

Procrastination, Stress and Academic Achievement among the B.Ed. Students

Anjali Shokeen

University School of Education, Guru Gobind Singh Indraprastha University, New Delhi, India

Corresponding author: anjalishokeen9@gmail.com

ABSTRACT

Procrastination can be a chronic problem for the students who usually enjoy spare time, too much involved in co-curricular activities and have long term deadlines. It can leads to their low grades in academics and can increase the stress level among them. This can cause problems in their career as Procrastination prevents students from reaching their goals. A sense of discomfort can also be inculcated among students, as things start accumulating. Due to Procrastination, students could always be wedged in problems and feel stressed also. The main objective of the present study is to explore whether there is a relationship exists between Procrastination, Stress and Academic Achievement among B.Ed. students of the GGSIP University. The researcher has collected data through the self-constructed Procrastination and Stress Scale which were administered on a sample of 100 B.Ed. students. The results of the study highlighted that there is a significant positive correlation among Procrastination, Stress and Academic Achievement exists among university students. The results of the study have significant implications about the prevention of Procrastination, reduction in stress and counselling of students in the colleges and in the universities.

Keywords: Procrastination, Stress, Academic Achievement.

Most of the people would agree that they have been delaying their task at least a few times in their life. This task of delaying is Procrastination. It is the act of needlessly delaying task and it is not a new phenomenon; it has been reported throughout in the history. At present times, Procrastination is very frequent occurrence amongst students. The word Procrastination is derived from two latin verbs, "pro" means forward motion and "crastinus" means belonging to tomorrow. It is something which most of the people experienced in their life span. Procrastination and the students go hand in hand these days. Every student at the beginning of a new semester makes the goal of finishing work on time and doing best for making good grades. But in reality, mostly students postpone their work until the last minute. The question is- Do students not have the enough time? Is the work too hard? Do teachers put pressure on them? The reality is that, when students get closer to graduation, their work becomes more and they feel more stressed.

Some students complete their work on time whereas some takes a lot of time, which results in Stress and eventual Procrastination. Some students feel that the work which they are doing will not help them in future. If students feel that way, the chances of Procrastination also increase. Procrastination is like a behaviour pattern which leads to reduced performance level, in effective time management, maintaining task avoidance and delayed study behaviour. It slows down the performance of students, make students lazy, careless, academically stagnant and irresponsible. Senecal *et al.* (1995) revealed that 95% of college students engage in procrastination during their studies. Procrastination can affect the academic performance and cause career problems in their future.

Procrastination keeps away students from reaching their goals and could instil a sense of distress. It is a behaviour that can also leads to stress because of the mind pressure. When people feel that they are

overloaded and they are struggling to come up with the demands is termed as Stress. It is a psychological state produced by different unpleasant events. . Stress is defined as a feeling or conditions that are experienced, when a person recognises that demands are more than the personal and social resources, the individual is able to mobilize. There is growing appreciation of Stress in education system in recent years (Sreeramareddy *et al.* 2007). Stress have been associated with important life events and with daily life hassles. It is created by environmental and internal demands which need constant effort and adjustment. There is also need to understand that Stress is harmful when it is excessive; much of the Stress is helpful and stimulating for the persons. Stress can bring a sense of competence and capacity to learn if students appraise their education as a challenge. It can elicit feelings of helplessness; it can also forebode a sense of loss. Stress is an inseparable part of normal fabrics of the society. Every person in the society experiences stress irrespective of cultural background, social status, age, race etc. Stress can affects the students learning and memory can cause physical and mental health problems, reduces self-confidence and impact academic accomplishments

The most essential concern among students in higher education institutions is academic performance. Academic behaviour is important to teachers, parents and students themselves. The society is also aware of positive or negative effects of academic behaviour; they know that the students are responsible for the betterment of the society. Unfortunately, student's academic performance is becoming troublesome and this is a matter of grave concern in present scenario. Students have to face many obstacles to overcome in achieving optimal academic performance. There are many factors which affects the Academic Achievement of students. Stress can be one of the common problems that come in way to optimum Academic Achievement. According to the Planning and Institutional Research of Villanora University (2008) approx. 70% students are experiencing stress. Stress can affect positively or negatively; positively, it can be a motivator for better quality of life, negatively, it can be destructive. This raise a question- Whether Stress has substantial influence on Academic Achievement of students? Anything that threats to our well-being or poses a challenge is

stress. Students are subjected to many kind of stress like an uncertain future, the pressure of academic obligation to succeed, difficulties of integration in the system etc. They also face emotional, physical, social and family problems that affect their learning ability. Too much stress can results in reducing self esteem can cause mental and physical health problems and causes negatively on Academic Achievement.

Review of the related Literature

Procrastination is the act of postponing the task until another point in time which could result shortage of time to complete the task (Choi & Moran, 2009). According to Knaus (2000) Procrastination is avoiding the task intentionally or postponing the task and finding other work to do and then making excuses. Mostly this kind of behaviour is prevalent in college students. Alexander & Onwuegbuzie (2006) found that 60% graduate college students procrastinate for weekly assignments. He also found that graduate students are more likely to procrastinate than the undergraduate students. According to Tan *et al.* (2008) the greatest source of stress is academics, specifically tests and the stress causes in under estimating the abilities of college students in academics. Klassen & Kuzucu (2009) found that adolescents also delays homework assignments and studies just like college students do. It is also found that the adolescents who procrastinate can face the problems of low grades and self-esteem and anxiety (Owens & Newbegin, 2000).

Operational Definitions

Procrastination: Procrastination refers to the postponement or avoidance of a task and believing that the work can be accomplished later.

Stress: Stress is a state of psychological pressure due to the prevailing demands of the society.

Academic Achievement: Academic Achievement refers to the marks obtained by the students of B.Ed. students of GGSIP University in their semester examinations.

Objectives of the Study

1. To find the relationship between Procrastination and Stress among B.Ed. students of GGSIP University.

2. To find the relationship between Procrastination and Academic Achievement among B.Ed. students of GGSIP University.
3. To find the relationship between Stress and Academic Achievement B.Ed. students of GGSIP University.

Hypotheses of the Study

1. There is no significant relationship between Procrastination and Stress among B.Ed. students of GGSIP University.
2. There is no significant relationship between Procrastination and Academic Achievement among B.Ed. students of GGSIP University.
3. There is no significant relationship between Stress and Academic Achievement B.Ed. students of GGSIP University.

Research design

The present study is Descriptive in its nature and the researcher investigated the relationship among Procrastination, Stress and Academic Achievement of B.Ed. students through Correlational research design.

Population and Sample of the Study

All students of B.Ed. colleges' affiliated to GGSIP University constitute the population for the study and Random sampling technique was used by the researcher to choose the sample for the study. The data was collected from 100 B.Ed. students.

Tools Used in the study

The researcher used self-constructed Stress scale to measure the stress level among the B.Ed. students and Procrastination scale in order to know the presence of Procrastination. Academic Achievement was measured by taking the semester score of the students.

Statistical Techniques Used in the Study

The researcher used coefficient of correlation for measuring the relationship among Procrastination, Stress and Academic Achievement of B.Ed. students of GGSIP University.

Analysis and Interpretation

Objective 1: To find the relationship between

Procrastination and Stress among B.Ed. students of GGSIP University.

Hypothesis: There is no significant relationship between Procrastination and Stress among B.Ed. students of GGSIP University.

Table 1: Correlation between Procrastination and Stress

Variable	'r'
Procrastination and Stress	0.475

The above table reveals that computed value of 'r' is 0.475 which is higher than the value of 'r' with Degrees of Freedom (98) i.e. 0.195 at 0.05 level and 0.254 at 0.01 level. Thus, the null hypothesis, "There is no significant relationship between Procrastination and Stress among B.Ed. students of GGSIP University" is rejected. It means that there is significant positive relationship between Procrastination and Stress which reveals that, a student who tends to procrastinate is prone to stress.

Objective 2: To find the relationship between Procrastination and Academic Achievement among B.Ed. students of GGSIP University.

Hypothesis: There is no significant relationship between Procrastination and Academic Achievement among B.Ed. students of GGSIP University.

Table 2: Correlation between Procrastination and Academic Achievement

Variable	'r'
Procrastination and Academic Achievement	0.346

The above table reveals that computed value of 'r' is 0.346 which is higher than the value of 'r' with Degrees of Freedom (98) i.e. 0.195 at 0.05 level and 0.254 at 0.01 level. Thus, the null hypothesis, "There is no significant relationship between Procrastination and Academic Achievement among B.Ed. students of GGSIP University" is rejected. It means that there is significant positive relationship between Procrastination and Academic Achievement which reveals that, a student who tends to procrastinate is prone to low Academic Achievement.

Objective 3: To find the relationship between Stress and Academic Achievement B.Ed. students of GGSIP University.

Hypothesis: There is no significant relationship between Stress and Academic Achievement B.Ed. students of GGSIP University.

Table 3: Correlation between Stress and Academic Achievement

Variable	r
Stress and Academic Achievement	0.432

The above table reveals that computed value of 'r' is 0.432 which is higher than the value of 'r' with Degrees of Freedom (98) i.e. 0.195 at 0.05 level and 0.254 at 0.01 level. Thus, the null hypothesis, "There is no significant relationship between Stress and Academic Achievement among B.Ed. students of GGSIP University" is rejected. It means that there is significant positive relationship between Stress and Academic Achievement which reveals that, high stress among a student leads to low level of Academic Achievement.

Limitations of the Study

The study doesn't tend to study the reasons behind Procrastination and stress. Moreover, some other variables like Anxiety, Self-efficacy, and Depression etc. can be included in order to know various correlates of Procrastination, Stress and Academic Achievement.

Conclusions and Implications of the Study

Procrastination can cause the problems to students who delay the work because they are not serious towards their life. The findings of the study reveal that the students who tend to procrastinate are prone to stress. When the students work under deadlines at the last moment are tend to be under pressure which increases the chances of being stressed. Moreover, one of the reasons behind low Academic Achievement of students is Procrastination. It is also revealed that high Stress among students can leads to low level of Academic Achievement.

Due to Procrastination and Stress, students couldn't perform the work efficiently and also lose their precious time. It can result in lowering their confidence and they start feeling bad about themselves. To cure the Procrastination and Stress among the students, self-esteem should be enhanced, self-appraisal can leads students to do their tasks scrupulously and this will help

them in making important decisions on time. Psychological interventions must be designed for reducing Stress and enhancement of self-esteem among students. There must be Time management within the academic structure of colleges and universities which will facilitate students in improving their skills like study habits. Parents need to identify the level of stress of their children and accordingly provide guidance and counselling. They should help them in developing the habit of reading newspapers, magazines etc. to give them positive direction in relation to academics. Student Counselling should be made for timely help for the students who have more stress level or for those who are in the habit of Procrastination. Student's level of confidence and morale should be boost up by the teachers and parents for better adjustment in the society. This will enhance their potential fully to achieve success in life. Teachers and parents need to encourage students to study regularly and provide substantive guidance to them.

REFERENCES

Alexander, E.S. and Onwuegbuzie, A.J. 2007. Academic procrastination and the role of hope as a coping strategy. *Personality and Individual Differences*, **42**: 1301-1310.

Choi, J.N. and Moran, S.V. 2009. Why not procrastinate? Development and validation of a new active procrastination scale. *Journal of Social Psychology*, **149**(2): 195-211.

Ford, J. 2014. Procrastination and the College Student: An Analysis on Contributing Factors and Academic Consequences, Education Undergraduate Research. Available from: http://knowledge.e.southern.edu/undergrad_ed/15

Jiano, Q., Collins, Onwuegbuzie and Voseles, D. 2011. Academic procrastination and the performance of graduate-level cooperative groups in research methods courses, *Journal of the Scholarship of Teaching and Learning*, **11**(1): 119-138.

Klassen, R. and Kuzucu, E. 2009. Academic procrastination and motivation of adolescents in Turkey. *Educational Psychology*, **29**(1): 69-81.

Knaus, W.J. 2000. Procrastination, blame, and change. *Journal of Social Behavior and Personality*, 153-166.

Owens, A. and Newbegin, I. 2000. Academic procrastination of adolescents in English and mathematics: Gender and personality variations. *Journal of Social Behavior and Personality*.

Rosetti, Lauren 2011. Procrastination behaviours in college students. *Theses and Dissertations*, 412.

Senecal, C., Koestner, R. and Vallerand, R.J. 1995. Self-regulation and academic procrastination. *Journal of Social Psychology*, **135**(3): 607-619.

Sreeramareddy, C.T., Shankar, P.R., Binu, V.S., Mukhopadhyay, C., Ray, B. and Menezes, R.G. 2007. Psychological morbidity, sources of stress and coping strategies among undergraduate medical students of Nepal, *BMC Medical Education*, 7: 26.

Tan, C.X., Ang, R.P., Klassen, R.M., Yeo, L.S., Wong, I., Huan, V.S. and Chong, W.H. 2008. Correlates of academic procrastination and students' grade goals. *CurrPsychol.*, 27: 135-144.

