

Academic Procrastination and School Environment: A Study of Senior Secondary School Students

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DOI: [10.36347/sjahss.2022.v10i02.005](https://doi.org/10.36347/sjahss.2022.v10i02.005)

| Received: 06.01.2022 | Accepted: 13.02.2022 | Published: 21.02.2022

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Abstract

Original Research Article

School is a place where a child learns to inculcate values for a lifetime. School provide learning environment to the students. Academic procrastination is a serious problem in the educational environment, and psychologists have long been interested in the causes of its emergence. Academic procrastination has been used to describe the overall inclination to put off completing academic activities. It is a common problem among school students, and many have to deal with it at almost every stage of their education because of the negative consequences, such as academic anxiety, academic failure and decreased well-being. The current study looked at gender correlation of senior secondary school students in relation to academic procrastination and school environment. The data collected from 200 male and 200 female of Delhi private and government schools.

Keywords: School environment, Academic Procrastination, Academic Achievement.

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1. INTRODUCTION

A school is a place of metamorphosis for children, where they emerge from their cocoons and are transformed into butterflies through rigorous training, effort, discipline and other values. When a child leaves his or her family, the school becomes the next important factor that has a significant impact on the child's overall development. According to Mick Zais (2011), School Environment refers to the extent to which school settings promote student safety and health, which may include topics such as the physical plant, the academic environment, available physical and mental health supports and services, and the fairness and adequacy of disciplinary procedures, as supported by relevant research and a validity assessment (Lawrence 2012). The school serves as the perfect platform to bring out the overall development of the child's personality, which is achieved by training an individual in every aspect of life and imparting instructions for his academic excellence. After a child steps out of his home atmosphere, the environment he receives at school serves as a major influence upon him which nurtures the child's cognitive, psychomotor, and affective domains. This helps in effectively building up his/her overall personality, behaviour, and conduct.

A school is a place where the overall personality of the child is shaped. For the holistic development of the child school should focus on the different aspects which are mentioned below:

- **Physical aspect:** Physical development forms a major aspect of the child's personality that allows him the confidence to explore his surroundings and be independent
- **Intellectual aspect:** A school significantly contributes to the development of a child's intellectual capabilities by serving as a source of knowledge. The school builds a firm foundation in child's mind over which he can build upon
- **Social aspect:** School is the first civic society experienced by the child where he learns and adopts the skill of socializing with a larger set of people. This cooperative and collaborative learning instils within the child, important moral and social values such as peace, harmony, empathy, responsibility, friendship, assistance and participation which significantly contribute to his personality and allows him to adjust to the society.
- **Overall aspect:** Previously, schools were considered to be places of rote learning and children had to cram and mug up theoretical

knowledge which to an extent only achieved the goal of making the child literate but not educated. With advancements in school curriculum and research, today the child climbs up the ladder of curiosity and acquires critical thinking abilities that enable him to develop a mind of his own.

Secondary Education Commission (1952-53) has pointed out the significance of Secondary Education. "We have to bear in mind that secondary education is a complete unit in itself and not merely a preparatory stage; that at the end of this period, the student should be in position, if he wishes, to enter on the responsibility of life and take some useful vocation."

In India there are 1102783 Government Schools, 83787 Government Aided schools and 335776 Private Unaided schools. So, in total there are 1522346 schools. The number of enrolment (in thousand) of students in senior secondary (XI-XII) school is 1675 in which Male enrolment is 876 and female enrolment is 799. According to 2014 educational statistics there is remarkable progress in the girl's participation at senior secondary school level. The GER (Gross Enrolment Rate) of girls is exceeded as comparison to boys. In most of the Indian states Girls enrolment is higher than the boys in government schools but pattern reversed for the private schools. A parent seems to have more preference for private schools to educate their sons which reflects the gender parity. According to 2016 statistics the XII class passed percentage of boys is 74.3 and girls passed percentage is 82.2 which is more than boys' passed percentage. Even there are approx. 7% of dropouts of boys is also calculated. The reason behind dropout may be fear of failure, overburdened, stressed, lack of school management, ineffective teaching learning process, financial constraints etc. (Ministry of Human Resource Development 2018).

1.1 Problems during Senior Secondary Education

During adolescent period, students experience numerous difficulties. Adolescence is a phase of transition when a person's social behavior undergoes a variety of changes. During this time, the balance of physical, mental and social forces is disrupted, requiring the person to make new adjustments to society as a whole. Frustrations, conflict complexes, concerns and worries plague the majority of pupils. In today's scenario, students face few challenges which pose a hindrance to their major objective of achievement of their goals. To name a few:

- Parents indifference and lack of supervision
- Overburdened curriculum
- Peer pressure
- Lack of motivation and interest
- Neglect of nutrition and health
- Lack of experiential learning
- Lack of career guidance

- Lack of qualified and committed teachers
- Procrastination
- Lack of communication skills and many more problems

Schools have overburdened students with tasks, homework and activities of different kind. The students must complete tasks within a certain time limit. Students need to recognise the timing, systematic planning and the resources needed to finish the task in time to carry out the task. In a situation of constant tension and multi-task, it does occur frequently that certain tasks must or wish to be postponed later. The phenomenon of later postponement is described by the term "procrastination." Procrastination is considered a problem if it disturbs certain areas of our lives - it can be personal, home, school or connected with relationships. In all areas of life it's extremely rare for anyone to delay. Extinguishing time, lack of opportunities, poor performance and increased stress on student's life.

1.2 Dimensions of School Environment

1) Creative Stimulation – It refers to scenarios when teachers provide such situations and platforms to students that allow them to stimulate their critical and creative thinking. The inculcation of an inquisitive mind fosters the generation of new ideas and enhances the thought process of the child.

2) Cognitive Encouragement- It suggests the teachers' contribution in stimulating the student's cognitive development by constantly motivating and encouraging the child and helping the child by developing new insights which in turn help in his or her cognitive development.

3) Permissiveness – This takes into account the school climate where learners are given a platform to freely express their views. The effect of permissiveness on the academic achievement of students is negative but they are statistically insignificant.

4) Acceptance – It refers to the degree of teacher's affection without restriction and comprehends that students also have the right to express their feelings. The teacher must be open to the uniqueness of their ideas and should encourage the children to give independent views.

5) Rejection- Rejection has a negative correlation with the academic achievement of the student. Sometimes, rejection is perceived because of the differences in teacher's speculation or expectations from students.

6) Control- It is indicative of the autocratic environment of the school where several restrictions are imposed upon the students in order to discipline them.

1.3 Analysis of Previous Research

Kumar Gill (2016). Conducted a study and find out a negative and insignificant correlation between the creative stimulation dimension of the school environment and academic achievement, as well as a positive and significant (at the 0.05 level) correlation between the cognitive encouragement dimension of the school environment and academic achievement and the control dimension of the school environment.

Saini (2010). found that school environment does not affect academic achievement of students. But rejection dimension shows significant negative correlation with academic achievement. Creative stimulation dimension of school environment has positive effect on academic achievement. Rest of dimensions like cognitive encouragement, acceptance, rejection, control and permissiveness are not related significantly with academic achievement. It is concluded that various dimensions of school environment are not significantly related with academic achievement of girls. The coefficient of correlation between creative stimulation and academic achievement was 0.04 which was negligible and not significant. It means that academic achievement was not influenced by creative stimulation.

1.4 Significance of the Problem

Academic procrastination is a serious problem in the education system today. It is necessary to eliminate the delays from the life of the student in order to raise the standard of education in schools. The experience of worry, which is connected with postponement of work, result when you start delaying or postponing jobs and studying tasks. This study will be further helpful for Students, Parents, Teachers, Educational Administrators, planners and policy makers. This study is an attempt to analyse the relationship between academic procrastination and school environment.. All though, no studies have been conducted on the long-term epidemics of senior secondary school students in New Delhi the present study was to look into the gender differences in academic procrastination and school environment.

1.6 Objectives of the Study

- To find out the relationship between academic procrastination and school environment of senior secondary students with respect to their gender.

1.7 Hypothesis of the Study

- To find out the joint interactional effect of academic procrastination and school environment between male and female students studying in senior secondary schools

1.8 Operational Definitions of the terms used

1.8.1 Academic Procrastination

Procrastination means the action of delaying or postponing something. Academic procrastination in order to deliberately avoid or postpone important academic tasks, assignments or activities within a specified time limit for higher secondary students as a type of behavioural tendencies.

1.8.2 School Environment

A school environment is broadly related with its facilities, classrooms, school-based health services, and disciplinary policies and procedures. It lays the groundwork for the external factors that influence students. A positive school environment is one that has appropriate facilities, well-managed classrooms, school-based health supports, and a clear, fair disciplinary policy.

1.8.3 Senior Secondary School Students:

The Students who are studying in class XI and XII are referred as senior secondary school students.

1.9 Delimitation of the study

Current study is limited to 400 senior secondary school students enrolled in the union territory Delhi government and private schools.

2. METHODOLOGY

2.1 Research Method

The present study is descriptive in nature and Survey method has been used. All senior secondary students studying in government and private schools in the territory Delhi constitutes population for the present study. The investigators have selected 400 senior secondary students from 12 schools as sample by using simple random sampling technique (Lottery Method).

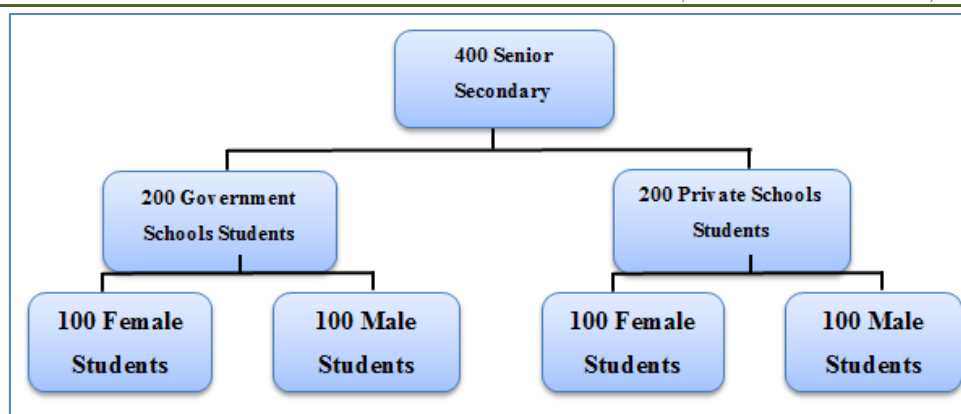


Fig-1: The classification of senior secondary School students as sample for present investigation

2.2 Tools Used for the collection of data

For the collection of facts following standardised tools used by the investigator:

- Academic Procrastination Scale by Ashok K. Kalia and Manju Yadav in 2015
- School Environment Inventory by K. S. Misra in 2012

3. DATA ANALYSIS AND INTERPRETATION

Result pertaining to relationship in Academic Procrastination and School Environment of Male

and Female students studying in senior secondary schools

To find out the relationship between academic procrastination and school environment (dimensions) of male and female students studying in senior secondary schools, coefficient of correlation was calculated, and the result is presented in table no. 3.1 given below:

Co-efficient of Correlation between Academic Procrastination and School Environment among Male and Female Students studying in Senior Secondary Schools

Table-3.1

Category	Dimension	N	Correlation	Level of Significance
Male Students Studying in Senior Secondary Schools	Creative Stimulation	200	-.134	.058
	Cognitive Encouragement	200	-.130	.067
	Permissiveness	200	-.115	.104
	Acceptance	200	-.108	.127
	Rejection	200	.137	.053
	Control	200	-.088	.218

Table 3.1 shows coefficient of correlation between Academic Procrastination and School Environment (dimensions) of Male Students of Senior Secondary Schools.

- The Co-efficient of correlation of academic procrastination and creative stimulation dimension of school environment of senior secondary male students studying in government and private schools is -.134 which is not significant. It can be interpreted that there exists no significant positive relationship between academic procrastination and creative stimulation dimension of school environment of male senior secondary school students.
- The Co-efficient of correlation academic procrastination and cognitive encouragement of school environment of senior secondary male students studying in government and private schools is -.130 which is not significant. It showed that there exists no significant positive relationship between academic procrastination and cognitive

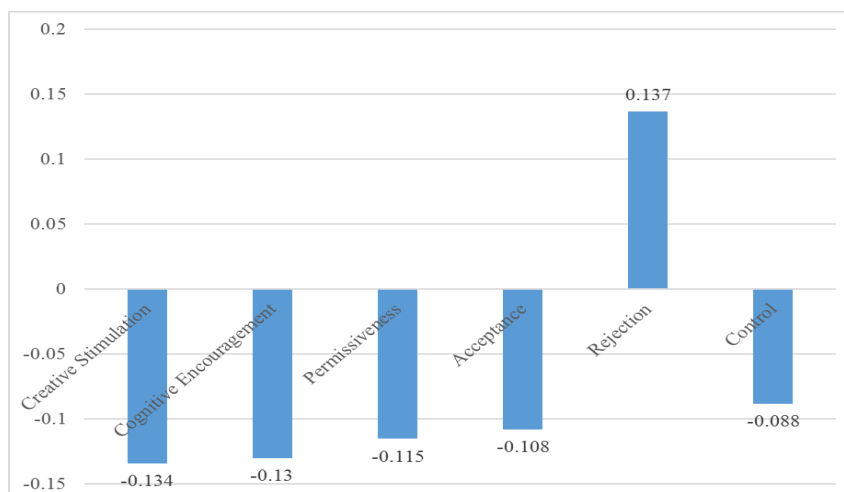
encouragement dimension of school environment of male senior secondary school students.

- The Co-efficient of correlation academic procrastination and permissiveness of school environment of senior secondary male students studying in government and private schools is -.115 which is not significant. It is showed that there exists no significant positive relationship between academic procrastination and permissiveness dimension of school environment of male senior secondary school students.
- The Co-efficient of correlation academic procrastination and acceptance of school environment of senior secondary male students studying in government and private schools is -.108 which is not significant. It can be interpreted that there exists no significant positive relationship between academic procrastination and acceptance dimension of school environment of male senior secondary school students.

- The Co-efficient of correlation academic procrastination and rejection of school environment of senior secondary male students studying in government and private schools is .137 which is not significant. It is showed that there exists no significant positive relationship between academic procrastination and rejection dimension of school environment of male senior secondary school students.
- The Co-efficient of correlation academic procrastination and control of school environment of senior secondary male students studying in

government and private schools is -.088 which is not significant. It is showed that there exists no significant positive relationship between academic procrastination and control dimension of school environment of male senior secondary school students.

Graph 3.1: Co- efficient of Correlation between Academic Procrastination and School Environment among Senior Secondary Male Students studying in senior secondary school graphically represented below:



Graph 3.1

Table-3.2

Category	Dimension	N	Correlation	Level of Significance
Female Students studying in Senior secondary Schools	Creative Stimulation	200	-.073	.302
	Cognitive Encouragement	200	-.084	.236
	Permissiveness	200	-.036	.613
	Acceptance	200	-.033	.643
	Rejection	200	.099	.164
	Control	200	.050	.482

Table 3.2 shows coefficient of correlation between Academic Procrastination and School Environment (dimensions) of Senior Secondary Female Students studying in senior secondary schools.

- The Co-efficient of correlation academic procrastination and creative stimulation dimension of school environment of senior secondary female students studying in government and private schools is -.073 which is not significant. It can be interpreted that there exists no significant relationship between academic procrastination and creative stimulation dimension of school environment of female senior secondary school students.
- The Co-efficient of correlation academic procrastination and cognitive encouragement of school environment of senior secondary female students studying in government and private

schools is -.084 which is not significant. It is showed that there exists no significant positive relationship between academic procrastination and cognitive encouragement dimension of school environment of female senior secondary school students.

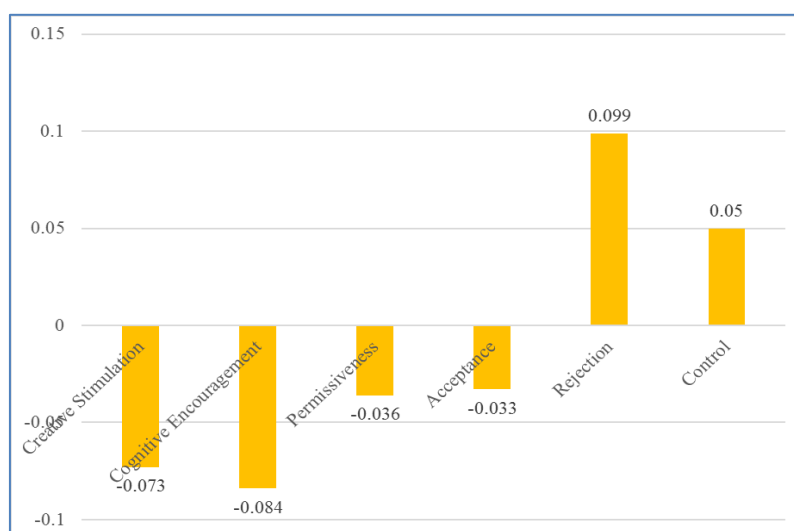
- The Co-efficient of correlation academic procrastination and permissiveness of school environment of senior secondary female students studying in government and private schools is -.036 which is not significant. It is showed that there exists no significant positive relationship between academic procrastination and permissiveness dimension of school environment of female senior secondary school students.
- The Co-efficient of correlation academic procrastination and acceptance of school environment of senior secondary female students

studying in government and private schools is $-.033$ which is not significant. It can be interpreted that there exists no significant positive relationship between academic procrastination and acceptance dimension of school environment of female senior secondary school students.

- The Co-efficient of correlation Academic Procrastination and rejection of school environment of senior secondary female students studying in government and private schools is $.099$ which is not significant. It means that there is no significant positive relationship between academic procrastination and rejection dimension of school environment of female senior secondary school students.

- The Co-efficient of correlation academic procrastination and control of school environment of senior secondary female students studying in government and private schools is $.050$ which is not significant. It is showed that there exists no significant positive relationship between academic procrastination and control dimension of school environment of female senior secondary school students.

Graph 3.2: Co- efficient of Correlation between Academic Procrastination and School Environment among Senior Secondary Female Students studying in senior secondary school graphically represented below:



Graph-3.2

4 FINDING OF THE STUDY

- There exists no significant positive relationship between academic procrastination and creative stimulation dimension of school environment of male senior secondary school students. (Kumar 2016)
- There exists no significant positive relationship between academic procrastination and cognitive encouragement dimension of school environment of male senior secondary school students.
- There exists no significant positive relationship between academic procrastination and permissiveness dimension of school environment of male senior secondary school students.
- There exists no significant positive relationship between academic procrastination and acceptance dimension of school environment of male senior secondary school students.
- There exists no significant positive relationship between academic procrastination and rejection dimension of school environment of male senior secondary school students.
- There exists no significant positive relationship between academic procrastination and control dimension of school environment of male senior secondary school students.

dimension of school environment of male senior secondary school students.

- There exists no significant relationship between academic procrastination and creative stimulation dimension of school environment of female senior secondary school students.
- There exists no significant positive relationship between academic procrastination and cognitive encouragement dimension of school environment of female senior secondary school students.
- There exists no significant positive relationship between academic procrastination and permissiveness dimension of school environment of female senior secondary school students.
- There exists no significant positive relationship between academic procrastination and acceptance dimension of school environment of female senior secondary school students.
- There is no significant positive relationship between academic procrastination and rejection dimension of school environment of female senior secondary school students.
- There exists no significant positive relationship between academic procrastination and control dimension of school environment of female senior secondary school students.

dimension of school environment of female senior secondary school students.

RECOMMENDATIONS

- Parents must recognise that growth of the delay in pupils during their academic lives is an inevitable psychological occurrence.
- They should avoid insisting on high scores in examinations without being aware of their trends.
- Parents can become friends and guide them in their difficult time
- Teachers are the future creators, students are like pot whatever shape she/he wants gives to child can be given by inculcating variety of values.
- Teachers should encourage the use of positive self-talk, relaxation practises, meditation and accepting the challenges.
- Teachers should contact with school psychologists in order to better orientate and carry out the above specified activities, is strongly advised.
- Teachers and parents should know the management of first-hand exam anxiety between pupils, and institutions should carry out awareness and guidance programmes for that purpose.
- Various seminars and workshops can be organised by the school like how to cope with stress, benefits of meditation, healthy lifestyle, and exam preparation etc.
- Students should comprehend that their parents and society have a collective strain on them. While psychological hardship can arise from such a pressure, it could also work as a healthy and constructive challenge that keeps your academic life alive.
- By carrying out academic assignments quickly, students should optimise their efforts to deal with assessment scenarios, dedicate themselves to studies with the help of teachers and have confidence in their skills.
- Student should make proper timetable so that they can complete their work on time which results stress less life.

FUTURE SCOPE OF WORK

- Present study is conducted in New Delhi. It can be conducted in other states.
- Some other variables can be used like academic achievement, Test Anxiety, self-efficacy, self-confidence, home environment, academic anxiety and academic performance can be taken up for the study of procrastination in future.
- The present study was conducted among senior secondary students. Thus, it can be conducted at the national, state and district level in other sectors. It can be conducted among college students also.
- Further study can be conducted with the same variables as taken up in the current study or with

some other variables in some specific discipline or department.

- Comparative study of Urban and Rural schools can be done.

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