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"Academic Procrastination Among School Students In Relation To Their Academic Stress, Peer Pressure And Parental Pressure"

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Abstract

In today's society, procrastination is a widespread and serious issue. It seems that procrastination in academics is a frequent occurrence, as students often delay finishing their assignments until the final moments, typically without a valid justification. The current investigation was done to inspect "The academic procrastination among students with respect to their academic stress, peer pressure and parental pressure". Academic procrastination has been taken as dependent variable while academic stress (High & Low), peer pressure (High & Low) and parental pressure (High & Low) have been taken as independent variables. In the current investigation "Descriptive survey method" was employed. "Multi-stage random sampling technique" was employed to choose the sample of 700 students studying in senior secondary schools, affiliated to CBSE of Rohtak and Bhiwani Districts of Haryana State. Academic Procrastination Scale by Kalia and Yadav (2015); "Scale for Assessing Academic Stress (SAAS) by Sinha (2014)"; "Peer Pressure Scale (PPS) by Saini and Singh (2010)" and Parental Pressure Scale by Kumari and Maikhuri (2019) were apply to gather the data. The gathered data was analyzed using "Three Way ANOVA with 2×2×2 factorial design". "Result of the study revealed that the interaction effect of academic stress, peer pressure and parental pressure on academic procrastination of sr. sec. school students was found to be significant."

Keywords: "Academic Procrastination, Academic Stress, Peer Pressure and Parental Pressure"

INTRODUCTION

Procrastination is a widespread and significant issue in today's society. The behavior of procrastinating is a common occurrence and an undesirable characteristic, yet it is challenging to find a universally accepted definition in the literature. Typically, procrastination is described as the inclination to defer or delay taking action or making decisions. Academic procrastination is one of the most frequent and crucial types of procrastination found in the educational context, especially among high school and college students; it often manifests as students deferring or delaying assignments, which leads to late submissions, along with a general decrease in study time & insufficient preparation for exams. Academic procrastination refers to a recurring behavior in students' educational progress where they delay or postpone the completion of essential tasks that have set deadlines. This behavior is linked to negative impacts on academic performance, increased risk of school dropout, and a decline in students' well-being. Essentially, academic procrastination is characterized by evading academic responsibilities, which can lead to students experiencing academic failure. In a similar vein, academic procrastination can be defined as the act of deferring educational obligations in a manner that results in failure, dissatisfaction with academics, and heightened stress levels. There are various internal and external factors that affect an individual to conduct procrastination. Internal factors encompass all elements originating from within, such as the capability to manage time for planning daily learning, the tendency toward perfectionism, prioritizing enjoyable activities, the encouragement to avoid fatigue, fear of failure, academic stress, perceiving academic tasks as unimportant and tedious, a lack of an instructor or assistance for completing tasks, and poor financial conditions. External factors consist of influences from outside, including peer pressure, parental expectations, and the environment at home and school, among other things.

Academic stress refers to the pressures arising from learning, characterized by a psychological burden and tension, primarily influenced by two factors: the external environment, such as preparing for important exams related to future major choices; and internal factors, such as the community's expectations of students that often exceed the students' own aspirations, leading to a struggle to meet societal demands for various personal reasons. In general, academic stress represents the psychological strain resulting from the overwhelming demands and expectations placed on students, as well as the disparity between their self-imposed expectations and the expectations held by society. Peer pressure refers to the psychological or emotional influence exerted by individuals within the same social group, often of similar age, status, and grade, to conform to their behaviors or actions. It is essentially a human inclination to align with what the majority endorses (Mangat, 2019). At its core, parents strive to enhance their children's futures, driven by a desire for their kids to achieve success rather than focusing on their own future (Rubie-davies, et. al. 2007). The aspirations of parents assist individuals in cultivating their abilities and talents, as well as enhancing their academic achievements (Kaplan, et.al., 2016; Letha, 2013). Nevertheless, parents' hopes and expectations can have detrimental effects, particularly when they are unrealistic and do not align with their

children's abilities and capacities. This occurs because parents may wish to relive their own experiences, rectify past mistakes, or fulfill unachieved ambitions through their children (Heffner, 2011).

NEED OF THE STUDY

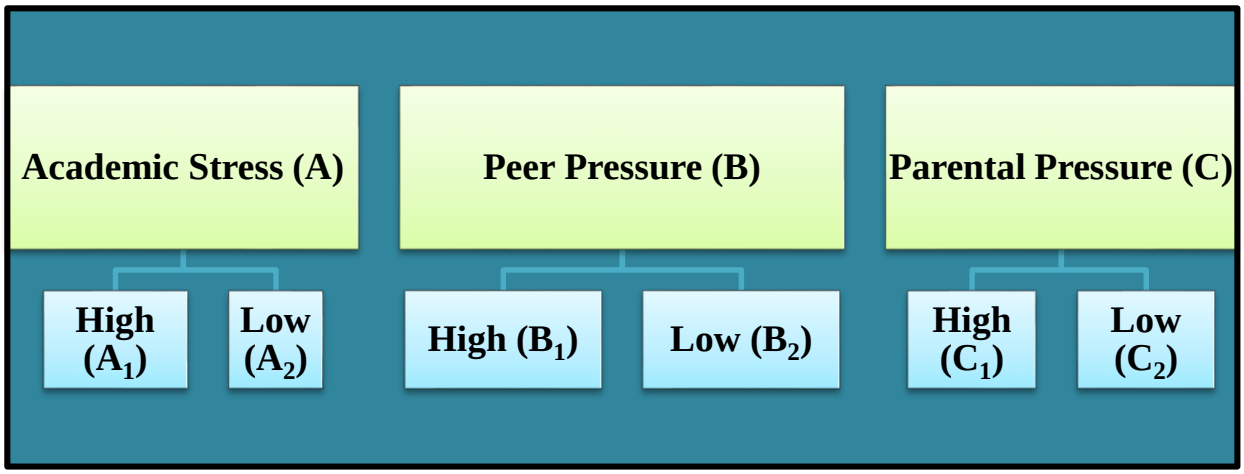
Procrastination seems to be a major issue, although various factors can contribute to its prevalence among students. Academic procrastination can be associated with numerous contributing elements, such as environmental, familial, and personal factors, with parenting being a key familial influence. Scher & Ferrari (1999) indicated that the dynamics within a family have a significant or crucial impact on academic procrastination. Flett, Blankstein, & Martin (1995) inferred that "procrastination may be a response to the expectation that parents will respond to self-characteristics in a harsh and controlling manner". Szalavitz (2003) claimed that the styles of parenting are a significant factor contributing to academic procrastination. Burka & Yuen (1983) indicated that procrastinators often place undue pressure on themselves, typically stemming from parental expectations for academic success, especially when parents question their child's capability to meet those demands. It's commonly observed that students often postpone academic responsibilities by immersing themselves in other activities such as using digital media, watching movies, playing video games, or socializing with friends and peers. Conversely, they may also procrastinate due to a lack of interest, academic pressure, peer influence, or feelings of anxiety. Peer pressure, along with factors such as academic stress and parental expectations, can lead students to procrastinate. This raises the question of how prevalent procrastination is among school-aged students. Considering this context, the investigator started to ponder the underlying issue.

OBJECTIVE: "To find out the interaction effect of academic stress, peer pressure and parental pressure on academic procrastination among senior secondary school students".

HYPOTHESIS: "There is no significant interaction effect of academic stress, peer pressure and parental pressure on academic procrastination among senior secondary school students."

DESIGN AND METHODOLOGY

"In the present study, descriptive survey method was used. The 2×2×2 factorial randomized group design was used to analyze the data. All the independent variables i.e. Academic Stress (High & Low), Peer Pressure (High & Low) and Parental Pressure (High & Low) were varied at the two levels as given below".



SAMPLE

"Multi-stage random sampling technique" was employed to choose the sample of 700 students studying in senior secondary schools, affiliated to CBSE of Rohtak & Bhiwani Districts of Haryana State. Out of 22 districts of Haryana two districts were chosen randomly by employing lottery method (making slips of districts and putting them into a handmade card board box). Two districts namely Rohtak & Bhiwani were chosen respectively.

TOOLS USED

- **"Academic Procrastination Scale"** by Kalia and Yadav (2015).
- **"Scale for Assessing Academic Stress (SAAS)"** by Sinha (2014).
- **"Peer Pressure Scale (PPS)"** by Saini and Singh (2010).
- **"Parental Pressure Scale"** by Kumari and Maikhuri (2019).

STATISTICAL TECHNIQUES

"The Three-Way Analysis of Variance (ANOVA) with 2×2×2 Factorial Design was computed using SPSS 20 version to study the interaction effects of the independent variables i.e. Academic Stress, Peer Pressure and Parental Pressure on academic procrastination among senior secondary school students. Wherever F-value was found significant, 't'-test was employed for further investigation".

DATA ANALYSIS & INTERPRETATION

"For examine the interaction effect of academic stress, peer pressure and parental pressure on academic procrastination, data were subjected to analysis of variance (ANOVA) of a (2x2x2) factorial study with a randomized group design. Academic Stress (A), Peer Pressure (B) and Parental Pressure (C) were coded as A, B, C respectively & were diverse into two ways as: High (A1) & Low (A2); High (B1) & Low (B2); High (C1) & Low (C2). The summary of ANOVA (2×2×2) has also been presented in Table-1, which is analyzed in terms of interaction effects".

Table - 1

"Summary of Three Way ANOVA (2×2×2 Factorial Design) for Academic procrastination of Secondary School Students with respect to their Academic Stress, Peer Pressure and Parental Pressure"

Dependent Variable: Academic procrastination					
"Source of Variance"	**"Type III Sum of Squares"**	**df**	**"Mean Squares"**	**"F-ratios"**	**Sig.**
Corrected Model	69250.794	7	9892.971	12.316	.000
Intercept	1369988.308	1	1369988.308	1705.529	.000
Interaction of Academic stress x Peer pressure x Parental pressure (AxBxC)	10549.586	1	10549.586	13.649	.000
Error	371107.506	462	803.263		
Total	1805807.000	470	7580.950		
Corrected Total	**440358.300**	**469**			

The Table-1 highlights that the F-ratio 13.649 for the triple interaction between Academic stress, Peer pressure and Parental pressure with respect to Academic procrastination of sr. sec. school students is found significant at 0.01. So, the null hypothesis "There exists no significant interaction effect of academic stress, peer pressure and parental pressure on academic procrastination of senior secondary school students" stands rejected. Therefore, it can be concluded that Academic stress, Peer pressure and Parental pressure collectively have a significant effect on Academic procrastination of sr. sec. school students. It is further subjected to t-test. The average scores for academic procrastination of different groups for Academic stress, Peer pressure and Parental pressure have been accessible in Table-2 and Fig. 1.

Table-2

"'t'-values for Mean Scores of Academic procrastination of Secondary School Students for Different Groups of Academic Stress, Peer Pressure and Parental Pressure (A×B×C)"

Sr. No.	Groups	N		Mean		S.D.		't'-values
1	$A_1B_1C_1$ vs $A_1B_1C_2$	56	78	56.30	50.17	28.82	30.95	1.17 (NS)
2	$A_2B_2C_1$ vs $A_2B_2C_2$	60	37	67.95	70.37	27.78	24.23	0.452(NS)
3	$A_1B_1C_1$ vs $A_1B_2C_2$	56	82	56.30	69.41	28.82	29.54	2.59*
4	$A_1B_1C_2$ vs $A_1B_2C_2$	78	82	50.17	69.41	30.95	29.54	4.01**
5	$A_1B_2C_1$ vs $A_2B_1C_2$	45	61	44.65	49.33	26.80	26.43	0.894(NS)
6	$A_1B_2C_2$ vs $A_2B_2C_2$	82	37	69.41	70.37	29.54	24.23	0.186(NS)
7	$A_1B_1C_1$ vs $A_2B_2C_2$	56	37	56.30	70.37	28.82	24.23	2.53*
8	$A_1B_1C_2$ vs $A_1B_2C_1$	78	45	50.17	44.65	30.95	26.80	1.03(NS)
9	$A_2B_1C_1$ vs $A_2B_2C_1$	51	60	47.53	67.95	26.50	27.78	3.95**
10	$A_1B_1C_1$ vs $A_2B_1C_1$	56	51	56.30	47.53	28.82	26.50	1.63(NS)
11	$A_1B_1C_2$ vs $A_2B_1C_2$	78	61	50.17	49.33	30.95	26.43	0.172(NS)
12	$A_1B_2C_2$ vs $A_2B_2C_1$	82	60	69.41	67.95	29.54	27.78	0.301(NS)
13	$A_1B_1C_2$ vs $A_2B_2C_2$	78	37	50.17	70.37	30.95	24.23	3.80**
14	$A_1B_2C_1$ vs $A_1B_2C_2$	45	82	44.65	69.41	26.80	29.54	4.80**
15	$A_1B_1C_1$ vs $A_2B_1C_2$	56	61	56.30	49.33	28.82	26.43	1.35(NS)
16	$A_1B_2C_1$ vs $A_2B_2C_1$	45	60	44.65	67.95	26.80	27.78	4.33**
17	$A_1B_1C_2$ vs $A_2B_1C_1$	78	51	50.17	47.53	30.95	26.50	0.517(NS)
18	$A_1B_2C_1$ vs $A_2B_2C_2$	45	37	44.65	70.37	26.80	24.23	4.55**
19	$A_1B_2C_2$ vs $A_2B_1C_1$	82	51	69.41	47.53	29.54	26.50	4.42**
20	$A_1B_1C_1$ vs $A_2B_2C_1$	56	60	56.30	67.95	28.82	27.78	2.21*
21	$A_1B_2C_1$ vs $A_2B_1C_1$	45	51	44.65	47.53	26.80	26.50	0.528(NS)
22	$A_1B_2C_2$ vs $A_2B_1C_2$	82	61	69.41	49.33	29.54	26.43	4.27**
23	$A_2B_1C_1$ vs $A_2B_1C_2$	51	61	47.53	49.33	26.50	26.43	0.358(NS)
24	$A_1B_1C_2$ vs $A_2B_2C_1$	78	60	50.17	67.95	30.95	27.78	3.54**
25	$A_2B_1C_1$ vs $A_2B_2C_2$	51	37	47.53	70.37	26.50	24.23	4.19**
26	$A_2B_1C_2$ vs $A_2B_2C_1$	61	60	49.33	67.95	26.43	27.78	3.77**
27	$A_2B_1C_2$ vs $A_2B_2C_2$	61	37	49.33	70.37	26.43	24.23	4.02**
28	$A_1B_1C_1$ vs $A_1B_2C_1$	56	45	56.30	44.65	28.82	26.80	2.09*

" Significant at 0.01 level * Significant at 0.05 level NS= Not Significant"**

"A_1 = High Academic stress; B_1 = High Peer pressure; C_1 = High Parental pressure "
"A_2 = Low Academic stress; B_2 = Low Peer pressure; C_2 =Low Parental pressure"

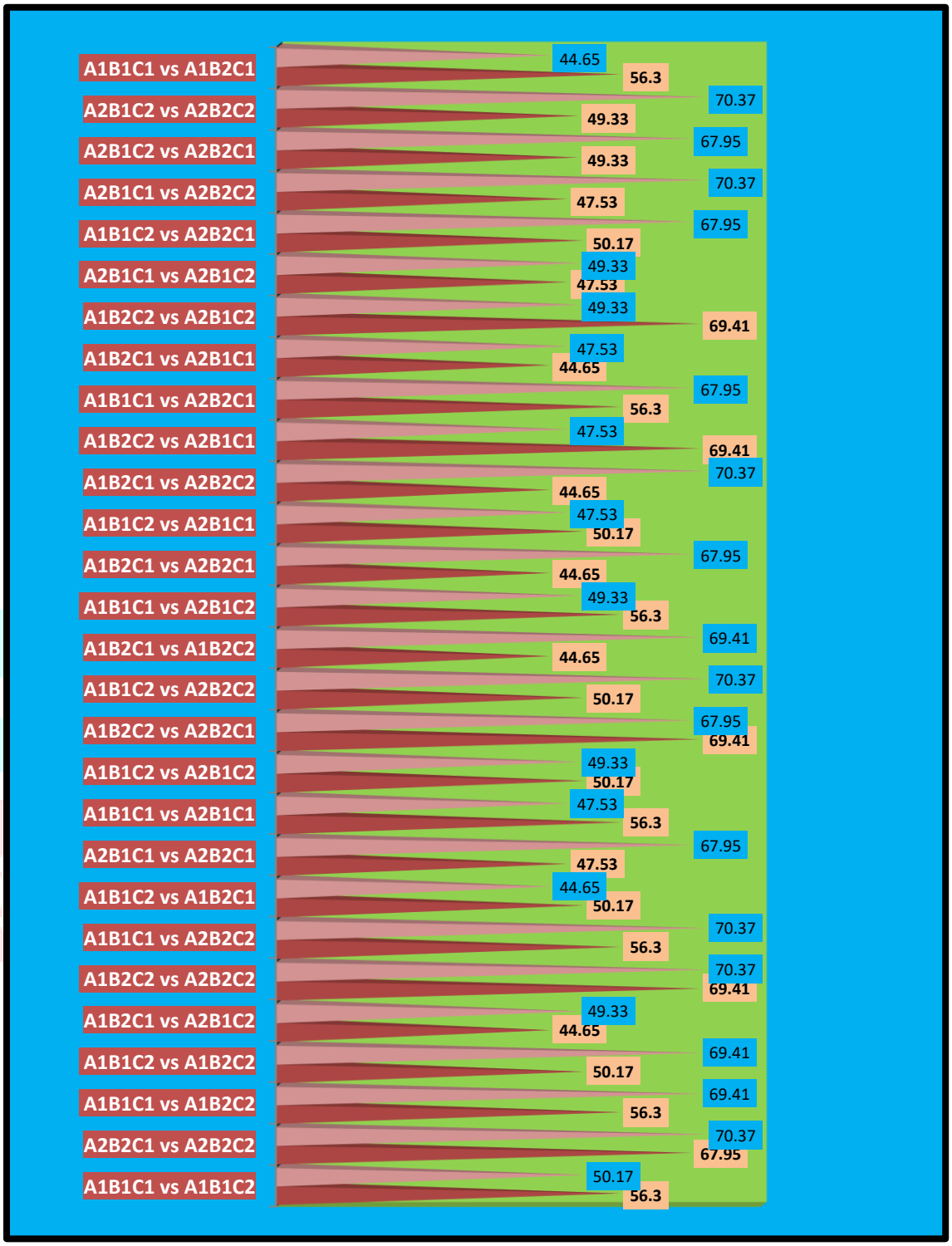


Fig. 1: "Mean Scores for Interaction Effect of Academic Stress, Peer Pressure and Parental Pressure (A×B×C) on Academic Procrastination of Sr. Sec. School Students"

"An examination of the Table-2 indicates that t-values 1.17, 0.452, 0.894, 0.186, 1.03, 1.63, 0.172, 0.301, 1.35, 0.517, 0.528 and 0.358 for the groups $A_1B_1C_1$ vs $A_1B_1C_2$; $A_2B_2C_1$ vs $A_2B_2C_2$; $A_1B_2C_1$ vs $A_2B_1C_2$; $A_1B_2C_2$ vs $A_2B_2C_2$; $A_1B_1C_2$ vs $A_1B_2C_1$; $A_1B_1C_1$ vs $A_2B_1C_1$; $A_1B_1C_2$ vs $A_2B_1C_2$; $A_1B_2C_2$ vs $A_2B_2C_1$; $A_1B_1C_1$ vs $A_2B_1C_2$; $A_1B_1C_2$ vs $A_2B_1C_1$; $A_1B_2C_1$ vs $A_2B_1C_1$ and $A_2B_1C_1$ vs $A_2B_1C_2$ respectively are not

significant at 0.05 level leading to the inference that students of these groups did not differ significantly with each other in relation to their academic procrastination".

Further, the same Table-2 reveals that t-value (2.59) for students having high academic stress with high peer pressure & high parental pressure ($A_1B_1C_1$) and students having high academic stress with low peer pressure & low parental pressure ($A_1B_2C_2$) is significant at 0.05 level. Average scores highlighted that students having high academic stress with high peer pressure & high parental pressure (56.30) have significantly lower academic procrastination as compared to students having high academic stress with low peer pressure & low parental pressure (69.41). The t-value (4.01) for students having high academic stress with high peer pressure & low parental pressure ($A_1B_1C_2$) and students having high academic stress with low peer pressure & low parental pressure ($A_1B_2C_2$) is significant at 0.01 level. Average scores highlighted that students having high academic stress with high peer pressure & low parental pressure (50.17) have significantly lower academic procrastination than students having high academic stress with low peer pressure & low parental pressure (69.41).

The t-value (2.53) for students having high academic stress with high peer pressure & high parental pressure ($A_1B_1C_1$) and students having low academic stress with low peer pressure & low parental pressure ($A_2B_2C_2$) is significant at 0.05 level. Average scores demonstrated that students having low academic stress with low peer pressure & low parental pressure (70.37) have significantly higher academic procrastination than students having high academic stress with high peer pressure & high parental pressure (56.30). The t-value (3.95) for students having low academic stress with high peer pressure & high parental pressure ($A_2B_1C_1$) and students having low academic stress with low peer pressure & high parental pressure ($A_2B_2C_1$) is significant at 0.01 level. Conclusion of average scores indicated that students having low academic stress with high peer pressure & high parental pressure (47.53) possess less academic procrastination as compare to students having low academic stress with low peer pressure & high parental pressure (67.95).

The t-value (3.80) for students having high academic stress with high peer pressure & low parental pressure ($A_1B_1C_2$) and students having low academic stress with low peer pressure & low parental pressure ($A_2B_2C_2$) is significant at 0.01 level. Mean scores cleared that students having high academic stress with high peer pressure & low parental pressure (50.17) have lower academic procrastination than students having low academic stress with low peer pressure & low parental pressure (70.37). The t-value (4.80) for students having high academic stress with low peer pressure & high parental pressure ($A_1B_2C_1$) and students having high academic stress with low peer pressure & low parental pressure ($A_1B_2C_2$) is significant at 0.01 level. Average scores demonstrated that students having high academic stress with low peer pressure & high parental pressure (44.65) have less academic procrastination than students having high academic stress with low peer pressure & low parental pressure (69.41).

Again, the t-value (4.33) for students having high academic stress with low peer pressure & high parental pressure ($A_1B_2C_1$) and students having low academic stress with low peer pressure & high parental pressure ($A_2B_2C_1$) is significant at 0.01 level. Mean scores indicated that students having high academic stress with low peer pressure & high parental pressure (44.65) possess less academic procrastination as compare to students having low academic stress with low peer pressure & high parental pressure (67.95). The t-value (4.55) for students having high academic stress with low peer pressure & high parental pressure ($A_1B_2C_1$) and students having low academic stress with low peer pressure & low parental pressure ($A_2B_2C_2$) is significant at 0.01 level. Mean scores highlighted that students having low academic stress with low peer pressure & low parental pressure (70.37) have higher academic procrastination than students having high academic stress with low peer pressure & high parental pressure (44.65). The t-value (4.42) for students having high academic stress with low peer pressure & low parental pressure ($A_1B_2C_2$) and students having low academic stress with high peer pressure & high parental pressure ($A_2B_1C_1$) is significant at 0.01 level. Mean scores indicated that students having high academic stress with low peer pressure & low parental pressure (69.41) possess higher academic procrastination than students having low academic stress with high peer pressure & high parental pressure (47.53).

The t-value (2.21) for students having high academic stress with high peer pressure & high parental pressure ($A_1B_1C_1$) and students having low academic stress with low peer pressure & high parental pressure ($A_2B_2C_1$) is significant at 0.05 level. Average scores demonstrated that students having high academic stress with high peer pressure & high parental pressure (56.30) have less academic procrastination than students having low academic stress with low peer pressure & high parental pressure (67.95). The t-value (4.27) for students having high academic stress with low peer pressure & low parental pressure ($A_1B_2C_2$) and students having low academic stress with high peer pressure & low parental pressure ($A_2B_1C_2$) is found significant at 0.01 level. Comparison of average scores indicated that students having high academic stress with low peer pressure & low parental pressure (69.41) have higher academic procrastination as compare to students having low academic stress with high peer pressure & low parental pressure (49.33).

Further, the t-value (3.54) for students having high academic stress with high peer pressure & low parental pressure ($A_1B_1C_2$) and students having low academic stress with low peer pressure & high parental pressure ($A_2B_2C_1$) is significant at 0.01 level. Average scores highlighted that students having high academic stress with high peer pressure & low parental pressure (50.17) have less academic procrastination than students having low academic stress with low peer pressure & high parental pressure (67.95). The t-value (4.19) for students having low academic stress with high peer pressure & high parental pressure ($A_2B_1C_1$) and students having low academic stress with low peer pressure & low parental pressure ($A_2B_2C_2$) is significant at 0.01 level. Comparison of mean scores indicated that students having low academic stress with low peer pressure & low parental pressure (70.37) done higher academic procrastination than students having low academic

stress with high peer pressure & high parental pressure (47.53). The t-value (3.77) for students having low academic stress with high peer pressure & low parental pressure ($A_2B_1C_2$) and students having low academic stress with low peer pressure & high parental pressure ($A_2B_2C_1$) is significant at 0.01 level. Average scores cleared that students having low academic stress with high peer pressure & low parental pressure (49.33) done less academic procrastination as compare to students having low academic stress with low peer pressure & high parental pressure (67.95). The t-value (4.02) for students having low academic stress with high peer pressure & low parental pressure ($A_2B_1C_2$) and students having low academic stress with low peer pressure & low parental pressure ($A_2B_2C_2$) is significant at 0.01 level. Average scores demonstrated that students having low academic stress with low peer pressure & low parental pressure (70.37) done more academic procrastination than students having low academic stress with high peer pressure & low parental pressure (49.33). Lastly, the t-value (2.09) for students having high academic stress with high peer pressure & high parental pressure ($A_1B_1C_1$) and students having high academic stress with low peer pressure & high parental pressure ($A_1B_2C_1$) is significant at 0.05 level. Average scores highlighted that students having high academic stress with high peer pressure & high parental pressure (56.30) done higher academic procrastination than students having high academic stress with low peer pressure & high parental pressure (44.65).

CONCLUSION

Findings of the study concluded that academic stress, peer pressure and parental pressure collectively had a significant impact on academic procrastination among school students. As a result, it is the government's responsibility to offer both online and offline resources for self-motivation, as well as foundational software databases aimed at addressing procrastination issues. Educational administration and teachers will acquaint their pupils about academic procrastination. Value oriented education will be provided to adolescents. Students ought to communicate with their parents about their emotional challenges, particularly regarding academic concerns. Students should establish suitable schedules to prevent experiencing stress from not completing their assignments on time. Some programmes related to mind development will be implemented so that adolescents suffer less from anxiety and tension. The findings indicate that parents should establish appropriate expectations for their children and offer adequate support, including allowing them independence in their academic choices, to mitigate students' tendencies to procrastinate. Furthermore, programs aimed at altering unhelpful thought patterns, such as those related to perfectionism and fear of evaluation, could assist students in decreasing their academic procrastination.

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