampling Technique for the selection of the sample. The sample consisted of 801 higher secondary students. The appropriate statistical techniques were employed to analyze the data. The main findings show that the academic procrastination of adolescents is high and the academic satisfaction of adolescents is low.

Keywords: *Academic Procrastination, Academic Satisfaction, Adolescents, Low and High.*

Introduction

Procrastination is a universal challenge faced by many adolescents, potentially influencing their academic attainment and overall satisfaction with their educational background. In the context of school education, academic procrastination is characterized by the habit to delay or postpone scholastic tasks, such as studying for examinations, doing assignments, or involving in research activities.

Recognising the factors related with academic procrastination and its outcomes are critical for developing successful interventions and procedures to support adolescents in their educational path. One significant phase to consider in this regard is the relationship between academic procrastination and academic satisfaction. Academic satisfaction refers to a student's overall environment, pleasure, or accomplishment with their academic experience, including their sense of attainment, commitment, and progress. This paper tries to interrogate the correlation between academic procrastination and academic satisfaction of adolescents.

Objectives of the Study

- To assess the adolescents' academic procrastination and academic satisfaction.
- To examine if there exists any significant difference in the mean score of adolescents' academic procrastination and academic satisfaction on the basis of gender, locale of school, residential area, educational qualification of parents and type of school.

Hypotheses of the Study

- The adolescents' academic procrastination is not high.
- The adolescents' academic satisfaction is not low.

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- The mean score of adolescents' academic procrastination and academic satisfaction do not significantly differ based on gender.
- The mean score of adolescents' academic procrastination and academic satisfaction do not significantly differ based on locale of school.
- The mean score of adolescents' academic procrastination and academic satisfaction do not significantly differ based on residential area.
- The mean score of adolescents' academic procrastination and academic satisfaction do not significantly differ based on educational qualification of parents.
- The mean score of adolescents' academic procrastination and academic satisfaction do not significantly differ based on type of school.
- The adolescents' academic procrastination and academic satisfaction have no relationship with one another.

Method

The Normative-survey method has employed in the investigation.

Variables

Academic Procrastination was taken as an independent variable and Academic Satisfaction was taken as a dependent variable for the study. Gender, locale of school, residential area, educational qualification of parents and type of school were adopted as the sub-variables of the study.

Sample

A total number of 801 higher secondary students were selected as sample by using Simple Random Sampling technique in Pudukkottai District, Tamil Nadu.

Tools

• Academic Procrastination Scale

Academic Procrastination Scale has developed and standardised by the investigator. There are 70 items in the scale. In the 70 items, 51 are positive and 19 are negative items. The score varies from 70 to 350. The reliability of the scale is established by Split-half method. The content validity of the scale has established.

• Academic Satisfaction Scale

Academic satisfaction scale has developed and standardised by the investigator. It consisted of 30 items. All the 30 items are positive. The scores of the scale varies from 30 to 90. Split-half reliability has established for the scale. The scale has validated by its content validity.

Statistical Techniques

The data obtained were analyzed by using appropriate statistical techniques such as Mean (M), Standard Deviation (SD), 't'-test, 'F'-test and correlation.

Results and Interpretation

For the present study, SPSS (Statistical Package for Social Sciences) tool was used to apply statistical techniques.

Table 1

Academic Procrastination	N	Mean	Standard Deviation
	801	276.4519	20.23025

According to the above table, the mean score of adolescents is found to be 276.4519 which is more than 50% (78.9863%) and therefore it is concluded that the adolescents' academic procrastination is high.

Table 2

Academic Satisfaction	N	Mean	Standard Deviation
	801	41.1011	4.66380

According to the above table, the mean score of adolescents is found to be 41.1011 which is less than 50% (45.6679%) and therefore it is concluded that the adolescents' academic satisfaction is low.

Table 3

Variable	Gender	No. of samples	Mean value	S.D value	df	t	Significant level
Academic Procrastination	Female	382	274.3639	22.02542	799	2.777*	0.05
	Male	419	278.3556	18.26152			
Academic Satisfaction	Female	382	41.0157	4.99131	799	0.492	Not Significant
	Male	419	41.1790	4.34834			

* - Significant (5% level)

The value (t) which is calculated in the above-mentioned table (2.777) is not less than the value 1.96 (table value) at 5% significant level. It is hence, significant. Thus, it can be stated that the mean score of adolescents' academic procrastination differs significantly based on gender, and male students have high academic procrastination than female students.

The value (t) which is calculated in the above-mentioned table (0.492) is not greater than the value 1.96 (table value) at 5% significant level. It is hence, not significant. Thus, it can be stated that the mean score of adolescents' academic satisfaction do not significantly differ based on gender.

Table 4

Variable	Locale of school	No. of samples	Mean value	S.D value	df	t	Significant level
Academic Procrastination	Rural	501	277.4731	18.20378	799	1.742	Not Significant
	Urban	300	274.7467	23.15621			
Academic Satisfaction	Rural	501	41.1617	5.08919	799	0.508	Not Significant
	Urban	300	41.0000	3.85611			

The value (t) which is calculated in the above-mentioned table (1.742) is not greater than the value 1.96 (table value) at 5% significant level. It is hence, not significant. Thus, it can be stated that the mean score of adolescents' academic procrastination do not significantly differ based on Locale of school.

The value (t) which is calculated in the above-mentioned table (0.508) is not greater than the value 1.96 (table value) at 5% significant level. It is hence, not significant. Thus, it can be stated that the mean score of adolescents' academic satisfaction do not significantly differ based on Locale of school.

Table 5

Variable	Residence Area	No. of samples	Mean value	S.D value	df	t	Significant level
Academic Procrastination	Rural	425	276.1812	18.50733	799	0.398	Not Significant
	Urban	376	276.7580	22.03724			
Academic Satisfaction	Rural	425	41.2471	4.95904	799	0.950	Not Significant
	Urban	376	40.9362	4.30642			

The value (t) which is calculated in the above-mentioned table (0.398) is not greater than the value 1.96 (table value) at 5% significant level. It is hence, not significant. Thus, it can be stated that the mean score of adolescents' academic procrastination do not significantly differ based on residence area.

The value (t) which is calculated in the above-mentioned table (0.950) is not greater than the value 1.96 (table value) at 5% significant level. It is hence, not significant. Thus, it can be stated that the mean score of adolescents' academic satisfaction do not significantly differ based on residence area.

Table 6

Variable	Sum of Squares (MS)	Sum of Squares (MS)	df	Mean Variance of Squares (MVS)	F	Significant level
Academic Procrastination	Between groups	356.651	2	178.326	0.435	Not Significant
	Within groups	327053.748	798	409.842		
Academic Satisfaction	Between groups	10.165	2	5.083	0.233	Not Significant
	Within groups	17390.644	798	21.793		

The value (F) which is calculated in the above-mentioned table (0.435) is not greater than the value 3.00 (table value) at 5% significant level. It is hence, not significant. Thus, it can be stated that the mean score of adolescents' academic procrastination do not significantly differ based on educational qualification of parents.

The value (F) which is calculated in the above-mentioned table (0.233) is not greater than the value 3.00 (table value) at 5% significant level. It is hence, not significant. Thus, it can be stated that the mean score of adolescents' academic satisfaction do not significantly differ based on educational qualification of parents.

Table 7 (a)

Variable	Sum of Squares (MS)	Sum of Squares (MS)	df	Mean Variance of Squares (MVS)	F	Significant level
Academic Procrastination	Between groups	8114.635	2	4057.317	10.140*	0.05
	Within groups	319295.765	798	400.120		
Academic Satisfaction	Between groups	120.241	2	60.120	2.776	Not Significant
	Within groups	17280.568	798	21.655		

* - Significant (5% level)

The value (F) which is calculated in the above-mentioned table (10.140) is not less than the value 3.00 (table value) at 5% significant level. It is hence, significant. Thus, it can be stated that the mean score of adolescents' academic procrastination differs significantly based on type of school.

The value (F) which is calculated in the above-mentioned table (2.776) is not greater than the value 3.00 (table value) at 5% significant level. It is hence, not significant. Thus, it can be stated that the mean score of adolescents' academic satisfaction do not significantly differ based on type of school.

Table 7 (b)

Type of the school	No. of samples	Mean value	S.D value	df	t	Significant level
Government	581	40.8726	4.44401	643	0.7296	Not significant
Government aided	64	41.3750	5.30798			
Government aided	64	41.3750	5.30798	218	0.5961	Not significant
Self-financing	156	41.8397	5.11228	735	2.1543*	0.05
Self-financing	156	41.8397	5.11228			
Government	581	40.8726	4.44401			

* - Significant (5% level)

It is inferred from the above table that the mean score of adolescents' academic procrastination do not significantly differ in Government and Government aided school adolescents as well as Government aided and Self-financing school adolescents. But, the mean score of adolescents' academic procrastination differs significantly in Self-financing and Government school adolescents. It is also observed that Self-financing school adolescents have high academic procrastination than Government and Government aided school adolescents.

Table 8

Correlation			
		Academic Procrastination	Academic Satisfaction
Academic Procrastination	Pearson correlation	1	0.058
	Sig (2 tailed)		0.104
	N	801	801
Academic Satisfaction	Pearson correlation	0.058	1
	Sig (2 tailed)	0.104	
	N	801	801

The value (r) which is calculated in the above-mentioned table (0.058) is not greater than the value 0.062 (table value) at 5% significant level. It is hence, not significant. Thus, it can be said that, the Academic Procrastination and Academic Satisfaction of adolescents have no relationship with one another.

Conclusion

In conclusion, this study focussed to interpret the connection between academic procrastination and academic satisfaction of adolescents, take account of gender, locale of school, residential area, educational qualification of parents and type of school. The findings give important observation that the adolescents have high level of academic procrastination and low level of academic satisfaction. This emphasizes the significance of handling and reducing procrastination manners to improve adolescents' academic satisfaction. It is inferred from the findings that Academic Procrastination and Academic Satisfaction of adolescents have no relationship with one another.

Moreover, the study analysed the interference of gender, locale of school, residential area, educational qualification of parents and type of school on academic procrastination and academic satisfaction. Gender differences were found, indicating that males and females may show different levels of academic procrastination. These findings focus the necessity for gender-sensitive interventions and support mechanisms to handle the specific threats encountered by male and female adolescents. Furthermore, type of school was ascertained to be related with contrast in academic procrastination level. These changes imply that Government and Government aided school adolescents may need personalized approach and reinforce techniques to efficiently reduce academic procrastination. Thus, teachers and school can act a vital part in giving encouragement and self-discipline techniques to reduce procrastination manners and promote a circumstances helpful to improve academic satisfaction.

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