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To study the relationship between Academic Procrastination and Academic achievement among the Secondary School Students.

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Abstract: Academic procrastination is a widespread issue among secondary school students that adversely affects their academic performance and overall well-being. This study aims to examine the relationship between academic procrastination and academic achievement, and to explore the influence of demographic factors such as gender, number of siblings, and socioeconomic status on procrastination tendencies among secondary school students. Employing a descriptive survey design, data were collected from 100 students (50 males and 50 females) enrolled in classes 8 to 12 of CBSE-affiliated schools in Varanasi district. A proportionate stratified random sampling technique was utilized to ensure representative participation. The study used two instruments: a Personal Information Questionnaire (PIQ) for demographic data and academic records, and the Tuckman Procrastination Scale (TPS) to measure students' procrastination levels. Data analysis was conducted using Pearson's correlation, independent samples t-tests, and one-way ANOVA.
Findings revealed a strong negative correlation between academic achievement and procrastination, indicating that higher-performing students tend to procrastinate less. No significant gender differences in procrastination were observed, suggesting similar tendencies among male and female students. The number of siblings was also found to have no significant effect on procrastination levels. However, socioeconomic status significantly influenced procrastination, with students from different economic backgrounds displaying varying tendencies to delay academic tasks. These results underscore the importance of considering economic factors in designing interventions to reduce academic procrastination and improve student outcomes. The study recommends integrating self-regulation strategies and targeted support for economically disadvantaged students to foster academic success.
Keywords: Academic Procrastination, Academic Achievement, Secondary School Students, Socioeconomic Status, Gender Differences, Self-Regulation.

Introduction: Academic procrastination is widely recognized as a recurring phenomenon in educational settings, particularly among students, and is understood as the habitual postponement of academic tasks such as studying for examinations, completing assignments, or writing term papers. Despite the awareness of its adverse consequences, procrastination remains highly prevalent and poses significant challenges to students' academic performance and well-being. Procrastination has been consistently associated with dysfunctional learning behavior's and outcomes, including poor study habits, last-minute preparation, heightened test anxiety, frequent delays in assignment submission, lower quality of academic work, diminished grades, and feelings of guilt or depression (Lee, 2005; Özer, Demri, & Ferrari, 2009).

Steel (2007) defines procrastination as the "voluntary delay of an intended course of action despite anticipating being worse off for the delay" (p. 66). The adverse consequences of procrastination may arise from motivational factors such as fear of failure or avoidance of complex and unpleasant tasks (Solomon & Rothblum, 1984). Empirical evidence suggests that approximately 80–85% of students engage in academic procrastination to some extent (Ellis & Knaus, 1977), with over 50% of students doing so consistently and in a manner detrimental to academic achievement (Day et al., 2000). Research indicates that procrastination is most pronounced in tasks requiring extended effort, such as term papers and exam preparation (Solomon & Rothblum, 1984).

More recent studies in educational psychology argue that academic procrastination cannot be fully understood without examining the interplay between motivational and cognitive factors. Elements such as goal orientation, metacognitive awareness, self-regulation, and self-efficacy are seen as significant influences on procrastination behaviours and, in turn, academic achievement (Schraw, Wadkins, & Olafson, 2007). The growing body of research calls for continued exploration of underlying causes and their potential impact on student performance, particularly at the school and university levels.

Review of Literature: Academic procrastination, defined as the voluntary delay of academic tasks despite negative consequences, is widespread among students and negatively impacts academic performance (Steel, 2007; Lee, 2005). Research shows around 80-85% of students procrastinate, especially with long-term assignments like term papers and exam preparation (Ellis & Knaus, 1977; Tuckman, 1991). Procrastination is linked to low self-regulation, poor time management, fear of failure, and test anxiety (Schraw, Wadkins, &

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Olafson, 2007; Solomon & Rothblum, 1984). It predicts lower academic achievement over time (Klassen, Krawchuk, & Rajani, 2008). Gender and socio-economic factors may influence procrastination, though findings are mixed and require further research (Steel, 2007; Ferrari, 2010). Overall, academic procrastination significantly hinders student success, highlighting the need for targeted interventions to improve self-regulatory skills and motivation (Steel, 2007; Schraw et al., 2007).

Rationale: Exploring the relationship between academic procrastination and academic achievement among secondary school students carries both theoretical and practical significance. Procrastination at this stage of education is an increasingly common issue, as students begin to grapple with the demands of time management, task prioritization, and independent learning responsibilities. Failure to effectively manage procrastination can undermine their academic performance and impede intellectual and personal growth. Understanding these dynamics can provide critical insights for educators, parents, and policymakers seeking to support students in overcoming this behavioral challenge.

Secondly, academic achievement at the secondary school level plays a decisive role in shaping a student's future opportunities. Strong academic performance is directly linked to access to higher education, career prospects, and broader individual success. Identifying barriers—such as procrastination—that impede achievement is thus essential to ensure equitable educational outcomes.

Finally, investigating procrastination also contributes to a deeper understanding of the psychological and behavioral underpinnings of student achievement. Insights into motivational structures, cognitive regulation, and socio-emotional influences can help formulate evidence-based interventions. Such interventions can reduce the incidence of procrastination, enhance academic engagement, and promote academic resilience among learners. By clarifying the implications of procrastination on academic success, the present study underscores its relevance as both a research concern and a practical challenge in education.

Need of the Study: Academic procrastination poses a critical challenge to the educational advancement of secondary school students. It is not merely a behavioural delay but a deeply embedded practice that influences both academic performance and psychological well-being. Within the increasingly competitive and demanding academic environment, students are confronted with multiple overlapping deadlines, leading them to adopt procrastination as a maladaptive coping strategy. This behavioral tendency, often referred to as the "student syndrome," is characterized by initiating academic tasks only when deadlines become imminent.

Given its detrimental impact on learning outcomes and overall achievement, there is an urgent need to study the underlying causes of procrastination and its long-term consequences. Procrastination can adversely affect not only academic performance but also students' career aspirations, personal efficacy, and emotional health. Therefore, acknowledging and addressing this phenomenon at the secondary school level is imperative, as interventions at this stage can prevent its perpetuation into higher education and professional life.

Investigating this issue will help identify cognitive, motivational, and situational factors contributing to procrastination, including fear of failure, lack of self-regulation, low self-efficacy, and inadequate time management skills. Recognizing these causal patterns can guide the development of targeted educational strategies and support systems aimed at equipping students with the skills necessary to manage their academic responsibilities effectively. The present study, therefore, intends to fill a critical gap by examining the relationship between academic procrastination and academic achievement, while also offering insights for strategies designed to foster improved academic performance and student well-being.

Research Questions:

1. Does a significant relationship exist between academic procrastination and academic achievement among secondary school students?
2. What is the nature of the relationship between gender and academic procrastination, number of siblings and academic procrastination, and socio-economic background and academic procrastination?
3. Are specific personality traits associated with students' susceptibility to academic procrastination?

Objectives:

1. To examine the relationship between academic procrastination and students' academic performance.
2. To identify and analyze the factors that influence the relationship between procrastination and academic achievement.
3. To investigate the association of academic procrastination with demographic variables such as gender, number of siblings, and socio-economic background among secondary school students.
4. To explore the impact of procrastination on the overall academic achievement of secondary school students.

Methodology: The study utilizes a descriptive survey design to explore academic procrastination and its impact on academic achievement among secondary school students. This design facilitates observation and measurement of variables without experimental manipulation.

Population: The population of the study consists of all secondary school students (classes 8 to 12) enrolled in CBSE-affiliated schools within the Varanasi district.

Sample and Sampling Technique: A sample of 100 students was selected using proportionate stratified random sampling. This technique involved dividing the population into strata based on relevant characteristics and then randomly selecting participants from each stratum in proportion to their representation in the population.

Tools Used: Data were collected through two instruments:

- Personal Information Questionnaire (PIQ): Collected demographic information including age, gender, family size, socio-economic background, and academic grades.
- Tuckman Procrastination Scale (TPS): A 32-item self-report scale measuring academic procrastination, categorizing procrastination levels as high, moderate, or low.

The TPS demonstrates high reliability with an internal consistency (Cronbach's alpha) ranging from 0.84 to 0.91 and test-retest reliability between 0.72 and 0.83, indicating stable and consistent measurement of procrastination behaviors.

Findings and analysis

Objective 1: Correlation between Academic Achievement and Academic Procrastination among Secondary School Students

The analysis presented in Table 1 reveals a strong negative correlation between students' academic achievement and their academic procrastination scores, as indicated by Pearson's correlation coefficient $r=-0.706$. This finding demonstrates that higher academic achievement is significantly associated with a lower tendency to procrastinate conversely, students with lower academic performance exhibit a greater propensity for procrastination. These results underscore the inverse relationship between academic success and procrastinatory behavior in secondary school students.

Table 1: Correlation between Academic Achievement and Academic Procrastination Among Secondary School Students

Correlations

		score	academic percentage
score	Pearson Correlation	1	-.706**
	Sig. (2-tailed)		<.001
	Sum of Squares and Cross-products	10180.750	-7557.250
	Covariance	102.836	-76.336
	N	100	100
academic percentage	Pearson Correlation	-.706**	1
	Sig. (2-tailed)	<.001	
	Sum of Squares and Cross-products	-7557.250	11252.750
	Covariance	-76.336	113.664
	N	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

Objective 2: Gender Differences in the Tendency to Procrastinate Among Secondary School Students: An independent samples t-test was conducted to examine whether a significant difference exists in the tendency to procrastinate between male and female secondary school students. The test compared 50 males and 50 females, with a 95% confidence level and degrees of freedom (df) of 98. The critical t-value was approximately 1.980.

The observed t-value from Table 4.4 was 0.85, which is well below the critical value, indicating no statistically significant difference between genders in procrastination tendencies. The mean procrastination score for males was 88.38, while for females it was 90.12. The slight observed difference is attributed to sampling error rather than a true difference.

Therefore, the null hypothesis—that there is no significant difference in academic procrastination between male and female students—was not rejected.

Table 2: t-Test Results for Differences in Academic Procrastination Tendencies Between Male and Female Students

Group Statistics

	gender	N	Mean	Std. Deviation	Std. Error Mean
score	boy	50	88.3800	7.92282	1.12046
	girl	50	90.1200	11.97726	1.69384

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance		Mean	Std. Error	95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p	Difference	Difference	Lower	Upper
score	Equal variances assumed	4.895	.029	-.857	98	.197	.394	-1.74000	2.03089	-5.77024	2.29024
	Equal variances not assumed			-.857	84.991	.197	.394	-1.74000	2.03089	-5.77796	2.29796

Objective 3: Relationship between Academic Procrastination and Number of Siblings

A one-way ANOVA was conducted to examine whether the number of siblings (specifically 1, 2, or 3) significantly influences students' academic procrastination scores as measured by the Tuckman Procrastination Scale (TPS).

As shown in Table 4.5, the analysis revealed no significant difference in procrastination tendencies based on family size ($F=1.108$, $p=0.334$). Since the p-value exceeds the 0.05 significance threshold, the null hypothesis is accepted. Therefore, there is no statistically significant relationship between the number of siblings a student has and their academic procrastination.

Table 3: Relationship between Tuckman Procrastination Scale (TPS) Scores and Number of Siblings

ANOVA

procrastination

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	227.452	2	113.726	1.108	.334
Within Groups	9953.298	97	102.611		
Total	10180.750	99			

Objective 4: Influence of Socioeconomic Status on Academic Procrastination: A one-way ANOVA was conducted to examine the effect of socioeconomic status (classified by family income: below ₹20,000 as low, ₹20,000–₹50,000 as middle, and above ₹50,000 as high socioeconomic background) on students' procrastination tendencies, measured by the Tuckman Procrastination Scale (TPS).

As indicated in Table 4.6, the analysis revealed a statistically significant difference in procrastination scores across socioeconomic groups ($p=0.011<0.05$). Therefore, the null hypothesis—that socioeconomic background has no influence on academic procrastination—was rejected. The results support the alternative hypothesis that socioeconomic status significantly affects students' academic procrastination. This finding indicates that students' socioeconomic backgrounds are an important factor influencing their tendency to procrastinate.

Table 4: Relationship between Tuckman Procrastination Scale (TPS) Scores and Socioeconomic Status

ANOVA

procrastination

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	909.982	2	454.991	4.761	.011
Within Groups	9270.768	97	95.575		
Total	10180.750	99			

Conclusion: The study reveals a strong negative correlation between academic achievement and academic procrastination among secondary school students, indicating that higher achievers tend to procrastinate less, while lower achievers exhibit greater procrastinator

tendencies (Steel, 2007; Klassen, Krawchuk, & Rajani, 2008). Gender differences in procrastination were found to be statistically insignificant, suggesting that male and female students demonstrate similar procrastination behaviors, consistent with findings by Steel (2007). Additionally, the number of siblings did not have a significant impact on students' procrastination tendencies, which aligns with the limited and mixed evidence in existing research (Ferrari, 2010). However, socioeconomic status showed a significant effect on academic procrastination, with students from different economic backgrounds displaying varying levels of procrastination, underscoring the role of economic factors in influencing academic behaviours (Lee, 2005; Schraw, Wadkins, & Olafson, 2007). These findings highlight the importance of addressing economic disparities when designing interventions aimed at reducing procrastination and improving academic outcomes.

Educational Implications The findings of this study have important implications for educators, administrators, and policymakers aiming to enhance academic success among secondary school students. Understanding the strong negative relationship between academic procrastination and achievement highlights the need to incorporate self-regulation and time management training into the curriculum. Gender-neutral interventions can be designed since procrastination levels did not significantly differ between males and females. Given the influence of socioeconomic status on procrastination, school programs should be tailored to address the specific challenges faced by students from lower economic backgrounds, including providing additional academic support and resources. Furthermore, recognizing that family size does not significantly impact procrastination allows educators to focus on more salient individual and contextual factors. Overall, promoting awareness about procrastination and equipping students with coping strategies can foster better academic engagement and improved learning outcomes.

Limitations of the Study: Several limitations should be noted when interpreting the results of this study. First, the sample was limited to secondary school students from CBSE-affiliated schools in a single district, which may restrict the generalizability of the findings to other regions or educational boards. Second, the reliance on self-report measures such as the Tuckman Procrastination Scale could introduce response biases, including social desirability or inaccurate self-assessment. Third, the cross-sectional research design limits the ability to infer causal relationships between procrastination and academic achievement. Lastly, some demographic variables like parental education, peer influence, and psychological factors were not examined, which could provide a more comprehensive understanding of academic procrastination. Future research incorporating longitudinal designs and broader samples is recommended to address these gaps.

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