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An empirical study on academic procrastination among government and private school students

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Abstract

The existing researcher study has been carried out to explore the academic cheating among government and private school students. The study has been carried out in context of descriptive research process. This study has been carried as a pilot study to existing research process. The total sample for this study consists of 100 respondents. Random sampling technique has been used by the researcher to collect data for this researcher process. Both descriptive as well as comparative study has been taken by the researcher to carry this research process. The researcher found that there will be no significant difference between government and private school students in consonance to their academic cheating. The results of the study indicate that there seems significant difference between government and private school students in consonance to their academic cheating.

Keywords: Government students, private school students, academic cheating

1 Introduction

Academic procrastination is a phenomenon that is entrenched in students ranging from high school to college. It is interpreted as the act of delaying or postponing academic-related tasks and assignments, which is influenced by the experiences and perceptions of individuals in achieving success. This means that the experiences and perceptions acquired by students regarding academics tend to affect their accuracy in completing assignments. Previous studies defined procrastination as the avoidance or delay in carrying out tasks or activities due to lack of motivation and feeling of failure. Therefore, it can be concluded that procrastination is the act of delaying and postponing work due to lack of motivation, self-regulation, ability to carry out the task and an anxiety feeling of failure. The tendency of individuals to delay and postpone related academic assignments is called academic procrastination. This is consistent with the statement that academic procrastination is the delay in the completion of assignments, which is common among college and high school students. Sharma (2009) ^[32] also stated that academic procrastination is the act of delaying academic assignments or not making decisions due to irrational beliefs. Those that carry out this activity are motivated by irrational beliefs, the conditions experienced, and the results of the tasks arranged, and this tends to affect completion accuracy. Academic procrastination emerged in the 1990s, with the emergence of technology that was integrated into learning. This led to an increase in the number of Turkey students that spent time on social media. Fee, R., and Tangney, J. (2009) ^[24] stated that academic procrastination in Turkey is a common phenomenon due to students' unwillingness to complete assignments. Students feel unable to learn anything and are supported by conditions where teachers fail to teach and provide a satisfactory amount of knowledge during the learning process. This means that teachers also play a role in the development of academic procrastination by students. Therefore, its emergence in developed countries is due to the rapid use of social media, the unwillingness of students to complete assignments, and teachers' poor intention to teach. The corresponding steps are given as under:

Statement of the research problem: The statement of the research problem is as under:
"An Empirical Study on Academic Cheating Among Government And Private School Students"

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1.2 Operational definition: The operational definitions of terms and variables are as under:

1. **Academic Procrastination (AP):** In the proposed study, Academic Procrastination (AP) refers the set of score obtained by respondents on Academic Procrastination Scale (APS) Developed by A. K. Kalia and Manju Yadav.
2. **Government Secondary School Students (GSSS):** Government Secondary School students in the present study refer those students who are reading in selected Government Higher Secondary Schools (GHSS) and reading in class 11th and 12th.

1.3 Purpose of the study: The purpose of the study enumerated as under:

- To study the prevalence of academic cheating among students.
- To explore the significance of difference between government and private school students in consonance to their academic cheating.

1.4 Hypothesis of the study: The hypothesis of the study is as under:

- 1) There will be no significant differences government and private school students in consonance to their academic cheating.

1.5 Research limitations of the study: The researcher limitations of the study are as under:

- The study is confined to Shopian district only.
- Due to storage of time and other constraints, the study has been limited 100 respondents only.

1.6 Research methodology: The research method has been used by the researcher to carry this study. The entire procedure of the study is given as under: the researcher selected the 100 male respondents only selected from different higher secondary schools.

- **Data collection:** The researcher selected the 100 male students studying in class 11th and 12th only.
- **Sampling technique:** The researcher collected the required data with the help of random sampling technique.
- **Tools used:** In the present study the researcher after securitising number of research tools found suitable to use the Academic Procrastination Scale developed by A. K. Kalia and Manju Yadav for data collection.

1.7 Statistical tools used: The collected data has been analysed with the help of below mentioned techniques:

- **Descriptive analysis:** In descriptive analyse the researcher has employed the frequency distribution, percentage, mean mode median etc.
- **Inferential analysis:** The data collected through self-standardised questionnaire in consonance to objectives of the study.

1.8 Analysis and interpretation of the data: The analysis and interpretation of the data is given in two captions:

1.8.1 SET-I: Descriptive Analysis: In this section, the

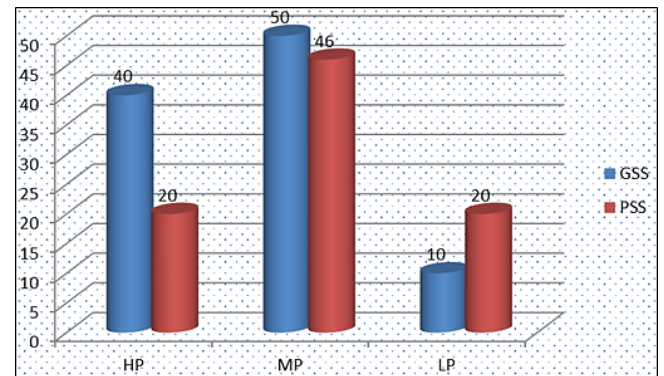
researcher has analysed the data with the help of percentage, mean and frequency distribution.

Table 1: Showing the level of procrastination of the respondents on the basis of type of marketing

Level	Government		Private	
	Frequency	Percentage	Frequency	Percentage
HP	20	40	10	20.00
MP	25	50.00	23	46.00
LP	05	10.00	20	20.00
Total	50	100	50	100

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- LP = Low Procrastination.
- MP = Moderate Procrastination.
- HP = High Procrastination.



Index

- LP= Low Procrastination.
- MP= Moderate Procrastination.
- HP=High Procrastination.

Fig 1: Showing the graphical representation in consonance of level of procrastination of the respondents on the basis of type of marketing

The results presented in the above table reveals that among all respondents 40.00% (F=20.00) were seen having high procrastination toward their academics. 25.00% (F=50.00) were seen with moderate level of procrastination. In consonance to same, it has been observed that 10.00% were seen with low level of academic procrastination. In the same table it has been seen that 20.00% (F10.00) respondents prefer high level of procrastination and 46.00% (F=23) were seen with moderate level of procrastination. Only 20.00% respondents were seen with low level of life procrastination. Therefore, the examination of the above table designates that the maximum percentage in the field of deferment goes in favour of government school students.

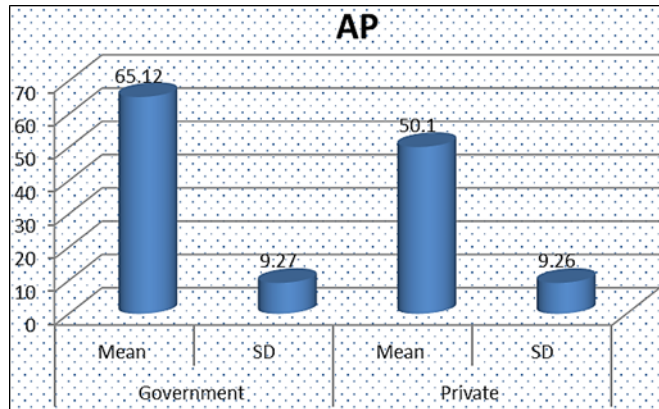
1.8.2 SET-II: Inferential Analysis: In this set the researcher has analysed and interpreted the data on the basis of inferential analysis.

Table 2: Showing the mean significant difference between government and private school respondents with regard to their level of academic procrastination. (N=50 each)

Level	Government		Private		't' value
	Mean	SD	Mean	SD	
AP	65.12	9.27	50.10	9.26	4.90***

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- AP = Academic Procrastination.

**Index:**

- AP= Academic Procrastination

Fig 2: Showing the graphical representation of the data on the basis mean significant difference between respondents choice with regard to their level of procrastination

The above analysed table (Please found table 2 and Fig 2) gives the detailed analysis of the respondents on the basis of their academic procrastination. The comparative analysis has been reported on the basis of the independent 't' test. The attained results specify the mean value of the government schools students (M=65.12) is higher the mean value of private school students (M=50.10). Consequently, the 't' value came out to be 4.90, which is higher than table value at 0.05 level of confidence. Thus, on the basis of same statistical breakdown it can be said there seems no significant difference and the students of the hypothesis is given as under:

- Hypothesis:** "There will be no significant differences between government and private school students on the basis of their level of academic procrastination".
'.....Stands..... Rejected.

1.10 Conclusion

It has been found that there seem significant differences between government and private school students on the basis of their level of academic procrastination. Government school students were seen with high level of academic procrastination as compared to private school students.

- Computing in interest:** The researcher declare that there is no any conflict of interest.

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