



Academic Procrastination Among University Post Graduate Students In Relation To Their Examination Anxiety

Minakshi Chaudhary^{1*}

^{1*}Assistant Professor, University of Jammu, Jammu

Citation: Minakshi Chaudhary(2022),Academic Procrastination Among University Post Graduate Students In Relation To Their Examination Anxiety, EducationalAdministration:TheoryandPractice,28(3), 384 -388

Doi: 10.53555/kuey.v28i03.8043

ARTICLE INFO

ABSTRACT

The present study was conducted on “Academic procrastination among university post graduate students in relation to their examination anxiety”. Eighty postgraduate students from various departments of University of Jammu have been selected by using simple random sampling technique. Data were gathered by using two measuring scales: 1) Academic procrastination scale developed by Dr. Savita Gupta and Liyaqat Bashir 2) Examination Anxiety scale constructed by the researcher. Pearson’s Product Moment Correlation test was performed to find out the relationship among postgraduate students with respect to their academic procrastination and examination anxiety. It has been concluded that there exists a significant and positive correlation between academic procrastination and examination anxiety among university postgraduate students in relation to their gender. Similarly, a significant and very strong positive correlation has been found among science stream students in relation to their academic procrastination and examination anxiety.

KEY WORDS: Academic Procrastination, Examination Anxiety and Postgraduate University Students

INTRODUCTION

People who procrastinate put off doing the things they wish to do because they are self-handicapping. This might lead to worse performance, more stress, and less production (Steel 2007). In addition to being bad to individuals, procrastination also has a wider negative influence on society. Another way to put it is that as civilization advances and more obligations and deadlines arise, procrastination's effects get harder and more complicated. Whether there are truly undesirable outcomes, like anxiety or decreased performance, that allow persons to be labeled as delayed is a topic of debate among many researchers. According to Schraw, Wadkins, & Olafson (2007) one of the suggested criteria for classifying a behavior as procrastinating is that it must be harmful, needless, and delayed.

Consequently, "to willingly postpone an intended course of action despite anticipating to be worse off as a result of the postponement" is the most widely used definition, which encompasses the aforementioned elements (Steel, 2007). Delay, counter productiveness, and needlessness are the major components of procrastination. The amount of knowledge available to children now- a- days is taught to them step-by-step, as is the quantity and accessibility of distractions like online gaming, social networking, entertainment platforms and like that. Distractions like the Internet have grown ingrained in students' lives, and this can have a negative impact on their academic performance. Throughout the school year, academic advancement is a serious issue because many students need professional time management skills in order to use the internet. Odcai (2011) also observed that a large number of institutions provide quick, free, round-the-clock internet access, which some students may not be aware of. These students are also frequently confronted with careless firewalls or firewalls that are not there at all.

Procrastination in the academic setting is recognized as a particular type of self-regulation failure. Even though one of the types of procrastination that is most frequently studied is intellectual procrastination. There is still a lot to learn in this area, especially in light of the paucity of noteworthy research on the topic of high school students' procrastination. According to Solomon and Rothblum (1984), academic procrastination is the ubiquitous and persistent desire a learner has to put off academic tasks; it is typically accompanied by anxiety.

Steel (2007) asserts that even when someone knows that delaying an anticipated action will have bad consequences, they nonetheless choose to do so. Thus, recruitment is a voluntary but irrational delay in the intended sequence of action that has unfavorable effects. For many students, academic delays are associated with outcomes of dysfunctional learning, including subpar academic work, subpar performance, inadequate comprehension, time drops, and a longer study period.

Students procrastinate more than they used to because technology allows them to explore a virtual, global environment where they have a lot of work to complete in a limited amount of time. Thus, the present study will concentrate on academic procrastination, when students put off finishing assignments and studying for tests because they are always worried about their grades and assessments, only to scramble to finish everything when the permitted time is almost up. Academic procrastination is the act of putting off doing assignments, creating projects, paying fees, and other academic obligations. These tasks are put off until closer to the deadline.

As in the words of M. Zeidner (1998), "A group of behavioral, phenomenological, and physiological reactions that go along with worries about potential drawbacks or failing an exam or other similar assessment situation is known as exam anxiety. It's a universal emotion that everyone experiences." "Exam anxiety is a physiological condition in which people experience extreme stress, anxiety, and discomfort during and before taking a test," state Andrews, B., and Wilding, J.M. (2004). However, not everyone finds it admirable that it exists. It is the most unsettling mystery in human history and is thought to be a sign of illness. Its existence is unacceptable. It was surrounded by fear, panic, unease, tension, and bother sameness. In this competitive age, secondary school students experience anxiety, panic, unease, tension, stress, and problems. According to Okogu J.O., Osah, M., and Umudjer, S.O. (2016), students frequently experience exam anxiety, which negatively affects their academic performance. Given that we discovered numerous suicide news cases during our investigation, it has turned into a catastrophic issue for the current situation. Exam anxiety symptoms include, but are not limited to, fear, panic, unease, tension, shaking, increased heartbeat, fainting, vomiting, headaches, stomachaches, and dry throats.

Three cognitive, emotional, and behavioral elements of test anxiety can be taken into account in a thorough conceptualization. Anxious thoughts about failing or performing poorly in the examination position are included in the cognitive dimension; tension and excitement accompany the emotional dimension; and a decline in an individual's performance in the examination situation or prior preparation is included in the behavioral dimension.

Procrastination and exam anxiety have been major problems for graduate and undergraduate students on all projects. It has been demonstrated that academic anxiety, which is prevalent among students who study procedures, negatively affects performance in research philosophy courses and measurements. It was assumed that academic procrastination would be strongly associated with measurements anxiety associated with the worth of insights, translation anxiety, test and class anxiety, computational self-idea, dread of asking for help, and dread of the measurements educator since academic procrastination has been strongly associated with summarized and explicit types of anxiety, such as test anxiety and social anxiety.

In today's educational environments and era of advanced social orders, academic procrastination is considered a typical marvel. By all accounts, it appears to be a major problem among college students at the moment. According to assessments, around 70% of college students actually arrive late (Ellis and Knaus 1977). The role of gender in these relationships is unclear, despite the fact that relationships between sex and academic procrastination, academic success, and fulfillment with academic life are deeply ingrained in procrastination writing. The current study therefore aimed to investigate the differences between the sexes with regard to academic procrastination, academic achievement, and academic fulfillment (Balkis and Erdinç 2017).

Due to contradictory exploration findings, gender variations in the recurrence of procrastination have become one of the most talked-about topics. There are no gender variations in procrastination, according to several researches. However, other writers contend that women are more likely to put things off. According to the other gathering expert, guys are more likely to put things off. Gender disparities in academic life fulfillment are highlighted by a substantial body of experimental research, in addition to differences in academic procrastination and academic success. According to earlier studies, female students are happier with their academic careers than male students. (2009, Kim and Sax).

REVIEW OF RELATED LITERATURE

Seo and Kim (2015) found that academic procrastination was, in fact, inversely correlated with academic accomplishments in a study they conducted and analyzed as part of an ongoing Meta investigation they oversaw. Nevertheless, stronger correlations were observed for explicit undertaking grades estimated, when evaluations were not self-detailed, when procrastination was self-revealed, and when performance was observed remotely. Additionally, they discovered that among younger students from westernized nations, academic procrastination was most strongly correlated with academic success. **Kadhiravan & Vijay (2016)** conducted research and discovered that academic procrastination among university students significantly lowers their self-esteem. Academic procrastination is strongly correlated with personality factors. Researchers looked into and evaluated the effects of personality and self-worth on academic procrastination. They studied more than 150 university-affiliated students using a sample approach. They acquired data for their

undertaking. They also employed a survey approach. They employed the following three instruments to gather their data: academic procrastination, personality, and self-esteem. **Singh, G. (2018)** investigated the issue of pupils delaying their academic work. Eighty percent of adolescents were found to exhibit average or above average academic procrastination. About 20% of adolescents exhibited low levels of academic procrastination. Every teenager was seen to be behind in their academic work. There was no discernible difference between male and female senior secondary school students, according to the study. The majority of male university students, according to a study by **Bashir, L. (2019)**, fall into the moderate category of academic procrastination, which is followed by low, extremely low, average, above average, high, and extremely high levels. In addition, the majority of female university students procrastinated academically at a moderate level, with procrastination levels ranging from below average to extremely high, low, high, and above average. The effects of gender and self-confidence on academic procrastination in senior secondary school pupils were investigated by **Saini (2020)**. Gender differences were shown to have a minimal association with academic procrastination, whereas self-confidence was found to have a substantial correlation with it. In senior secondary school pupils, the study found a substantial twofold interaction link between gender-specific academic procrastination and self-confidence. **Saplavaska and Jerkunkova (2018)** investigated the relationship between personal situational anxiety and academic procrastination. The findings demonstrated the positive relationships between students' situational and personal worry and their academic procrastination. There is a tendency for elevated anxiety levels to accompany the growth in academic procrastination markers, which may result in a decline in academic performance.

RATIONALE OF THE STUDY

Some astounding facts are revealed by an examination of the literature on academic procrastination. Procrastination is a far more serious issue than it first appears to be. It is widespread over the entire world. Students frequently struggle with procrastinating on their academic assignments. About 25% of students claim that they regularly postpone to the point where it causes them stress or results in lower academic performance. Most students procrastinate on certain academic responsibilities to some extent. Procrastination was the most commonly mentioned personal worry for which students needed support, according to Gallagher, Golin, and Kelleher's (1992) survey results, which showed that 52% of students reported having a moderate to high need for aid. At all educational levels, procrastination is a widespread issue that affects both men and women equally. Research on procrastination also reveals a great deal of mystery. In other words, even while a large number of students report needing assistance to overcome their procrastination (Gallagher et al., 1992), there are case studies of students whose procrastination has negatively impacted their performance (Burka & Yuen, 1983). As a result, the issue is serious enough to need immediate attention. According to the studies mentioned above, there hasn't been much if any research done on academic procrastination in the Indian setting. This paper represents an ardent effort by the researcher in that approach. Parents of students as well as academicians and college students would find the study useful and will be aware of the reasons behind academic procrastination. They will be able to offer them facilities and support while they acclimate. Therefore, the researcher has chosen this area to know the relationship between academic procrastination and examination anxiety among university postgraduate students in relation to different demographic variables.

OPERATIONAL DEFINATIONS OF THE KEY WORDS

Academic Procrastination: In the present study, Academic Procrastination refers to the scores obtained by the university postgraduate students on the Academic Procrastination scale.

Examination Anxiety: In this research, Examination Anxiety refers to the scores obtained by the university postgraduate students on the Examination Anxiety scale.

University Postgraduate Students: Students who are pursuing their post graduation course from university of Jammu.

RESEARCH OBJECTIVES

1. To find the relationship between academic procrastination and examination anxiety among university postgraduate students in relation to their gender.
2. To find the relationship between academic procrastination and examination anxiety among university postgraduate students in relation to their streams.

RESEARCH HYPOTHESES

1. There is no significant relationship between academic procrastination and examination anxiety among university postgraduate students in relation to their gender.
2. There is no significant relationship between academic procrastination and examination anxiety among university postgraduate students in relation to their streams.

RESEARCH METHODOLOGY

Descriptive survey method has been employed to study the academic procrastination among university post-graduate students in relation to their examination anxiety.

POPULATION

Postgraduate students studying in different departments of Jammu University has been taken as a population of the study.

SAMPLE

A sample of 80 postgraduate students studying in different departments of Jammu University has been taken by using random sampling technique.

SAMPLE PROFILE

Name of Department	Sample taken
Education	20
Sociology	20
Life sciences	20
Physical science	20
Total	80

TOOLS USED

In the present study, researcher used these tools;

- Academic procrastination scale developed by Dr. Savita Gupta and Liyaqat Bashir.
- Examination Anxiety scale constructed by the researcher.

DATA ANALYSIS

Keeping in mind the nature of research objectives, the investigator used Pearson's Product Moment correlation method as a statistical technique.

RESULTS

Table 1: Showing correlation between academic procrastination and examination anxiety among university postgraduate students in relation to their gender and streams

S.No.	Variables		N	Coefficient of Correlation (r)	Level of Correlation
1.	Academic Procrastination	Male	40	0.54	Moderate positive correlation
	Examination Anxiety	Male	40		
2.	Academic Procrastination	Female	40	0.49	Moderate positive correlation
	Examination Anxiety	Female	40		
3.	Academic Procrastination	Arts	40	0.38	Low positive correlation
	Examination Anxiety	Arts	40		
4.	Academic Procrastination	Sciences	40	0.72	Very strong positive correlation
	Examination Anxiety	Sciences	40		

Table 1 depicts the co-efficient of correlation of academic procrastination and examination anxiety of male and female post-graduate university students are 0.54 and 0.49 respectively which is statistically significant. Thus, the hypothesis that states there is no significant relationship between academic procrastination and examination anxiety among university postgraduate students in relation to their gender is rejected. It can be interpreted that there exists significant positive and moderate level of relationship between academic procrastination and examination anxiety of university post-graduate students in respect to their gender.

Likewise, it was found that the arts stream post-graduate students had a favorable (+ve) but low correlation (0.38) between academic procrastination and examination anxiety. Thus the hypothesis that states there is no significant relationship between academic procrastination and examination anxiety among arts stream university postgraduate students is rejected. Additionally, a very strong and positive correlation (0.72) was found between academic procrastination and examination anxiety among science stream post-graduate students. Thus the hypothesis that states there is no significant relationship between academic procrastination and examination anxiety among science stream university postgraduate students is rejected.

DISCUSSION

The research interpreted that there exists a significant positive and moderate level of relationship between academic procrastination and examination anxiety of university post-graduate students in respect to their

gender. This research also interpreted that there exists a significant positive but low level of relationship between academic procrastination and examination anxiety of arts stream university post-graduate students and similarly, there exists a significant positive and very strong level of correlation between academic procrastination and examination anxiety of science stream university post-graduate students.

REFERENCES

1. Akca, F. (2012). An Investigation into the Self-Handicapping Behaviors of Undergraduates in Terms of Academic Procrastination, the Locus of Control and Academic Success. *Journal of Education and Learning*, 1(2), 288-297.
2. Azhari, M. S. (2017). Early Maladaptive Schemas and Academic Procrastination in Students: The Mediating Role of Perfectionism. *International Journal of Psychological Studies*, 9(4), 76-82.
3. Bashir, L. (2019). Social networking usage academic procrastination and performance among university students role of self-efficacy and metacognitive beliefs.
4. Baumeister, R. F. and Tice, D. M., (1997). Longitudinal study of procrastination, performance, stress, and health: The costs and benefits of dawdling. *Psychological science*, 8(6), 454-458.
5. Beck, B. L., Koons, S. R., and Milgrim, D. L. (2000). Correlates and consequences of behavioral procrastination: The effects of academic procrastination, self-consciousness, self-esteem and self handicapping. *Journal of social behavior and personality*, 15(5), 3.
6. Ferrari, J. R., and Roster, C. A. (2018). Delaying disposing: examining the relationship between procrastination and clutter across generations. *Current Psychology*, 37(2), 426-431.
7. Ferreira, W. (2020). How Important the Successful Use of Time Management is for Postgraduate Students? A study developed in Ireland. Master's thesis, Dublin, National College of Ireland.
8. Kandemir, M. (2014). Reasons of academic procrastination: Self-regulation, academic self-efficacy, life satisfaction and demographics variables. *Procedia-Social and Behavioral Sciences*, 152, 188-193
9. Kim, K. R., and Seo, E. H. (2015). The relationship between procrastination and academic performance: A meta-analysis. *Personality and Individual Differences*, 82, 26-33.
10. Kumar, N. (2020). Academic procrastination among adolescents in relation to metacognition perfectionism and internet usage. <http://hdl.handle.net/10603/327916>
11. Lamba, G. (1999). Effect of gender-role and self-efficacy on academic procrastination in college students. Truman State University.
12. Mattoo, N. H., and Nabi, R. (2012). A study on academic anxiety among adolescents (14-16 years). *International journal of social science tomorrow* 1(3): 1-3.
13. Odaci, H. (2011). Academic self-efficacy and academic procrastination as predictors of problematic internet use in university students. *Computers & Education*, 57(1), 1109-1113.
14. Patrzek, J., Sattler, S., van Veen, F., Grunschel, C., and Fries, S. (2015). Investigating the effect of academic procrastination on the frequency and variety of academic misconduct: a panel study. *Studies in Higher Education*, 40(6), 1014-1029.
15. Sharma, S., and Shakir, M. (2019). A Study of Academic Anxiety of Senior Secondary School Students in Relation to Locale and Type of School. *Research and Reflections on Education* 17(4), 01-09. DOI: 10.13140/RG.2.2.35160.
16. Vijay, M., and Kadhiravan, S. (2020). Influence of Personality and Self-Esteem on the Academic Procrastination among University Students. Dec. 2020, pp. 18-23.
17. Saplavaska, J., and Jerkunkova, A. (2018). Academic procrastination and anxiety among students. In 19th scientific Conference. Latvia: Engineering for pural development (pp. 23)
18. Saini, A. (2020). Academic procrastination and academic Anxiety among senior secondary school Students in relation to their self Confidence self efficacy and locus of Control <http://hdl.handle.net/10603/326423>
19. Singh, G. (2018). Academic procrastination academic anxiety and learning styles as correlates of academic achievement of senior secondary school students
20. You, J. W. (2015). Examining the effect of academic procrastination on achievement using LMS data in e-learning. *Journal of educational technology & society*, 18(3), 64-74.
21. Zais, M. (2011). South Carolina social studies academic standards. Columbia, SC: South Carolina Department of Education.