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Academic procrastination among prospective teachers in relation to certain demographic variables

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Abstract

The act of procrastination impedes an individual's capacity to effectively finish tasks within the allotted time. A person who tends to procrastinate consistently seeks to postpone the task at hand. Primarily the study intends to ascertain the occurrence of procrastination and how it impacts certain demographic factors (gender, locality, faculty, type of institution and type of family) amongst prospective teachers of Aligarh district. The survey involved 150 aspiring teachers, comprising 26 males and 124 females, who were selected from different teacher training institutes of Aligarh district. Academic Procrastination Scale (APS- GSBL) by Dr. Savita Gupta & Liyaqat Bashir, served as the instrument for data collection. Descriptive statistics, such as measures of central tendency (mean), variability (standard deviation), and percentages, were employed to analyze the data. Additionally, inferential statistics, including t-tests and ANOVA, were utilized for further analysis. Analysis revealed no statistically relevant differences in procrastination between male and female prospective teachers. Though prospective teachers from government and private institutions varied significantly in the level of academic procrastination.

Keywords: Academic procrastination, prospective teachers, demographic variables

Introduction

The effectiveness of the educational process relies on the qualities and capabilities of the teacher, who serves as the crucial foundation of the educational system. Hence, teacher needs to be well trained to accomplish his duties and responsibility. Teacher education plays a crucial role in enhancing the calibre of primary and secondary education by offering comprehensive training to both aspiring and practicing teachers, thereby ensuring quality instruction in schools. Pre-service teacher education provides future teachers with both knowledge and skills in various aspects of school education. The term "Procrastination" finds its origins in the Latin word "procrastinare", where "pro"- means "forward" and "crastinus" refers to "until the next day". Procrastination seems to be a peculiar phenomenon; instead of making life easier, as its apparent goal would have us believe, it almost invariably leads to stress, disarray, and frequent failure. This behavior can lead to various issues, such as subpar performance, lost chances, and increased stress levels. Individuals delay tasks because they are unexplainably more driven to postpone rather than take action.

Academic Procrastination

Academic procrastination denotes the consistent postponement of participation in academic tasks and activities. Ferrari (2001) ^[4] found that about 20% of adults procrastinate frequently, whereas undergraduate students are thought to procrastinate academically in a problematic way at a rate of at least 70-95%. Academic procrastination is characterized as a type of procrastination where individuals irrationally delay the initiation or fulfilment of academic assignments (Senecal, Julian, & Guay, 2003, p. 135) ^[10]. It is widespread and has reached worrying proportions among students, constituting a problem of considerable scale (Solomon & Rothblum, 1984 ^[12]; Ferrari, Johnson & McCown, 1995 ^[5]; Ozer, Demir & Ferrari, 2009 ^[8]; Balkis & Duru, 2009) ^[2]. The practice of procrastination, universally acknowledged as undesirable, demonstrably impedes the individual's capacity to maintain established daily schedules. (Letham, 2004; Schmitt, 2008) ^[7, 9].

Factors Contributing to Academic Procrastination

Internal Causes	External Causes
Nervousness	Unfavourable study conditions
Dread of failure	Unpleasant tasks
Desire for perfection	Unclear instructions or expectations
Avoidance of tasks	Absence of defined deadlines
Feeling Overwhelmed	Insufficient communication
Physical or mental fatigue	Instructor's leniency or strictness

Impacts of Academic Procrastination

Academic procrastination is associated with various negative consequences, such as decreased academic achievement, increased emotional strain, and deterioration of mental and physical well-being. Consequently, participants often experience adverse effects as a result of engaging in this habit of delaying things.

Decline in Academic Performance: Academic procrastination is linked to a variety of academics related problems, including a decline in the quality of work, a worsening of performance on examinations, a reduction in grades, increased academic misconduct, more frequent failures, a greater incidence of aversion to learning, and an increased risk of dropping out of school.

Poor Emotional Health: For example, delaying tasks can lead to various negative emotions such as guilt, embarrassment, and sadness.

Poor Bodily and Mental Health: Consider procrastination as a breeding ground for a multitude of psychological challenges, where worry takes root and blossoms, while its insidious tendrils extend to manifest as physical ailments like sleep deprivation and exhaustion.

Prospective Teachers

Prospective educators refer to those aspiring individuals who have enrolled in a teacher education program within a specialized institute dedicated to imparting teacher training. It is basically a period of guided, supervised teaching of the candidates preparing them for the role of the teacher in a class by mentors or cooperating teachers. Prospective teachers, as the name implies, are people who are in the process of getting formal training.

Empowered by newfound knowledge and honed skills, these dedicated educators are now prepared to bridge the gap between learning and doing. Their journey from theory to practice commences within the familiar setting of classrooms and schools, where each student becomes a living testament to the transformative power of their education. As part of their training, they are being taught several educational principles. They are also referred to as student teachers, pupil teachers, potential instructors and many more.

Review of Related Literature

In a study conducted by Aldalham (2022) ^[1], the phenomenon of academic procrastination was investigated among female university students, including both high-performing and low-performing individuals. The findings revealed that counselling sessions are essential for reducing academic laziness among female university students by using techniques to boost their confidence and their ability to learn responsibility and stress management techniques. In

their qualitative research, Shaked and Altarac (2022) ^[11] explored the realm of academic procrastination within Israeli Master of Education students who were in the process of writing their theses. Their findings highlighted that the complexity of the task emerged as a prominent factor contributing to the occurrence of procrastination. The commencement date was also discovered to be important as the students who started their work right away after getting the assignment had a significant tendency to turn it in on time. Bera & Gadatia (2021) ^[13] investigated how personal characteristics like gender and location affect academic procrastination in future teachers. Their research revealed no significant differences in procrastination levels based on gender or place of residence. However, they found that students pursuing Science degrees procrastinated more compared to those in Arts programs. Arulselvi & Singaravelu (2019) ^[13] studied the relationship between academic procrastination and prospective teachers' pedagogical proficiency as a foundation for creating an intervention strategy. The results revealed that out of 840 prospective teachers, 48.3% showed a moderate level of academic procrastination. Additionally, it was discovered that while female candidates outperformed males on the pedagogical competence measure, male prospective teachers scored higher on the academic procrastination scale due to their tendency to postpone more than their female counterparts. Correlation analysis showed that academic procrastination and the pedagogical competence of prospective teachers are highly correlated. Kutlu Abu & Saral (2016) ^[6] aimed to investigate whether or not student-based factors contribute to the academic procrastination tendencies of students in the education faculty. The results revealed that the internal factors that cause academic procrastination tendencies in education faculty students include a lack of interest in the academic task, a fear of failure, perfectionism, failure to stick to a set study schedule, a desire to avoid exhaustion, and a preference for exciting activities.

Objectives of the Study

1. To know the level of Academic Procrastination among the prospective teachers.
2. To ascertain the significant difference between the level of academic procrastination of male and female prospective teachers.
3. To ascertain the significant difference between the level of academic procrastination of prospective teachers of rural and urban areas.
4. To ascertain and compare the level of academic procrastination of prospective teachers of Arts, Commerce & Science faculties.
5. To ascertain the significant difference between the level of academic procrastination of prospective teachers of government-aided & private institutions.
6. To ascertain the significant difference between the level of academic procrastination of prospective teachers of Joint & Nuclear families.

Hypotheses of the Study

H₀₁: The prospective teachers will not differ with regard to the level of academic Procrastination.

H₀₂: There is no significant difference between the level of academic procrastination of male and female prospective teachers.

H₀₃: There is no significant difference between the level of academic procrastination of prospective teachers of Rural and Urban areas.

H₀₄: There is no significant difference between the level of academic procrastination of prospective teachers of Arts, Commerce & Science faculties.

H₀₅: There is no significant difference between the level of academic procrastination of prospective teachers of Government aided and private institutions.

H₀₆: There is no significant difference between the level of academic procrastination of prospective teachers of Joint and Nuclear families.

Research Design

The present study employed a descriptive survey method as a means to collect information and analyze the subject under investigation.

Sample

The sample size for this study encompassed 150 individuals who were aspiring teachers of different teacher training institutes of Aligarh district. The sample included both Male and Female prospective teachers of Rural and Urban areas. Participant selection utilized purposive sampling technique.

Tools Used

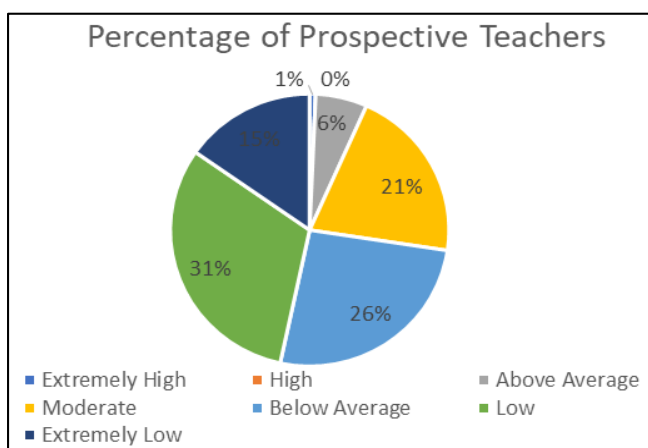
Academic Procrastination Scale (APS-GSBL 2018) developed by Dr. Savita Gupta & Liyaqat Bashir was used in the present study.

Statistical Techniques Used

This research used a variety of statistical procedures, including means, standard deviations, t-tests, and analyses of variance (ANOVA) in order to analyze the data.

Analysis and Interpretation

Objective 1



To know the level of Academic Procrastination among the prospective teachers.

Interpretation

It can be observed from the above pie-chart that out of total 150 prospective teachers, 23 prospective teachers i.e., 15.3% have Extremely Low level of academic procrastination. 47 prospective teachers i.e., 31.3% have Low level of academic procrastination. 39 prospective teachers i.e., 26% have Below Average level of academic procrastination. 31 prospective teachers i.e., 20.7% have Moderate level of academic procrastination. 9 prospective teachers i.e., 6% have Above average level of academic procrastination. And only 1 prospective teacher i.e., 0.7% falls into the category of Extremely High level of academic procrastination. The result suggests that prospective teachers have different levels of difficulties in academic procrastination.

Objective 2

To ascertain the significant difference between the level of academic procrastination of male and female prospective teachers.

Demographic Variable	N	M	SD	t-value	Significance level at 0.05
Male	26	78.81	12.76	-2.043	Not Rejected
Female	124	72.48	14.67		

Interpretation

Statistical analysis revealed a t-value of -2.043, which falls below the critical value of 1.96 at a 0.05 significance level. Consequently, the null hypothesis of no significant difference in academic procrastination between male and female prospective teachers was not rejected.

Objective 3

To ascertain the significant difference between the level of academic procrastination of prospective teachers of rural and urban areas.

Demographic Variable	N	M	SD	t-value	Significance level at 0.05
Rural	22	80.82	12.81	2.581	Rejected
Urban	128	72.33	14.47		

Interpretation

Statistical analysis yielded a t-value of 2.581, exceeding the critical value of 1.96 at a 0.05 significance level. This led to the rejection of the null hypothesis, indicating a statistically significant difference in academic procrastination levels between rural and urban prospective teachers.

Objective 4

To ascertain and compare the level of academic procrastination of prospective teachers of Arts, Commerce, & Science Faculties

Stream	N	Mean	Std. Deviation
Arts	92	73.57	13.075
Commerce	13	71.31	17.694
Science	45	74.24	16.533
Total	150	73.57	14.523

ANOVA Results

Score	Sum of Squares	df	Mean square	F-value	P value	Critical F-value	Significance level at 0.05
Between Groups	87.004	2	43.502	0.204	0.816	3.07	Not Rejected
Within groups	31339.689	147	213.195				
Total	31426.693	149					

Interpretation

Statistical analysis revealed a computed "F" value of 0.204, which falls below the critical "F" value of 3.07 at the chosen significance level (0.05). Consequently, the null hypothesis of no significant difference in academic procrastination between prospective teachers from Arts, Commerce, and Science faculties was not rejected.

Objective 5

To ascertain the significant difference between the level of academic procrastination of prospective teachers of government-aided & private institutions.

Demographic Variable	N	M	SD	t-value	Significance level at 0.05
Government	98	76.21	15.20	3.148	Rejected
Private	52	68.60	11.74		

Interpretation

Statistical analysis yielded a t-value of 3.148, exceeding the critical value of 1.96 at a 0.05 significance level. This led to the rejection of the null hypothesis, indicating a statistically significant difference in academic procrastination levels between prospective teachers from government-aided and private institutions.

Objective 6

To ascertain the significant difference between the level of academic procrastination of prospective teachers of Joint & Nuclear families.

Demographic Variable	N	M	SD	t-value	Significance level at 0.05
Joint	66	73.35	13.67	-0.168	Not Rejected
Nuclear	84	73.75	15.26		

Interpretation

Statistical analysis revealed a t-value of -0.168, which falls below the critical value of 1.96 at a 0.05 significance level. Consequently, the null hypothesis of no statistically significant difference in academic procrastination between prospective teachers from joint and nuclear families was not rejected.

Discussion of Results

The findings of the current study unveiled that prospective teachers from rural and urban areas differ significantly in academic procrastination. The prospective teachers from urban background were found to have better mean score of academic procrastination as compared to their counterparts. It was found that gender (Male & Female) and type of family (Nuclear & Joint) has no impact on academic procrastination level of prospective teachers.

The study further revealed that Prospective teachers differ significantly when it comes to different faculties (Arts, Commerce & Science) and type of institution (Government & Private) to which they belong. The prospective teachers from Science Faculty were found to have the highest mean score of academic procrastination, whereas government-aided institutions' prospective teachers have higher mean score as compared to their counterparts.

Educational Implications of the Study

The following are some of the practical consequences that the results of the current research have for both the theory and practise of education:

1. The findings of the present study are useful for the various stakeholders like teachers, administrators, teacher Educators, and prospective teachers of teacher training institutes.
2. The study is helpful to gain a better understanding of the academic procrastination of prospective teachers and know its causes.
3. Counselling and guidance services might be made available to prospective teachers during their training time in an effort to reduce their propensity for academic procrastination.
4. Understanding academic procrastination will be helpful in increasing the degree of competency of the prospective teachers and they would be well-equipped to teach efficiently.
5. Habits of efficient time management, scheduled study sessions, realistic expectations for academic work, and problem-solving attitude will be developed in prospective teachers.

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