

Influence Of Academic Procrastination On Scholastic Achievement Among Trainee Teachers

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Abstract

The development of a nation is not possible without quality education. The development of a good personality in every human being is very essential in the case of nation building is the conviction of Swami Vivekananda (Barman & Bhattacharyya, 2012). Etymologically, the term 'procrastination' is coined from two Latin words 'Pro' which means 'in favor of, and 'crastinus' which means 'tomorrow', implying having an inclination to do something tomorrow. Procrastination is a tendency to delay starting, implementing, and ending an activity (Fajhriani, 2020). Though it seems not to be a harmful or damaging behaviour in its peripheral sense, continuous procrastination is bound to have a negative and detrimental effect on the overall excellence of any task. The student who has the habit of doing the given academic work immediately, without delaying, is stress-free and would be good at in their studies. So, the need is felt by the investigator to do this research. In this research study, we were discussing the influence of academic procrastination on scholastic achievement among trainee teachers. In the present study, the normative survey method will be adopted. Random sampling technique to be adopted for this study. The sample consists of 325 trainee teachers from various government, government-aided, and private colleges of education in Dharmapuri and Salem districts in Tamil Nadu. The data collected in the present study were analyzed using a measure of central tendency, t-test, and Analysis of Variance (ANOVA). According to the study findings, female trainee teachers have a high level of academic procrastination on scholastic achievement when compared to male trainee teachers, Tamil medium trainee teachers have a high level of Academic Procrastination on Scholastic Achievement than English medium trainee teachers and there is no significant difference in the Academic Procrastination on Scholastic Achievement among Trainee teachers with respect to their type of college. Trainee teachers are the future prospective teachers who would be involving nation- building and integrated development of children, and they need to possess good study habits, overcoming all the barriers, including procrastination.

Keywords: Academic procrastination, Scholastic achievement, Trainee teachers, Educators, Teaching and learning process.

1. INTRODUCTION

Teaching is a complex and demanding professional task, and doing this challenging task is a great profession for educators. Having the willpower to continue to do the best in teaching and learning, without being stooped down because of the encountered issues and problems, is a basic skill needed for all trainee teachers to be professionally successful. A constant smooth and green path in teaching and learning could never be guaranteed, for it has its own ups and downs, flowers and thorns. A successful teacher manages to be resilient and effectively teach and learn, having in mind the welfare of the students.

2. NEED OF THE STUDY:

The investigator is a teacher educator and is teaching the trainee teachers doing B. Ed. course and is involved in administrative activities in colleges of education for more than ten years. So finding out the influence of academic procrastination on scholastic achievement among trainee teachers would be helpful in boosting scholastic achievement. Further, the findings of the study would a valuable contribution to the entire trainee teachers. And so the need is felt by the investigator for this study "**Academic Procrastination on Scholastic Achievement among Trainee teachers**".

3. OBJECTIVES:

To find whether there is any significant difference in the Academic Procrastination on Scholastic

Achievement among Trainee teachers with respect to their

- Gender
- Medium of Instruction
- Type of College

4. HYPOTHESES OF THE STUDY:

1. There is no significant difference in the Academic Procrastination on Scholastic Achievement among Trainee teachers with respect to their gender.
2. There is no significant difference in the Academic Procrastination on Scholastic Achievement among Trainee teachers with respect to their Medium of instruction.
3. There is no significant difference in the Academic Procrastination on Scholastic Achievement among Trainee teachers with respect to their type of college.

5. METHODOLOGY:

The research design is of the normative survey method, and the sampling technique used for the study is a stratified random sampling technique.

5.1 SAMPLE:

The sample consists of 325 higher secondary students (125 male and 200 female) drawn from various government, government-aided and private colleges of education in rural and urban areas of Dharmapuri and Salem districts in Tamil Nadu.

5.2 INSTRUMENTS USED:

The investigator used the "Academic Procrastination Scale(APS)" for this study. The academic Procrastination Scale was developed and standardized by Cakici (2003). Scholastic Achievement of Trainee Teachers (2nd semester marks for the 1st year students & 4th semester marks for the 2nd year students) was used by the investigator in this study. Tools are used to collect data with respect to the Academic Procrastination on Scholastic Achievement among Trainee teachers. The scales were administered to the Trainee teachers with the following instructions, "Please read the statements carefully, because some are phrased positively and others negatively. Respond by putting a tick mark (✓) against the appropriate one which you feel suitable, according to the Likert scale, (Strongly Agree, Agree, Uncertain, Disagree, Strongly Disagree)". Care

was taken to collect the data from trainee teachers studying in different colleges of education situated in rural and urban areas.

5.3 ANALYSIS AND INTERPRETATION OF DATA:

The data collected in the present study were analyzed using a t-test and Analysis of Variance (ANOVA).

6. TESTING OF HYPOTHESIS

HYPOTHESIS-I

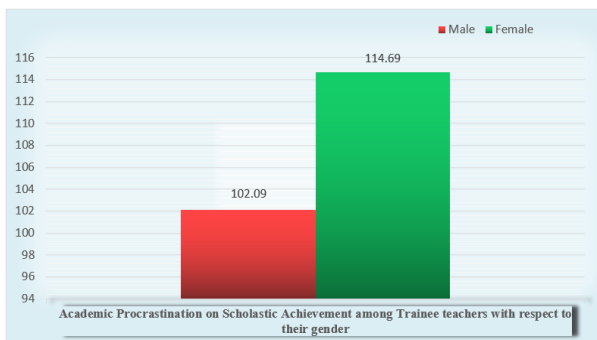
There is no significant difference in the Academic Procrastination on Scholastic Achievement among Trainee teachers with respect to their gender.

Table-1 The difference in the Academic Procrastination on Scholastic Achievement among Trainee teachers with respect to their gender

| Title | Gender | N | Mean | SD | CR value | Level of significance |
|---|--------|-----|--------|-------|----------|-----------------------|
| Academic Procrastination on Scholastic Achievement among Trainee teachers | Male | 125 | 102.09 | 9.955 | 12.291 | 0.01 |
| | Female | 200 | 114.69 | 4.274 | | |

From table 1, the calculated 'CR' value(12.291) is greater than the table value(2.58) at a 0.01 level of significance. Hence, it is concluded that there is a significant difference in the Academic Procrastination on Scholastic Achievement among Trainee teachers with respect to their gender. Moreover, from the mean value, it is inferred that female trainee teachers have a high level of academic procrastination on scholastic achievement when compared to male trainee teachers. This might be due to the reason that female trainee teachers have more responsibilities in the family as well as in the academic when compared to male trainee teachers.

Figure 1 The significant difference between Academic Procrastination on Scholastic Achievement among Trainee teachers with respect to their gender



HYPOTHESIS-2

There is no significant difference in the Academic Procrastination on Scholastic Achievement among Trainee teachers with respect to their Medium of instruction.

Table-2 The difference in the Academic Procrastination on Scholastic Achievement among Trainee teachers with respect to their Medium of instruction

| Title | Medium of instruction | N | Mean | SD | CR value | Level of significance |
|---|-----------------------|-----|--------|-------|----------|-----------------------|
| Academic Procrastination on Scholastic Achievement among Trainee teachers | Tamil | 145 | 107.26 | 9.626 | 2.186 | 0.05 |
| | English | 180 | 104.07 | 9.376 | | |

From table 2, the calculated 'CR' value(2.186) is greater than the table value(1.96) at a 0.05 level of significance. Hence, it is concluded that there is a significant difference in the Academic Procrastination on Scholastic Achievement among Trainee teachers with respect to their Medium of instruction. Moreover, from the mean value, it is inferred that Tamil medium trainee teachers have a high level of Academic Procrastination in Scholastic Achievement than English medium trainee teachers. This might be due to the reason that Tamil medium trainee teachers have some academic difficulties than English medium trainee teachers because English language educational sources were only available more in our country.

Figure 2 The significant difference in Academic Procrastination on Scholastic Achievement among Trainee teachers with respect to their Medium of instruction



HYPOTHESIS-3

There is no significant difference in the Academic Procrastination on Scholastic Achievement among Trainee teachers with respect to their type of college.

Table-3 The difference in the Academic Procrastination on Scholastic Achievement among Trainee teachers with respect to their type of college

| Title | Type of college | Df | Sum of squares | Mean squares | F-value | Level of Significance |
|---|-----------------|-----|----------------|--------------|---------|-----------------------|
| Academic Procrastination on Scholastic Achievement among Trainee teachers | Between Groups | 2 | 1756.669 | 878.334 | 9.917 | NS |
| | Within Groups | 322 | 26659.318 | 88.569 | | |

*NS - Not Significant.

It is observed from the above table that there is no significant difference in the Academic Procrastination on Scholastic Achievement among Trainee teachers with respect to their type of college. Hence, it is inferred that there is no significant difference between trainee teachers with respect to their type of college. This may be due to the fact that Trainee teachers belonging to Dharmapuri and Salem districts have equal academic procrastination on scholastic achievement. Therefore, the null hypothesis, that there is no significant difference in the Academic Procrastination on Scholastic Achievement among Trainee teachers with respect to their type of college is accepted.

7. EDUCATIONAL IMPLICATIONS

Scholastic achievement is very important for all trainee teachers and so we have to control the academic procrastination among trainee teachers in society. Every college of education has major responsibilities in Academic procrastination on Scholastic achievement. Some of the recommendations are:

- In the modern world, there is a need to arouse interest to reduce academic procrastination

among trainee teachers to increase scholastic achievement.

- Workshops and Seminars can be organized for the trainee teachers to improve their academic achievements.
- Arrange educational field trips to gain elaborate knowledge about difficult topics.
- Create an opportunity to do activities and projects innovatively on the college campus for all the trainee teachers without any discrimination.
- Implement some extra-curricular activities among trainee teachers to create awareness about academic procrastination.

8. CONCLUSION

A strong and powerful nation is built on the dedication and hard work of its citizen and some amount of smart planning on the part of the Government (Passi, 2018). Without teachers, a society can't find its harmonious existence, and for this reason training of teachers has always been of paramount importance to all nations. Thus, the Indian National Council of Teacher Education takes "coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of Norms and Standards in the teacher education system". Trainee teachers are the future prospective teachers who would be involving nation- building and integrated development of children, and they need to possess good study habits, overcoming all the barriers, including procrastination.

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