

Procrastination and Achievement Motivation amongst Higher Secondary Students in Nadia District

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Structured Abstract:

Purpose: The purpose of the study is to explore the comparative relationship between procrastination and achievement motivation of higher secondary students in different streams of Nadia District.

Design/Methodology/Approach: A sample of 480 higher secondary students has been selected at random. Procrastination Scale of Higher Secondary School Student (PCSHSSS) and Achievement Motivation Scale of Higher Secondary School Student (AMSHSSS) have been used to collect primary data. A.M., S.D, co-efficient of correlation and t-text have been used to analyze the data.

Findings: Procrastination and achievement motivation have significant impact on students of different streams and sex. Inter correlation shows Procrastination is negatively and insignificantly correlated with Achievement Motivation.

Originality/Value: The results of the study on Procrastination and Achievement Motivation of Higher Secondary students will play a vital role in teaching-learning process in Naida district.

Key Words: Procrastination, Achievement Motivation.

Paper Type: Research Paper.

Introduction

The problem “Procrastination and Achievement Motivation amongst Higher Secondary Students in Nadia District.” aims at investigating whether there exist any relationship between Procrastination and Achievement Motivation among the three streams viz. Science, Humanities and Commerce in medium of govt. and non-govt. school. The further aims at finding out how far the students at the higher secondary student’s level are procrastinated and how many students at the higher secondary student’s level is boredom to achievement motivation. Also the aim is whether there is a relationship between procrastination and achievement motivation.

Review Literature

Indian Studies

- **Hussain and Sutan (2010)** in the study of “*Analysis of Procrastination among University Students*” on The total numbers of sample are 500 students and 40 teachers of the Islamia University of Bahawalpur, Pakistan. The study concluded that procrastination effects on the academic performance of students in terms of classroom learning and participation in activities, submission of their assignments, preparing for the examinations and achievements.
- **Young (2010)** in the study of “*Astudy On The Assertiveness And Academic Procrastination Of English And Communication Students At Private University In Malayasia*” on The total numbers of sample are 407 students (majoring in either business or engineering) who had already passed English and communication skills. The study concluded that-
 - a. Business students procrastinated more than engineering students.
 - b. Male students procrastinated more than female students.
 - c. Older students procrastinated more than younger students.
- **Coover and Murphy (2000)** conducted a study that examined the relation between self identify and Academic persistence and Achievement in a counter stereotypical domain the study related that the higher the self concept and self schema, the more positive the self descriptions, the better the achievement Motivation at 18. The study also showed the self identify improves through social interaction and communication with others, which would enhance achieved.
- **Ncha Acharya and Shobhana Joshi (2009)** studied the influence of parents education on Achievement Motivation of Adolescences. They considered from areas of Achievement Motivation viz. academic, general interest, dramatics and sports. They concluded that parents’ educational levels have significant effect on the Achievement Motivation of adolescents in the academic areas. Achievement Motivation in academic area was found more among adolescents belonging to post graduate and graduate parents as compared to intermediate and high school educated patents.
- **J. M Moula (2010)** investigated the relationship between Academic Achievement Motivation and home environment among standard eight pupils. A significant positive

relationship was found between six of the environment factors i.e. father occupation, mother occupation, father education, mother education, family size, learning facility at home and Academic Achievement Motivation parental encouragement was the only factor that was not significantly related to Academic Achievement Motivation. It was recommended that parents need to aware of the importance of their role in their children Academic Achievement Motivation. So that they can provide the necessary facilitations at home.

Objectives of the Study

The tentative objective to examine whether the higher secondary school students relation between procrastination, boredom proneness and achievement motivation gender wise and school medium wise in Nadia District of West Bengal. The main objectives of the study are:

1. To see whether there is difference in procrastination amongst boys and girls.
2. To see whether there is difference in procrastination amongst govt. and non-govt. school.
3. To see whether there is difference in procrastination amongst science, humanities, commerce.
4. To see whether there is difference in achievement motivation amongst boys and girls.
5. To see whether there is difference in achievement motivation amongst govt. and non-govt. school.
6. To see whether there is difference in achievement motivation amongst science, humanities, commerce.
7. To see whether there is a relationship between procrastination, achievement motivation.

Hypothesis

The following null hypothesis were framed for the study–

H₀1- There is no significant difference between boys and girls in procrastination.

H₀2- There is no significant difference between students of govt. and non-govt. schools in procrastination.

H₀3- There is no significant difference between students of science, humanities, commerce in procrastination.

H₀4- There is no significant difference between boys and girls in achievement motivation.

H₀5- There is no significant difference between students of govt. and non-govt. schools in achievement motivation.

H₀6- There is no significant difference between students of science, humanities, commerce in achievement motivation.

H₀7- There is no significant relationship between science, humanities, commerce in procrastination and achievement motivation.

Limitation of the Study

Though utmost case was taken to eliminate as many short comings as possible, yet at the end it was realized that this study has some distinct limitations in it.

1. Firstly, due to paucity of time the researcher had to select from other district within West Bengal.
2. Secondly, caste wise difference could not covered due to time between variables.
3. Thirdly, the reliability of Procrastination Scale has not been checked due to shortage time. Through conducting reliability and validity this study can be conducted further in future.

Methodology

Survey research method was used for the present study.

❑ Sample Selection

The sample comprised of 480 higher secondary students of different medium school affiliated by WBCHSE. 280 students each (comprising of 120 male and 120 female students) were chosen from Science, Humanities and Commerce. The schools chosen for the present study had students of English and Bengali medium of instruction with students speaking different Indian languages. Hence, the standardized test used is in English translated to Bengali. The test which is self constructed in Bengali language has been used for better understanding of the items in the test.

❑ Tools Used

The study employs two tools:

- I. Procrastination Scale of Higher Secondary School Student (PCSHSSS) consisting of 70 items developed by the researcher.

- II. Achievement Motivation Scale of Higher Secondary School Student (AMSHSSS) consisting of 40 items constructed and translated by the researcher based on Dr. Beena Shah (Education Faculty, Garhwal University, Srinagar (Garhwal)).

Procrastination Scale of Higher Secondary School Student (PCSHSSS):

The Procrastination scale is designed to measure the level of the procrastinate in task. Procrastination scale was constructed by the researcher. It was 70 items instrument designed to measure the prevalence and reasons for procrastination while selecting the items of the scale. The scale is self administering. Items were classified as positive and negative statements. Appropriate key were developed by giving a score 1, 2, 3, 4 favourable statements and 4, 3, 2, 1 unfavourable statements respectively. Each item of the scale is provided with four alternative responses. The weight ranged from 1(Strongly Agree) to 4(Strongly Disagree) for favourable or positive items. In case of the unfavourable or negative items range of weight is reversed that is from 4(Strongly Agree) to 1(Strongly Disagree).

Achievement Motivation Scale of Higher Secondary School Student (AMSHSSS):

The Achievement Motivation Scale for higher secondary students which is designed and translated (English to Bengali) to measure the level of academic success of life. Achievement Motivation scale for higher students which was constructed and translated by the researcher mainly constructed Dr. Beena Shah (Education Faculty, Garhwal University, Srinagar (Garhwal)). Though there is no time, however, it takes approximately 15 minutes to complete it. This achievement motivation scale is a three point scale. Each statement is followed by three alternative responses. The alternatives are arranged in order of one's inclination towards achievement in the areas— academic, vocation, social context and skills. The weight ranged 1, 2 and 3 are respectively awarded for alternatives (a), (b) and (c) respectively of any responses. Thus, the scale value lies between 40 and 120.

Results and Discussion

For the convenience of interpretation of data and discussion, the findings are presented in different tables. Some abbreviations have been used for this purpose and they are –PC (Procrastination), AM (Achievement Motivation), Govt. School (Government School, Non-Govt. School (Non-Government School), Mn (mean), SD (standard deviation), N (Total number of cases), df (Degrees of freedom), M (Male), F (Female).

Determination of the Significant Difference the Mean Score, Standard Deviation Scores of Between Boys and Girls Students in Procrastination.

H₀1: There is no significant difference between Boys and Girls in Procrastination.

Table 1, It is found that in procrastination the boys group is procrastinate more than the girls group.

In case of procrastination, with respect to t-value, it is found that the table value 2.59 is significant at 0.01 level. Hence the hypothesis is rejected. So, it can be interpreted that there is a significant difference between boys and girls students.

Determination of the Difference the Mean Score, Standard Deviation Scores of Between Govt. school and Non-Govt. School in Procrastination.

In order to find out the difference in the mean, standard deviation and t-test of between Govt. school and Non-Govt. school under affiliation WBCHSE in procrastination. The t-values of between Govt. school and Non-Govt. school have been shown in the **Table 2**

H₀2: There is no significant difference between students of Govt. and Non-Govt. schools in Procrastination.

From **Table 2** it is found that in procrastination the Govt. school students is procrastinate more than the Non-Govt. school students.

In case of procrastination, with respect to t-value, it is found that the table value 1.65 is significant at 0.05 level. Hence the hypothesis is accepted. So, it can be interpreted that there is an insignificant difference between Govt. school and Non-Govt. school students.

Determination of the Difference the Mean Score, Standard Deviation Scores of between students of Science, Humanities, Commerce in Procrastination.

In order to find out the difference in the mean, standard deviation and t-test of between students of Science, Humanities and Commerce in procrastination. The t-values of between students of Science, Humanities and Commerce have been shown in the **Table 3.**

H₀3: There is no significant difference between students of Science, Humanities, Commerce in Procrastination.

Table 3 shows that in procrastination science girls students are procrastinate more than the science boys students.

In case of procrastination, with respect to t-value, it is found that the table value 2.61 is significant at 0.01 level. Hence the hypothesis is rejected. So, it can be interpreted that there is a significant difference between boys and girls students.

In order to find out the difference in the mean, standard deviation and t-test of Humanities students in procrastination. The t-values of Humanities students have been shown in the **Table 4**.

Table 4 displays that in procrastination humanities boys students are procrastinate more than the humanities girls' students.

In case of procrastination, with respect to t-value, it is found that the table value 2.61 is significant at 0.01 level. Hence the hypothesis is rejected. So, it can be interpreted that there is a significant difference between boys and girls students

In order to find out the difference in the mean, standard deviation and t-test of Commerce students in procrastination. The t-values of Commerce students have been shown in the **Table 5**.

Table 5 portrays that in procrastination commerce boys students are procrastinate more than the commerce girls students.

In case of procrastination, with respect to t-value, it is found that the table value 2.52 is insignificant at 0.01 level. Hence the hypothesis is accepted. So, it can be interpreted that there is an insignificant difference between boys and girls students.

Determination of the Difference Mean Score, Standard Deviation Scores students of Boys and Girls in Achievement Motivation.

In order to find out the difference in the mean, standard deviation and t-test of boys and girls students in Achievement Motivation. The t-values of boys and girls have been shown in the **Table 6**.

H₀4: There is no significant difference between Boys and Girls in Achievement Motivation.

Table 6 found that in achievement motivation girls group is achievement motivated more than the boys group.

In case of achievement motivation, with respect to t –value, it is found that the table value 2.59 is significant at 0.01 level. Hence the hypothesis is rejected. So, it can be interpreted that there is a significant difference between boys and girls students.

Determination of the Difference Mean Score, Standard Deviation Scores students Govt. and Non-Govt. schools in Achievement Motivation.

In order to find out the difference in the mean, standard deviation and t-test of between govt. school and non-govt. school in Achievement Motivation. The t-values of boys and girls have been shown in the **Table 7**.

H₀5: There is no significant difference between students of Govt. and Non-Govt. schools in Achievement Motivation.

From **Table 7** it is found that in achievement motivation Non-Govt. school students is achievement motivated more than the Govt. school students.

In case of achievement motivation, with respect to t–value, it is found that the table value 1.65 is insignificant at 0.05 level. Hence the hypothesis is accepted. So, it can be interpreted that there is an insignificant difference between Govt. school and Non-Govt. school students.

Determination of difference Mean Score, Standard Deviation Scores students Science, Humanities and Commerce in Achievement Motivation.

In order to find out the difference in the mean, standard deviation and t-test of between students of Science, Humanities and Commerce in procrastination. The t-values of between students of Science, Humanities and Commerce have been shown in the **Table 8**.

H₀6: There is no significant difference between students of Science, Humanities, Commerce in Achievement Motivation.

Table 8 found that in achievement motivation science boys students are achievement motivated more than the science girls students.

In case of procrastination, with respect to t–value, it is found that the table value 2.61 is insignificant at 0.01 level. Hence the hypothesis is accepted. So, it can be interpreted that there is an insignificant difference between boys and girls students.

In order to find out the difference in the mean, standard deviation and t-test of Humanities students in procrastination. The t-values of Humanities students have been shown in the **Table 9**.

Table 9 depicts that in achievement motivation humanities girls students are achievement motivated than the humanities boy's students.

In case of achievement motivation, with respect to t –value, it is found that the table value 2.61 is significant at 0.01level. Hence the hypothesis is rejected. So, it can be interpreted that there is a significant difference between boys and girls students.

In order to find out the difference in the mean, standard deviation and t-test of Humanities students in procrastination. The t-values of Humanities students have been shown in the **Table 10**.

Table 10 shows that in achievement motivation commerce girls students are achievement motivated than the commerce boys students. So, commerce girls students are more motivated.

In case of achievement motivation, with respect to t–value, it is found that the table value 2.61 is significant at 0.01 level. Hence the hypothesis is rejected. So, it can be interpreted that there is a significant difference between boys and girls students.

Determination of Mean Score, Standard Deviation Scores relation between Science, Humanities and Commerce in Procrastination and Achievement Motivation.

In order to find out the relation in the mean, standard deviation and t-test of between Science, Humanities and Commerce in procrastination and Achievement motivation. The t-values of between students of Science, Humanities and Commerce have been shown in the **Tables 11**.

H₀7: There is no significant relationship between Science, Humanities, Commerce in Procrastination and Achievement Motivation.

From the above table it is found that Science Group of mean is 162.92 and Standard Deviation is 20.41. In case of Humanities group of mean is 156.26 and Standard Deviation is 21.69 and Commerce group of mean is 155.35 and Standard Deviation is 22.67 in Procrastination.

From the above table it is found that Science Group of mean is 87.15 and Standard Deviation is 13.93. In case of Humanities group of mean is 91.11 and Standard Deviation is 12.15 and Commerce group of mean is 90.78 and Standard Deviation is 11.30 in Achievement Motivation.

The correlation of Procrastination, Boredom Proneness and Achievement Motivation:

Variables	Achievement Motivation
Procrastination	-0.53

[*means 0.05 level **means 0.01 level]

From the above table between procrastination and Achievement Motivation score is -0.53. So, it is a negative correlation.

From the above table between Achievement Motivation and procrastination score is -0.53. So, it is a negative correlation.

Inter correlation shows Procrastination is negatively and insignificantly correlated with Achievement Motivation at 0.05 level.

Analysis:

Analysis was done in three parts:

- ❖ In the first part; Mean, SD of all the scores i.e. Procrastination and Achievement Motivation were computed for all subgroups specially school medium wise, sex wise and stream wise groups of the sample.
- ❖ In the second part; 't'- test was done to see if there was significant difference in Procrastination and Achievement Motivation due to gender and school medium and subject stream wise of the study.
- ❖ In the third part; the co-efficient of correlation of Total Procrastination and Total Achievement Motivation have been worked out.

Conclusion:

- a. Procrastination of boys group is more than the girls group.
- b. Procrastination of the Govt. school students are more than the Non-Govt. school students.
- c. Procrastination of Science girls students are more than the Science boy's students.

- d. Procrastination of Humanities boys students are more than the Humanities girl's students.
- e. Procrastination of Commerce boys students are more than the Commerce girl's students.
- f. Achievement Motivation of Girls group is more than the Boys group.
- g. Achievement Motivation of Non-Govt. school students is more than the Govt. school students.
- h. Achievement Motivation of Science Boys students are more than the Science Girls students.
- i. Achievement Motivation Humanities Girls students are more than the Humanities Boys students.
- j. Achievement Motivation Commerce Girls students are more than the Commerce Boys students.
- k. Inter correlation shows Procrastination is negatively and insignificantly correlated with Achievement Motivation.

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Table 1: Difference the Mean Score, Standard Deviation Scores of Between Boys and Girls Students in Procrastination.

Mean, Standard Deviation and t-values of Boys and Girls students in Procrastination (N=480).

GR	MEAN	SD	t-value	df	SIG.
Boys	160.89	19.89	2.75	478	0.01
Girls	155.47	23.38			

Table 2: Determination of the Difference the Mean Score, Standard Deviation Scores of Between Govt. School and Non-Govt. School in Procrastination.

GR	MEAN	SD	t-value	df	SIG.
Govt. school	158.25	23.76	0.075	478	0.05
Non-Govt. school	158.10	19.80			

Table 3: Determination of the Difference the Mean Score, Standard Deviation Scores of between students of Science, Humanities, Commerce in Procrastination.

Mean, Standard Deviation and t-values of students of Science in Procrastination (N=160).

GR	MEAN	SD	t-value	df	SIG.
Boys	158.07	19.37	3.08	158	0.01
Girls	167.77	20.27			

Table 4: the difference in the mean, standard deviation and t-test of Humanities students in procrastination.

Mean, Standard Deviation and t-values of students of Humanities in Procrastination (N=160).

GR	MEAN	SD	t-value	df	SIG.
Boys	164.81	20.86	5.44	158	0.01
Girls	147.71	18.96			

Table 5: In order to find out the difference in the mean, standard deviation and t-test of Commerce students in procrastination.

Mean, Standard Deviation and t-values of students of Commerce in Procrastination (N=160).

GR	MEAN	SD	t-value	df	SIG.
Boys	159.78	18.75	2.52	158	0.01
Girls	150.92	25.23			

Table 6: In order to find out the difference in the mean, standard deviation and t-test of boys and girls students in Achievement Motivation.

Mean, Standard Deviation and t-values of Boys and Girls in achievement motivation (N=480).

GR	MN	SD	t-value	df	SIG
Boys	87.82	12.51	3.29	478	0.01
Girls	91.54	12.48			

Table 7: In order to find out the difference in the mean, standard deviation and t-test of between govt. school and non-govt. school in Achievement Motivation.

Mean, Standard Deviation and t-values of govt. and non-govt. schools in achievement motivation (N=480).

GR	MEAN	SD	t-value	df	SIG.
Govt. School	89.05	13.88	1.14	478	0.05
Non-Govt. School	90.35	11.22			

Table 8: In order to find out the difference in the mean, standard deviation and t-test of between students of Science, Humanities and Commerce in procrastination.

Mean, Standard Deviation and t-values of students of Science in Achievement Motivation (N=160).

GR	MEAN	SD	t-value	df	SIG.
Boys	89.25	15.27	1.93	158	0.05
Girls	85.05	12.09			

Table 9: In order to find out the difference in the mean, standard deviation and t-test of Humanities students in procrastination.

Mean, Standard Deviation and t-values of students of Humanities in Achievement Motivation (N=160).

GR	MEAN	SD	t-value	df	SIG.
Boys	85.91	10.93	6.01	158	0.01
Girls	96.32	11.03			

Table 10: In order to find out the difference in the mean, standard deviation and t-test of Humanities students in procrastination.

Mean, Standard Deviation and t –values of students of commerce in achievement motivation (N=160).

GR	MEAN	SD	t-value	df	SIG.
Boys	88.32	10.54	2.83	158	0.01
Girls	93.25	11.49			

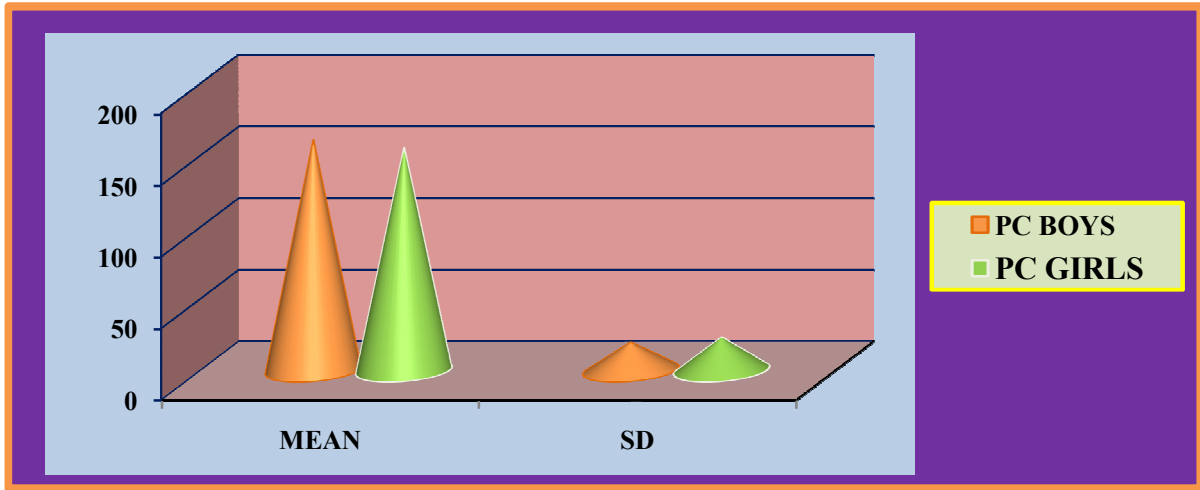
Table 11: In order to find out the relation in the mean, standard deviation and t-test of between Science, Humanities and Commerce in procrastination and Achievement motivation.

Mean, Standard Deviation of science, humanities and commerce in procrastination and achievement motivation (N=480).

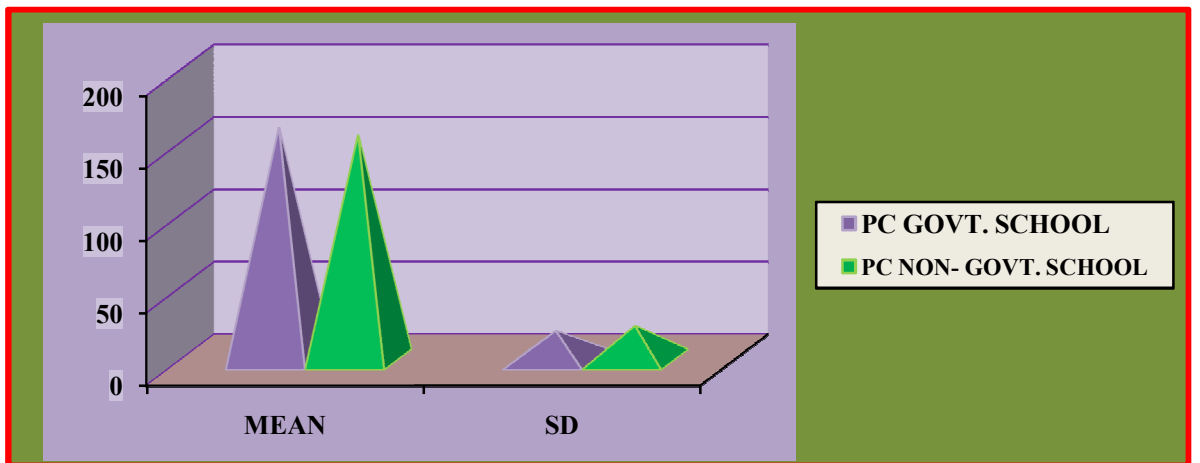
Subject	Procrastination		Achievement Motivation	
	MEAN	SD	MEAN	SD
Science	162.92	20.41	87.15	13.93
Humanities	156.26	21.69	91.11	12.15
Commerce	155.35	22.67	90.78	11.30

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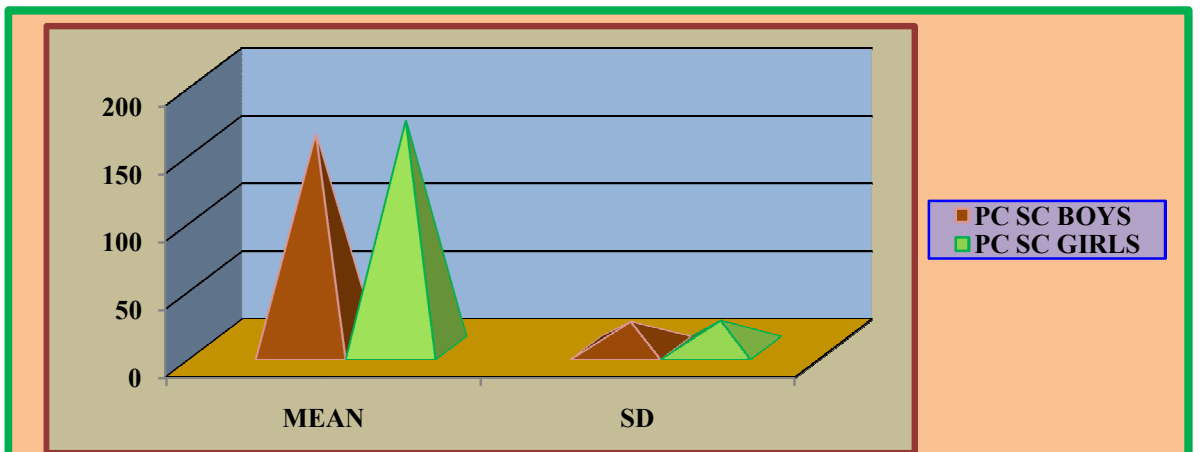
Graph 1.1: Mean, Standard Deviation of Boys and Girls students in Procrastination (N=480).



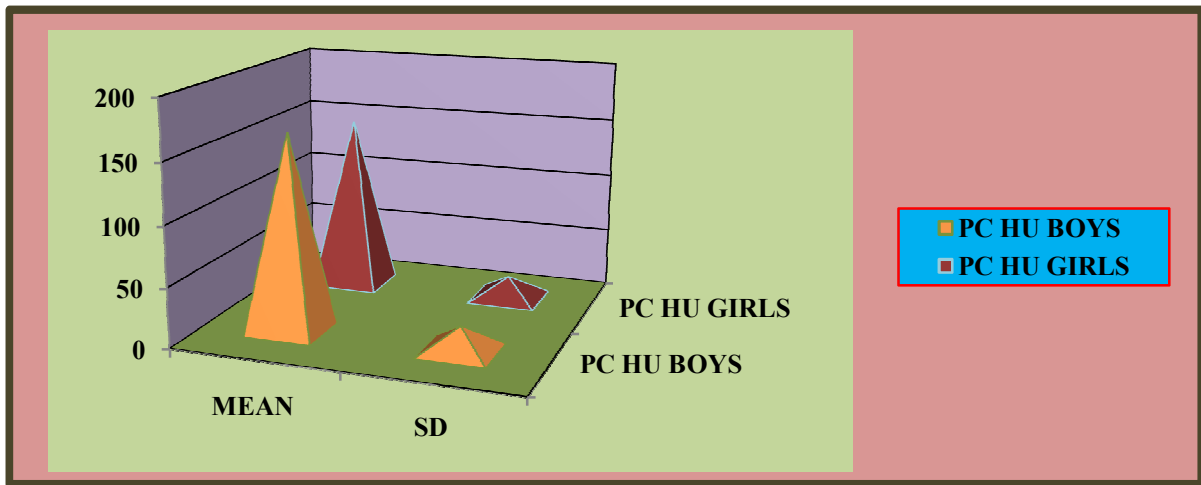
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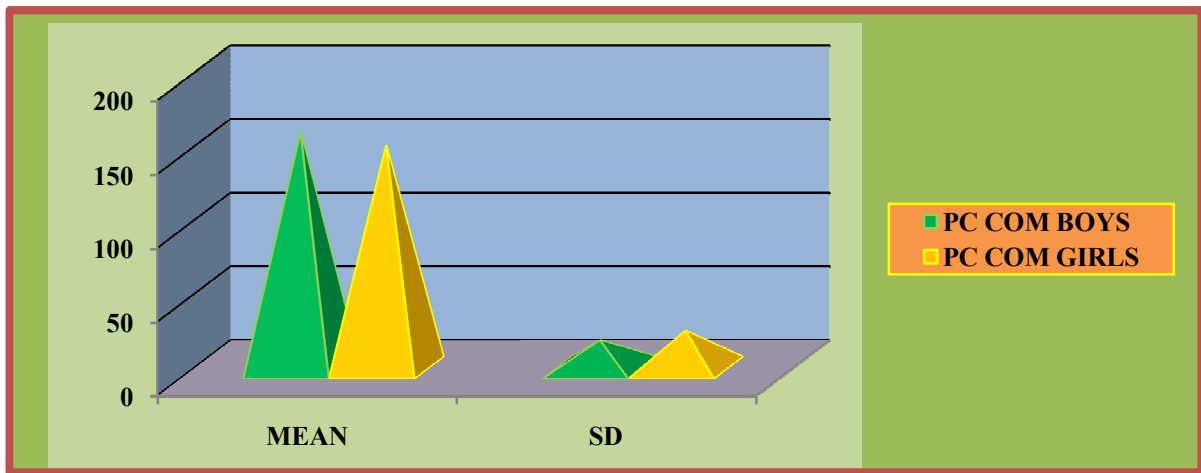
Graph 3.1: Mean, Standard Deviation of students of Science in Procrastination (N=160).



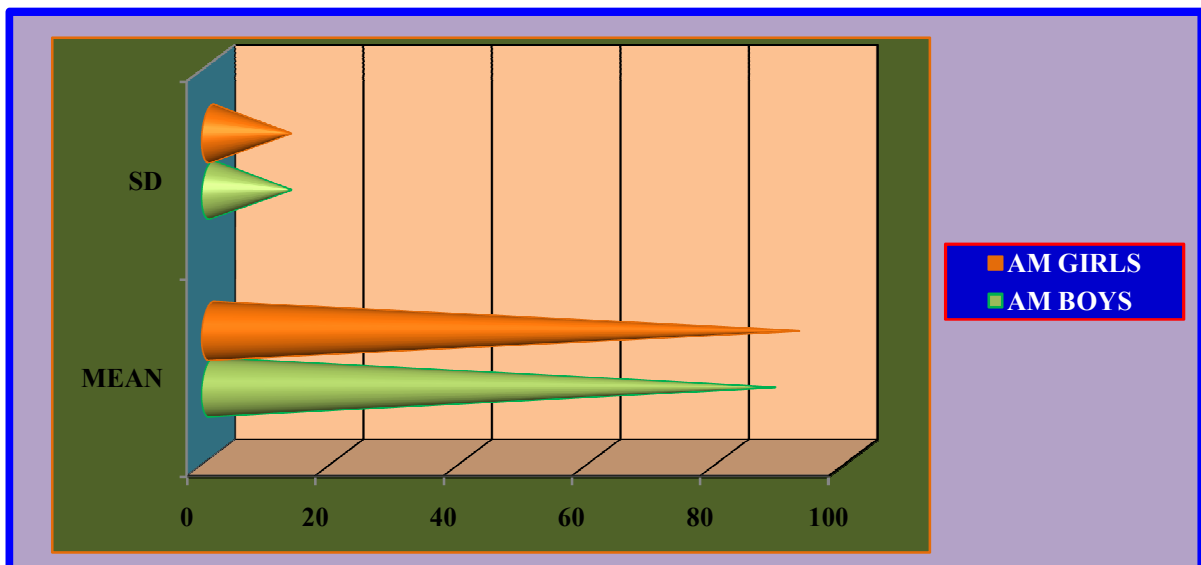
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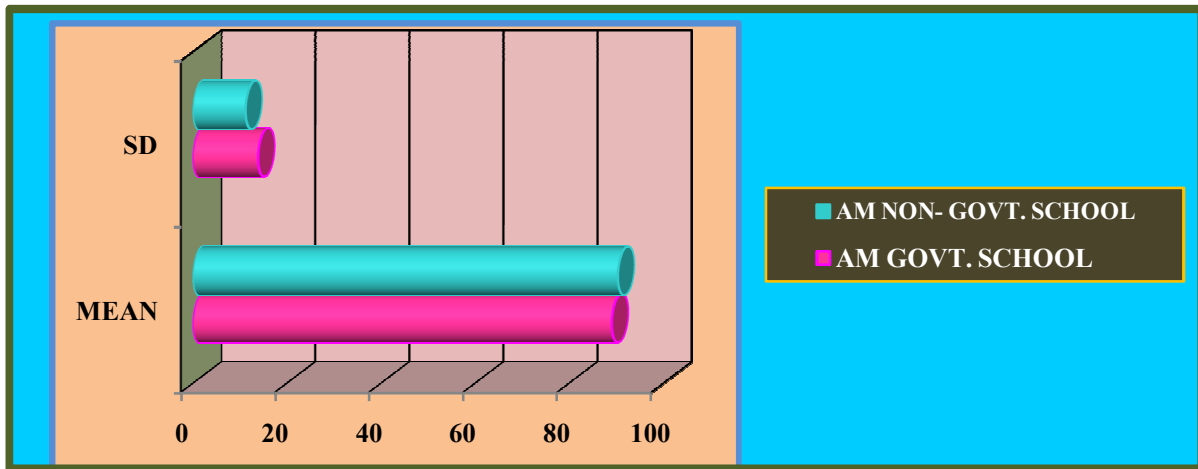
Graph 5.1: Mean, Standard Deviation of students of Commerce in Procrastination (N=160).



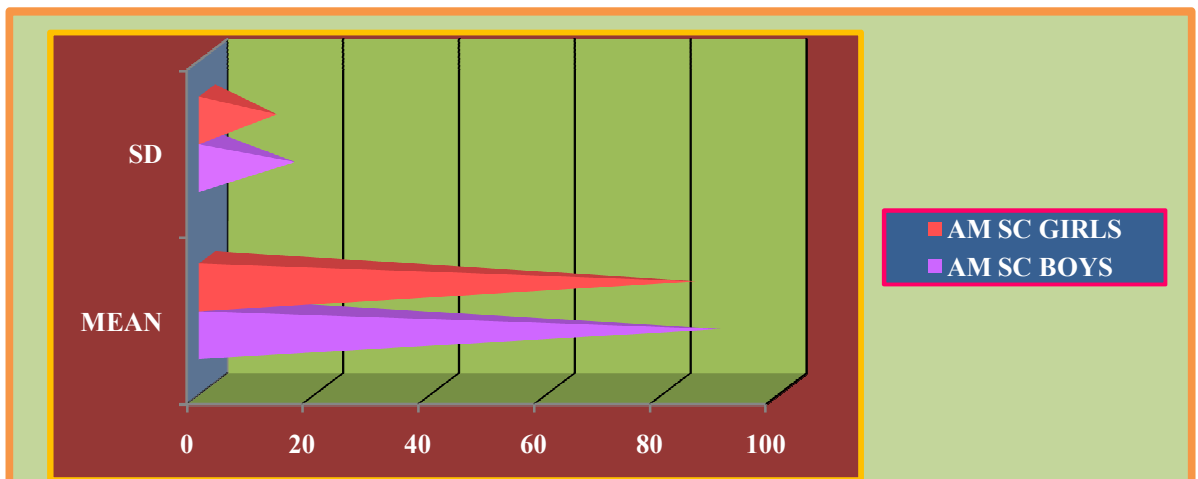
Graph 6.1: Mean, Standard Deviation of Boys and Girls in achievement motivation (N=480).



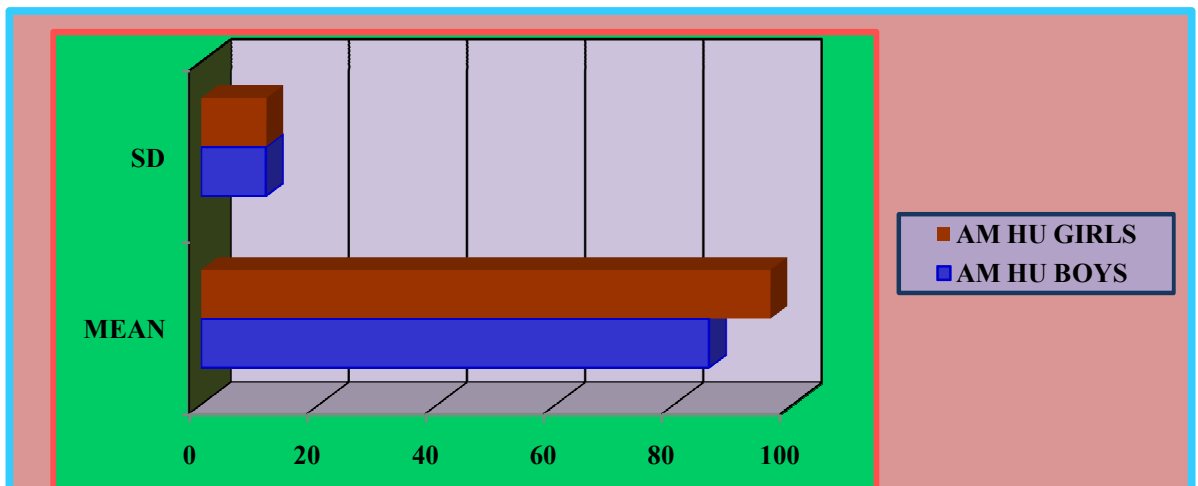
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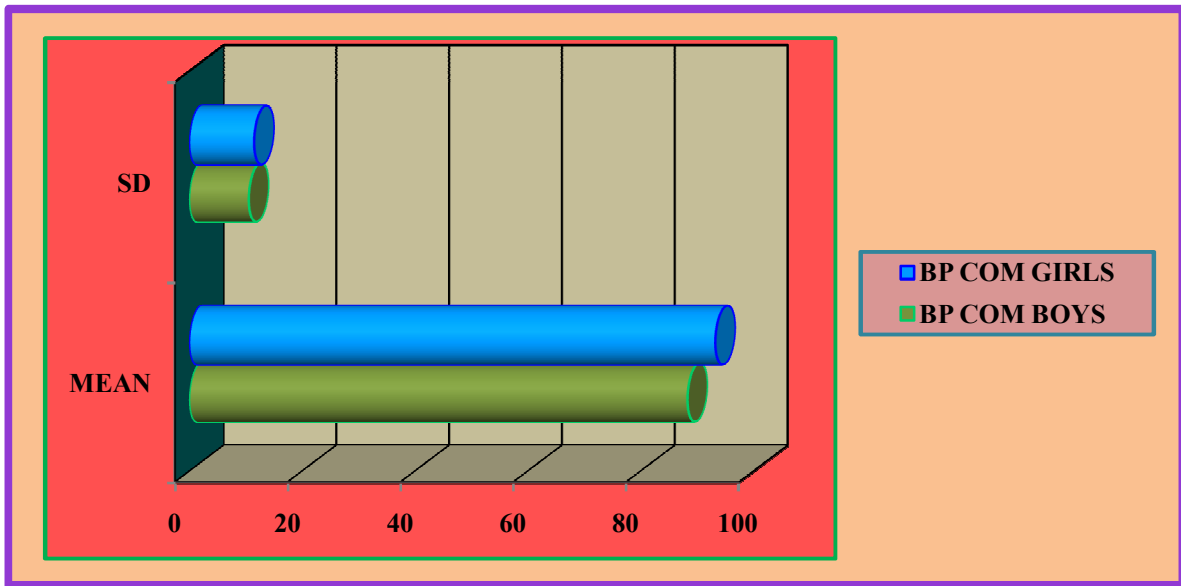
Graph 8.1: Mean, Standard Deviation of students of Science in Achievement Motivation (N=160).



Graph 9.1: Mean, Standard Deviation of students of Humanities in Achievement Motivation (N=160).



Graph 10.1: Mean, Standard Deviation of students of commerce in Achievement Motivation (N=160).



Graph 11.1: Mean, Standard Deviation of science, humanities and commerce in procrastination and achievement motivation (N=480).

