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ACADEMIC PROCRASTINATION AND SELF ESTEEM OF HIGHER SECONDARY STUDENTS

Research Paper

ABSTRACT

The present study is an attempt to investigate the Academic Procrastination and Self Esteem of Higher Secondary Students. The sample consists of 400 higher secondary students from Thoothukudi Educational district. A self- made tool was used to measure the academic procrastination and a self esteem inventory constructed and validated by Ignaciammal and Punitha Mary (2018) was used to measure self-esteem. The survey method was adopted by the investigators to conduct the study. The major findings revealed a significant relationship between academic procrastination and self-esteem of higher secondary students. Further a significant difference was observed between male and female higher secondary students in the dimensions of academic procrastination such as distractions and social factors.

Introduction

Procrastination or postponing is a habit of people in general and at the same time it is one of the inherent tendencies of the human beings. Among the different types of Procrastination, academic procrastination is the most common one. This has been defined as tendency prevailed to postpone the academic activities and it is almost always associated with anxiety. In psychology, the term self-esteem is used to describe a person's overall sense of self-worth or personal value. In other words, how much one appreciates and like oneself. Self-esteem refers to an overall view of oneself. Self-esteem is referred to as self- worth or self-image. Self-esteem plays a significant role in motivating and bringing success throughout life. Low self-esteem may hold one back from succeeding at school or work because he/she will not believe him/her self to be capable of success. By contrast, a healthy self-esteem can help one to achieve because it navigates life with a positive, assertive attitude and it helps to accomplish ones goals.

Need and significance of the study

The goal of education is developing the knowledge and behavioural change among the students. Now a days the students are affected with a problem of postponing or delaying the task given to them till the last moment of submission. It affects their academic success. A recent panel study in Germany among several thousand university students found that increasing academic procrastination increases the frequency of seven different form of academic misconduct i.e., using fraudulent excuses, plagiarism, using forbidden means in exams, copying part of homework from others, fabrication, falsification of data and the variety of misconduct. A student who enjoys the study do not procrastinate. Lack of motivation, fear of failure and fear of success are the main causes of procrastination.

Self-esteem is a word which speaks about a person's self- worth. Self-esteem is often seen as personality trait, which means that it tends to be stable and enduring. Self-esteem is defined as overall evaluation of oneself in either positive or negative way. A person with high self-esteem acts in positive way for all the problem he/she faces in life. A person with low self-esteem faces everything with a negative attitude Now a days most of the students struggle with low self – esteem. They don't realise their potentialities and waste their knowledge. The effect of self-esteem affects the student's life internally and externally. This study mainly intends to measure academic procrastination and self-esteem of higher secondary students.

Objectives

1. To find out the level of academic procrastination and self esteem of higher secondary students

2. To find out the significant difference between (i) male and female and (ii) rural and urban higher secondary

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students in academic procrastination and its dimensions.

3. To find out the significant difference between (i) male and female and (ii) rural and urban higher secondary students in self-esteem.

Null Hypotheses

1. There is no significant difference between male and female higher secondary students in their academic procrastination and its dimensions.

2. There is no significant difference between rural and urban higher secondary students in their academic procrastination and its dimensions.

3. There is no significant difference between male and female higher secondary students in their self-esteem.

4. There is no significant difference between rural and urban higher secondary students in their self-esteem.

Research Method

The investigator has employed survey method for the present study.

Population and Sample

The population of the present study is higher secondary students of Thoothukudi educational District. Simple random sampling technique was used and 400 higher secondary students were selected as the sample.

Tools used

A questionnaire prepared and validated by Raji and Punitha Mary (2018) was used to find out the academic procrastination and a self esteem inventory constructed and validated by Ignaciammal and Punitha Mary (2018) was used to measure the self-esteem of higher secondary students.

Statistical technique Applied

For analysing the data the investigator used the following statistical techniques: Percentage Analysis and t-test.

Data Analysis

Percentage Analysis

1. To find out level of academic procrastination of higher secondary students.

Table 1
Level of academic procrastination of higher secondary students

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Academic Procrastination	70	17.5	254	63.5	76	19

It is inferred from the above table that among the higher secondary students, 17.5% have low, 63.5% have moderate and 19.0% have high level of academic procrastination.

2. To find out the level of self-esteem of higher secondary students.

Table 2
Level of self-esteem of higher secondary students

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Self esteem	59	14.8	287	72	54	13.4

It is inferred from the above table that among the higher secondary students 14.8% have low, 71.8% have moderate and 13.5% have high level of self-esteem.

Hypotheses Testing

Hypothesis 1 : There is no significant difference between male and female higher secondary students in their academic procrastination.

Table 3
Difference between male and female higher secondary students in their academic procrastination

Dimension	Category	N	Mean	S.D.	Calculated 't'-value	Remark
Psychological belief	Male	200	14.55	2.248	1.057	NS
	Female	200	14.31	2.291		
Distraction	Male	200	16.51	3.119	5.202	S
	Female	200	14.99	2.732		
Social factors	Male	200	11.63	2.446	3.132	S
	Female	200	10.88	2.309		
Time management	Male	200	9.22	2.44	0.111	NS
	Female	200	9.2	2.044		
Academic Procrastination	Male	200	51.9	7.248	3.581	S
	Female	200	49.37	6.904		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between male and female higher secondary students in their academic procrastination and its dimensions- such as psychological belief and time management. But there is a significant difference between male and female higher secondary students in their academic procrastination and its dimensions such as distractions, social factors and academic procrastination as a whole. While comparing the mean scores of male (16.51, 11.63 and 51.90) with female (14.99, 10.88 and 49.37for distractions, social factors and academic procrastination as a whole, the male students have more distractions, social factors and academic procrastinating tendency than female.

Hypothesis 2 : There is no significant difference between rural and urban higher secondary students in their academic procrastination.

Table 4

Difference between rural and urban higher secondary students in their academic procrastination

Dimension	category	N	Mean	S.D.	Calculated 't'-value	Remark
Psychological Belief	Rural	205	13.9	2.184	4.658	S
	Urban	195	15	2.244		
Distraction	Rural	205	15.4	2.768	2.46	S
	Urban	195	16.1	3.239		
Social factors	Rural	205	10.9	2.294	3.096	S
	Urban	195	11.6	2.466		
Time management	Rural	205	9.58	2.292	3.455	S
	Urban	195	8.82	2.136		
Academic Procrastination	Rural	205	49.8	6.909	2.444	S
	Urban	195	51.5	7.37		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is a significant difference between rural and urban higher secondary students in their academic procrastination and its dimensions such as psychological belief, distraction, social factors, time management and academic procrastination as a whole. While comparing the mean scores of rural (13.92, 15.39, 10.89 and49.78) with urban (14.95, 16.13, 11.63 and 51.53) for psychological belief, distractions, social factors and academic procrastination as a whole, the urban students have more psychological belief, distractions, social factors and academic procrastinating tendency than rural. But rural students (9.58) have better time management than the urban (8.82) students.

Hypothesis 3 : There is no significant difference between male and female higher secondary students in their self- esteem.

Table 5

Difference between male and female higher secondary students in their self esteem

Variable	Category	N	Mean	S.D.	Calculated 't'-value	Remark
Self-esteem	Male	200	95.94	10.799	2.582	S
	Female	200	98.71	10.661		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is a significant difference between male and female higher secondary students in their self esteem. While comparing the mean scores of male (95.94) and female (98.71) higher secondary students, the female students have higher self-esteem than their counter parts.

Hypothesis-4 : There is no significant difference between rural and urban higher secondary students in their self- esteem.

Table 6

Difference between rural and urban higher secondary students in their self esteem

Variable	Location	N	Mean	S.D.	Calculated 't'-value	Remark
Self-esteem	Rural	205	96.15	11.446	2.246	S
	Urban	195	98.56	9.971		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is a significant difference between rural and urban higher secondary students in their self-esteem. While comparing

the mean scores of rural (96.15) and urban (98.56) higher secondary students, urban students have higher self-esteem than their counterparts.

Findings

1. The percentage analysis revealed that the higher secondary students irrespective of the demographical variables have moderate level of academic procrastination and self-esteem.

2. Male higher secondary students have more academic procrastination tendency than female students.

3. Urban higher secondary students have more academic procrastination than rural students.

4. Female higher secondary students have high self-esteem than male students.

5. Urban higher secondary students have high self-esteem than rural students.

Conclusion

The level of self-esteem and academic procrastination is found to be moderate among higher secondary students. There is a significant difference between male and female higher secondary students in their academic procrastination and self- esteem and its dimensions. This may be due to the fact that girls are always performing well not only in their academic activities but also in their regular day to day activities. This attitude found among the girl students may stimulate their interest in studies. Boys easily get distracted and so they are unable to complete their work on time.

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