



Academic Procrastination Among The Trainee Teachers

T. Gheetha^{1*}, Dr T. Sivasakthi Rajammal²,

¹Research Scholar, Tamil Nadu Teachers Education University.

²Research Guide, Assistant Professor, Dept. of Educational Psychology, Tamil Nadu Teachers Education University.

Citation: T. Gheetha, Dr T. Sivasakthi Rajammal (2024) Academic Procrastination Among The Trainee Teachers *Educational Administration: Theory and Practice*, 30(3), 2308-2314

Doi: 10.53555/kuey.v30i3.4579

ARTICLE INFO

ABSTRACT

Academic procrastination, a tendency of students to delay or postpone completing academic tasks, affects achieving academic goals. This research investigates the academic procrastination practice among trainee teachers. The sample comprises 1200 B.Ed. students from 14 colleges of education from three districts of Tamil Nadu, India. A personal data form and the Turkish version of the Tuckman Procrastination Scale developed and validated by Tuckman (1991), were used to collect their academic procrastination practice. Statistical analysis reveals that the majority of the trainee teachers have a moderate level of level of academic procrastination. There is a significant difference between first-year and second-year trainee teachers in their academic procrastination, and second-year trainee teachers procrastinate more academically than first-year trainee teachers. Similarly, there is a significant difference between the trainee teachers studying in girls' and co-education colleges in their academic procrastination, and those who study in girls' colleges procrastinate more academically than those who study in co-education colleges. The study recommends that efforts be made to mitigate academic procrastination among trainee teachers so that they can excel in their teaching profession.

Keywords: Academic Procrastination, Trainee Teachers

Introduction

A strong and powerful nation is built on dedication and hard work of its citizen and some amount of smart planning on the part of the Government (Passi, 2018). A winning nation succeeds in the integral development of body, mind, and soul, for which the role of teachers is vital. Thus, the Indian National Council of Teacher Education takes "coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of Norms and Standards in the teacher education system" (<https://ncte.gov.in/website/about.aspx>). Trainee teachers are the future prospective teachers who would be involved in nation-building and integrated development of children, and they need to possess good study habits and overcome all the barriers, including procrastination. Procrastination is a relatively un-explored psychological construct (Klassen, et al., 2008). Academic procrastination among students is waiting until the last minute to turn in paper or to study for an examination (Hooda & Saini, 2018) and doing other academic activities. It would affect their scholastic achievement in one way or the other, either directly or indirectly.

Need and Significance of the Study

Procrastination is consistently viewed as problematic to academic success and students' general well-being (Hailikari, 2021). Academic procrastination is a widespread practice among the students. It is a voluntary delay in doing even emergency work. It is rather a personality trait and a behavioural pattern. Target-oriented and passionate students, on the other hand, seldom procrastinate (Fatima, 2021). Excellent academic achievement depends largely on doing the academic tasks at the proper time and promptly. Many studies have established a statistically significant relationship between academic procrastination and academic achievement (Zarrin et al., 2020; Karataş, 2015; Onwuegbuzie, 2004). It is necessary to analyze the role of academic procrastination as a mediator of learning processes and to take into account its influence on negative and positive factors focused on students' learning processes (Ragusa, 2023). High academic procrastination is related to low academic achievement in students.

The B.Ed. trainee teachers during their pre-service training period need to learn good habits that would contribute to excelling in their academic achievement and to be exemplary to their students for whom they would be teaching later. Hence, in this context, it becomes a need of significant value to study academic

procrastination among trainee teachers.

Objectives of the Study

Research objectives are concise statements that describe what the research is aiming to achieve (Sreekumar, 2023). It is fixed in the beginning of the study by the investigator, having in mind the research scope, feasibility and the identified research gap. It cannot be met without answering the research questions! (Charlesworth Author Services, 2022). According to the objectives formulated, an investigator adopts proper methodology and statistical techniques, to arrive at valid problem-solving conclusions. The investigator fixed the following objectives for the present study;

1. To find out the level of academic procrastination of trainee teachers
2. To find out whether there is any significant difference in academic procrastination practice of trainee teachers with regard to their (i) Gender, (ii) Year of study, (iii) Academic qualification, (iv) Medium of instruction at school, (v) Locality of college, (vi) Marital status and (vii) Nature of college.

Hypotheses of the Study

A hypothesis is an idea which is suggested as a possible explanation for a particular situation or condition, but which has not yet been proved to be correct (Collins, n.d.). One of the most important aspects of conducting research is constructing a strong hypothesis. ... Without a hypothesis, there can be no basis for a scientific or research experiment. (Elsevier, n.d.). Understanding its significance, the investigator, constructed the following hypotheses, in harmony with the objectives.

H₀ 1: There is no significant difference between male and female trainee teachers in their academic procrastination.

H₀ 2: There is no significant difference between first-year and second-year trainee teachers in their academic procrastination.

H₀ 3: There is no significant difference between undergraduate and postgraduate qualified trainee teachers in their academic procrastination.

H₀ 4: There is no significant difference between the trainee teachers who studied in Tamil-medium and English-medium at school in their academic procrastination.

H₀ 5: There is no significant difference between the trainee teachers studying in rural and urban colleges of education in their academic procrastination.

H₀ 6: There is no significant difference between unmarried and married trainee teachers in their academic procrastination.

H₀ 7: There is no significant difference between the trainee teachers studying in girls' colleges and co-education colleges in their academic procrastination.

Methodology of the Study

National Science Foundation (n.d.) of the U.S. government defines research as a planned search or critical investigation aimed at discovery of new knowledge with the hope that such knowledge will be useful in developing a new product or service or a new process or technique or in bringing about a significant improvement to an existing product or process. Understanding the nature of research the investigator has opted to choose survey method which is "a process, tool, or technique that you can use to gather information in research by asking questions to a predefined group of people" (busayo.longe, 2024). The investigator formulated a research design "the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and to control variance, The plan is the overall scheme or programme of research (Bhome et al., 2013.p.44), and selected a sample of 1200 samples using stratified random sampling from six colleges of education from Dharmapuri, three colleges of education from Krishnagiri and five colleges of education from Salem districts. For collecting data required for research investigation, a personal data form was prepared and used to collect the demographics of the sample and the Turkish Version of the Tuckman Procrastination Scale, developed and validated by Tuckman (1991) was used for collecting their academic procrastination practice. The collected data were subjected to descriptive and differential analyses using appropriate statistical techniques.

Distribution of the Sample

The following table presents the distribution of the trainee teachers who formed the sample in terms of their Gender, Year of study, Academic qualification, Medium of instruction at school, Locality and Nature of college.

Table 1 Distribution of the Sample

Variables	Sub-categories	Sample	Percentage
Gender	Male	179	14.83%
	Female	1021	85.17%
Year of Study	First year	563	46.92%
	Second year	637	53.08%

Academic Qualification	Under Graduate	723	60.25%
	Post Graduate	477	39.75%
Medium of Instruction at School	Tamil Medium	803	66.92%
	English Medium	397	33.08%
Locality	Rural	947	78.92%
	Urban	253	21.08%
Marital Status	Unmarried	559	46.58%
	Married	641	53.42%
Nature of College	Boys College	NIL	0.00%
	Girls College	263	21.92%
	Co-education College	937	78.08%

Findings of Descriptive Analysis

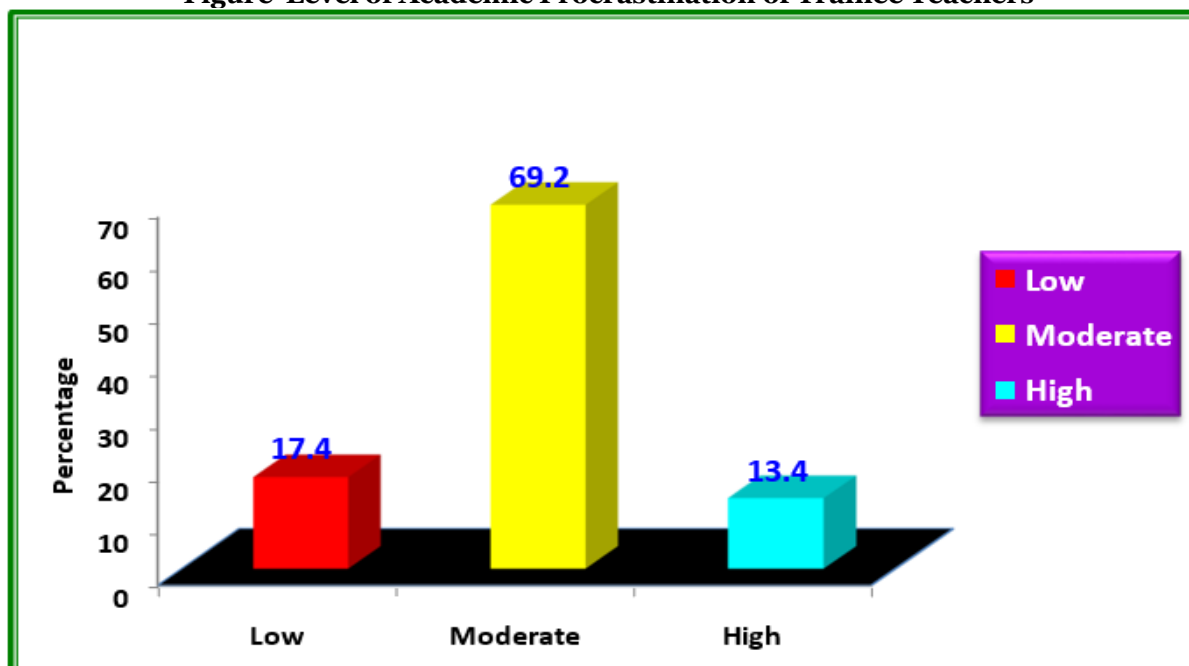
Objective 1: To find out the level of academic procrastination of trainee teachers

Table 2 Level of Academic Procrastination of Trainee Teachers

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Academic Procrastination	209	17.4	830	69.2	161	13.4

It is inferred from the Table 2 that 17.4% of trainee teachers have low, 69.2% of them have moderate and 13.4% of them have high level of academic procrastination. This is shown in Figure 1.

Figure Level of Academic Procrastination of Trainee Teachers



Findings of Differential Analysis

H₀ 1: There is no significant difference between male and female trainee teachers in their academic procrastination.

Table 3 Difference between Male and Female Trainee Teachers in their Academic Procrastination

Variable	Gender	N	Mean	S.D	Calculated 't' value	Remarks
Academic Procrastination	Male	179	31.13	11.523	0.22	Not Significant
	Female	1021	31.35	12.111		

It is inferred from Table 3 that the calculated 't' value (0.22) is less than the Table value (1.96) at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant difference between male and female trainee teachers in their academic procrastination.

H₀ 2: There is no significant difference between first-year and second-year trainee teachers in their academic procrastination.

Table 4 Difference between First-Year and Second-Year Trainee Teachers in their Academic Procrastination

Variable	Year of Study	N	Mean	S.D	Calculated 't' value	Remarks
Academic Procrastination	First year	563	28.75	8.893	7.11	Significant
	Second year	637	33.59	13.839		

It is inferred from Table 4 that the calculated 't' value (7.11) is greater than the Table value (1.96) at 0.05 level of significance. Hence, the respective null hypothesis is rejected. Thus, the result shows that there is significant difference between first and second-year trainee teachers in their academic procrastination.

While comparing the mean scores of first-year (Mean=28.75) and second-year (Mean=33.59) trainee teachers, it reveals that the second-year trainee teachers procrastinate more academically than the first-year trainee teachers. This is shown in Figure 2.

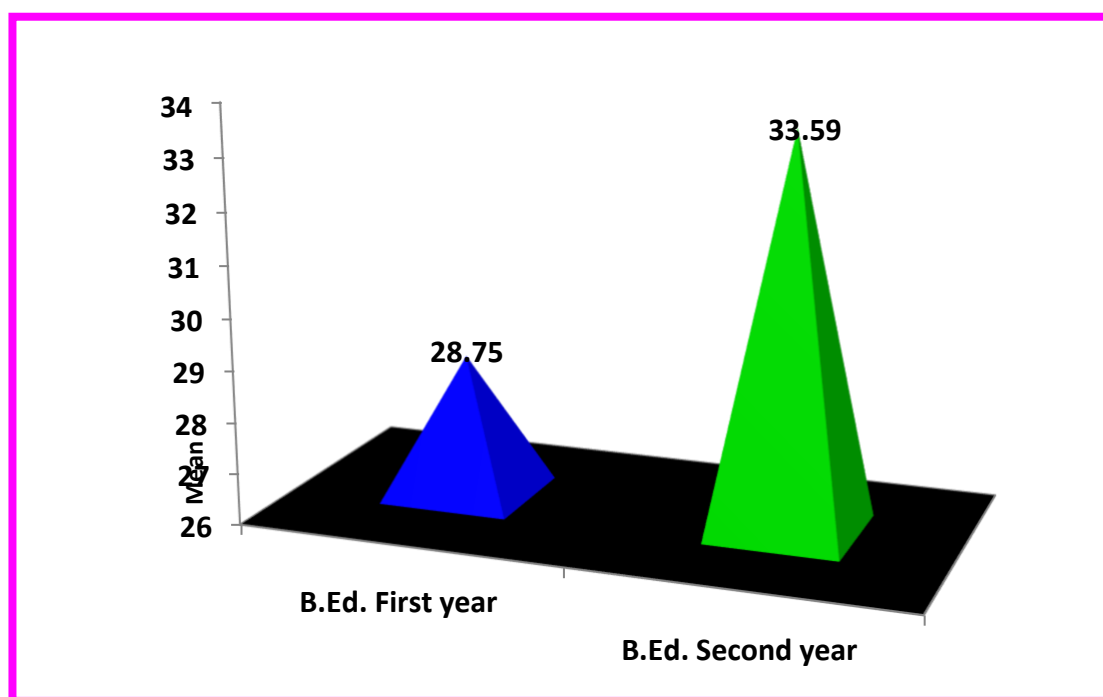


Figure 2 Difference between First-Year and Second-Year Trainee Teachers in their Academic Procrastination

H₀ 3: There is no significant difference between undergraduate and postgraduate qualified trainee teachers in their academic procrastination.

Table 5 Difference between Undergraduate and Postgraduate Qualified Trainee Teachers in their Academic Procrastination

Variable	Educational Qualification	N	Mean	S.D	Calculated 't' value	Remarks
Academic Procrastination	Undergraduate	723	31.42	11.999	0.35	Not Significant
	Postgraduate	477	31.17	12.065		

It is inferred from the Table 5 that the calculated 't' value (0.35) is less than the Table value (1.96) at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant difference between undergraduate and postgraduate qualified trainee teachers in their academic procrastination.

H₀ 4: There is no significant difference between the trainee teachers who studied in Tamil- medium and English-medium at school in their academic procrastination.

Table 6 Difference between the Trainee Teachers who studied in Tamil-medium and English-medium at School in their Academic Procrastination

Variable	Medium of Instruction at School	N	Mean	S.D	Calculated 't' value	Remarks
Academic Procrastination	Tamil	803	31.18	11.795	0.56	Not Significant
	English	397	31.60	12.476		

It is inferred from Table 6 that the calculated 't' value (0.56) is less than the Table value(1.96) at 0.05 level of significance. Hence, the respective null hypothesis is accepted. Thus, the result shows that there is no significant difference between the trainee teachers who studied in Tamil-medium and English-medium at school in their academic procrastination.

H₀ 5: There is no significant difference between the trainee teachers studying in rural and urban colleges of education in their academic procrastination.

Table 7 Difference between the Trainee Teachers Studying in Rural and Urban Colleges of Education in their Academic Procrastination

Variable	Locality of the College	N	Mean	S.D	Calculated 't' value	Remarks
Academic Procrastination	Rural	947	30.98	12.051	1.90	Not Significant
	Urban	253	32.60	11.843		

It is inferred from the Table 7 that the calculated 't' value (1.90) is less than the Table value (1.96) at 0.05 level of significance. Hence, the respective null hypothesis is accepted. Thus, the result shows that there is no significant difference between the trainee teachers studying in rural and urban colleges of education in their academic procrastination.

H₀ 6: There is no significant difference between unmarried and married trainee teachers in their academic procrastination.

Table 8 Difference between Unmarried and Married Trainee Teachers in their Academic Procrastination

Variable	Marital Status	N	Mean	S.D	Calculated 't' value	Remarks
Academic Procrastination	Unmarried	559	31.91	12.103	1.59	Not Significant
	Married	641	30.81	11.935		

It is inferred from Table 8 that the calculated 't' value (1.59) is less than the Table value(1.96) at 0.05 level of significance. Hence, the respective null hypothesis is accepted. Thus, the result shows that there is no significant difference between unmarried and married trainee teachers in their academic procrastination.

H₀ 7: There is no significant difference between the trainee teachers studying in girls' colleges and co-education colleges in their academic procrastination.

Table 9 Difference between the Trainee Teachers Studying in Girls' and Co-education Colleges in their Academic Procrastination

Variable	Nature of the College	N	Mean	S.D	Calculated 't' value	Remarks
----------	-----------------------	---	------	-----	----------------------	---------

Academic Procrastination	Girls' college	263	35.24	13.308	6.07	Significant
	Co-education	937	30.22	11.402		

It is inferred from Table 9 that the calculated 't' value (6.07) is greater than the Table value (1.96) at 0.05 level of significance. Hence, the respective null hypothesis is rejected. Thus, the result shows that there is a significant difference between the trainee teachers studying in girls' and co-education colleges in their academic procrastination.

While comparing the mean scores of the trainee teachers studying in girls' colleges (Mean=35.24) and co-education colleges (Mean=30.22), those who study in girls' colleges procrastinate more academically than those who study in co-education colleges. This is shown in Figure 3.

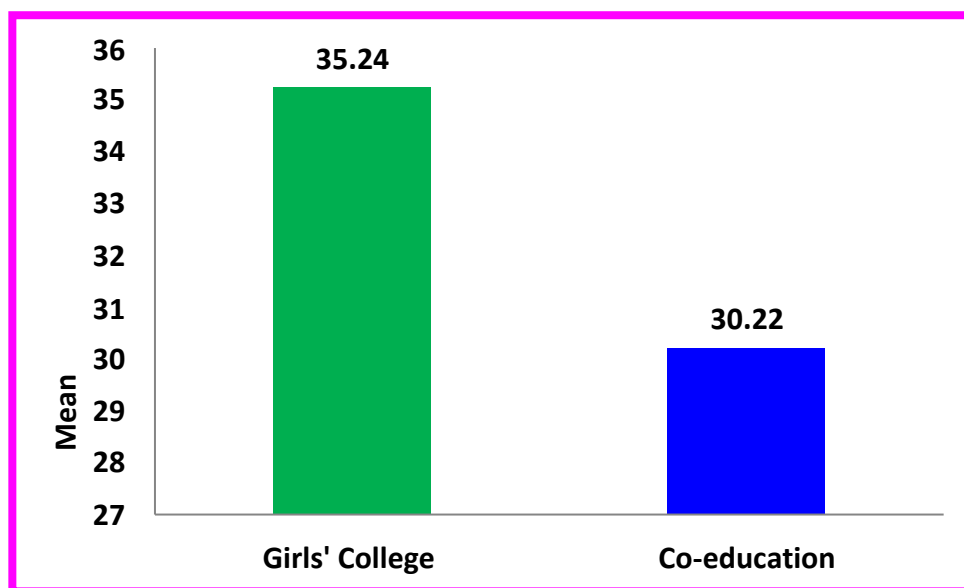


Figure 3 Difference between the Trainee Teachers Studying in Girls' and Co-education Colleges in their Academic Procrastination

Conclusion

The present investigation is done with a precise focus on studying the Academic Procrastination of Trainee Teachers. The study concludes that the majority of the trainee teachers have a moderate level of level of academic procrastination. The study shows that there is a significant difference between first-year and second-year trainee teachers in their academic procrastination, and the mean scores reveal that second-year trainee teachers procrastinate more academically than first-year trainee teachers. Similarly, there is a significant difference between the trainee teachers studying in girls' and co-education colleges in their academic procrastination, and the mean scores reveal that those who study in girls' colleges procrastinate more academically than those who study in co-education colleges. However, there is no significant difference between male and female, undergraduate and postgraduate, those who studied in Tamil-medium and English-medium at school, those who studied in rural and urban colleges of education in their academic procrastination, unmarried and married trainee teachers in their academic procrastination. The study recommends due efforts to be taken to mitigate academic procrastination among the trainee teachers to excel in their teaching profession, as it would contribute to better learning among their students.

References

1. Bhome, S., Jha, N., Chandwani, V., Iyer, S., Desai, S., Prabhudesai, A., & Koshti, S. (2013).
2. *Research methodology*. Himalaya Publishing House.
3. busayo.longe.(2024 July 27). Survey methods: Definition, types, and examples. *Formplus*.
4. <https://www.formpl.us/blog/survey-methods>
5. Charlesworth Author Services (2022, March 23). *Developing and framing research objectives*.
6. <https://www.cwauthors.com/article/developing-and-framing-research-objectives> Collins. (n.d.). Hypothesis. Retrieved May 5, 2024, from
7. <https://www.collinsdictionary.com/dictionary/english/hypothesis>
8. Elsevier, (n.d.) What is and how to write good hypothesis in research? Retrieved May 5, 2024, from <https://scientific-publishing.webshop.elsevier.com/manuscript-preparation/what-how-write-good->

hypothesis-research/

9. Fatima, E. (2021). Mindfulness and its relation to academic procrastination among university students. *Universal Journal of Educational Research*, 9(5): 917-927. <http://www.hrpub.org> DOI: 10.13189/ujer.2021.090504
10. Hailikari, T., Katajavuori, N., Asikainen, H. (2021). Understanding procrastination: A case of a study skills course. *Social Psychology of Education*, 24, 589–606. <https://doi.org/10.1007/s11218-021-09621-2>
11. Hooda, M., & Saini, A. (2018). Academic procrastination: A critical issue for consideration.
12. *Indian Journal of Applied Research*, 6(8), 98-99. <https://www.researchgate.net/publication/327337740>
13. Karataş, H. (2015). Correlation among academic procrastination, personality traits, and academic achievement. *The Anthropologist* 20(1-2):243-255. <https://www.researchgate.net/publication/286778727>
14. Klassen, R. M., Krawchuk, L. L. & Rajani, S. (2008). Academic procrastination of undergraduates: Low self-efficacy to self-regulate predicts higher levels of procrastination. *Contemporary Educational Psychology*, 33(4). <https://doi.org/10.1016/j.cedpsych.2007.07.001>
15. National Science Foundation (n.d.). Definitions of research and development: An annotated compilation of official sources. Retrieved May 5, 2024 from <https://www.nsf.gov/statistics/randdef/rd-definitions.pdf>
16. Onwuegbuzie, A. J. (2004) Academic procrastination and statistics anxiety. *Assessmentevaluation in Higher Education*, 29(1), 3-9. <https://doi.org/10.1080/0260293042000160384>
17. Passi, A. (2018, March 12). Why nation-building is the need of the hour for a country like India. *Entrepreneur*. <https://www.entrepreneur.com/article/310289>
18. Ragusa, A., González-Bernal, J., Trigueros, R., Caggiano, V., Navarro, N., Minguez-Minguez
19. L. A., Obregón, A. I., & Fernandez-Ortega, C. (2023) Effects of academic self-regulation on procrastination, academic stress and anxiety, resilience and academic performance in a sample of Spanish secondary school students. *Frontiers in Psychology*, 14:1073529. <https://doi.org/10.3389/fpsyg.2023.1073529>
20. Sreekumar, D. (2023, July 14). *What are research objectives and how to write them*. ResearcherLife. <https://researcher.life/blog/article/what-are-research-objectives-how-to-write-them-with-examples/>
21. Zarrin, S. A., Gracia, E., & Paixão, M. P. (2020). Prediction of academic procrastination by fear of failure and self-regulation. *Educational Sciences: Theory & Practice*, 20(3), 34–43. <https://psycnet.apa.org/record/2020-61820-003>