

Academic Procrastination among School Students: Role of Academic Stress and Peer Pressure

***Kavita Ladwal & **Dr.Madhuri Hooda**

***Abstract**

The study aimed to examine the role of academic stress and peer pressure in determining academic procrastination among school students. Descriptive survey method of research was employed for this study. Data was collected by randomization technique of sampling from a sample of 700 senior secondary school students of Bhiwani district of Haryana state. Tools used in this study were Academic Procrastination Scale: A. K. Kalia and Manju Yadav (2015), Scale for Assessing Academic Stress (SAAS) by Udai Kumar Sinha (2014) and Peer Pressure Scale [PPS-SS] by Saini and Singh (2010). The data was analyzed by employing descriptive statistics like Mean, SD, t-ratio and Karl Pearson's coefficient of correlation. On the basis of data analyzed, significant relationship was found between academic procrastination and academic stress among school students. Peer pressure was also found significantly and positively correlated with academic procrastination. Significant interaction effect of academic stress and peer pressure on academic procrastination among senior secondary school students was found.

***Keywords:** *Academic Procrastination, Academic Stress, Peer Pressure, Senior Secondary School Students*

INTRODUCTION

Academic procrastination is defined as “an irrational tendency to delay at the beginning or completion of an academic task. An academic task will include assignments, examination, projectwork, presentations, library activities and co-curricular activities etc. Academic procrastination impacts students’ academic performance, the quality of learning, and the emotional pressure they face. Moreover, it can burden others when procrastinators do not complete the tasks needed for others to progress in their academic careers (Steel and Ferrari, 2013). Specifically, academic procrastination not only affects students’ academic achievement, also may influence their classmates’ learning behaviors and pace, the instructors’ teaching experience and work satisfaction, and the schools’ education quality, reputation, and ratings (Patzek, et.al., 2015). Therefore, it influences factors other than academic performance. Procrastination causes pressure and negative emotions that affect students’ mental health through guilt, inadequacy, depression, and self-doubt (Zacks and Hen, 2018). It often results in lower test scores and constant stress during deadline approaches (Kármén, et.al., 2015; Tice DM, Baumeister, 1997).

Academic Stress

Stress and procrastination are widespread issues in modern life nowadays. Everyday stress is a given, and reducing it has always been difficult, especially for student's mental health life. Students' academic lives now include stress because of the various internal and external demands placed on their shoulders. Academic stress is defined as the body's reaction to academic demands that are beyond students' adaptive capacity (Wilks, 2008). According to Sirois (2014), trait procrastination is associated with a higher level of stress, and self-compassion is considered a mediator of the relationship between trait procrastination and stress. Stress contributes to procrastination among 14.1% of the students (Handayani & Abdullah, 2016). Also, one of the syndromes that arise due to procrastination is caused due to stress (Ghufron & Risnawita, 2014). The common stress experienced by students is

* *Ph.D Scholar, Dept. of Education, M.D.U. Rohtak*

** *Associate Professor, Dept. of Education, M.D.U. Rohtak*

academic stress that is described as condition in which academic tasks are beyond their capability accompanied by any physical, emotional, cognitive changes and some behavioral reactions that lead them to face those condition (Gadzella & Masten, 2005). It seems that stress on freshers higher than others (Augesti*et al.*, 2015).

Peer Pressure

Peer pressure is a term used to describe a feeling that one must do the same things as other people of one's age and social group in order to be liked or respected by them. It is a human tendency to do what the crowd does. Peer pressure is defined by Clasen and Brown (1985) as a type of influence that peers use to either support or discourage a certain action or task, regardless of the individual's agreement. Peer influence is defined as an act whereby an individual chooses to do something they would not normally do in order to feel liked and appreciated by their friends (Sarita and Dahiya, 2015). The stage of adolescents is experiencing a period of intense peer control and peer pressure (Diego, 2017).

Several factors influence academic procrastination. Internal factors contributed significantly to procrastination, including academic stress, self-efficacy etc. However, external factor that is also the background of procrastination, namely the pressure of peers. Peer pressure is a change in an individual's behavior to align more closely with group standards. Peer pressure was contributing to making a positive and negative student's behaviour.

VARIABLES USED

➤ Dependent Variable

- Academic Procrastination

➤ **Independent Variables**

- Academic Stress (High&Low)
- Peer Pressure (High&Low)

OBJECTIVES OF THE STUDY

1. To find out the relationship between academic procrastination and academic stress among senior secondary school students.
2. To find out the relationship between academic procrastination and peer pressure among senior secondary school students.
3. To find out the double interaction effect of academic stress and peer pressure on academic procrastination among senior secondary school students.

HYPOTHESES OF THE STUDY

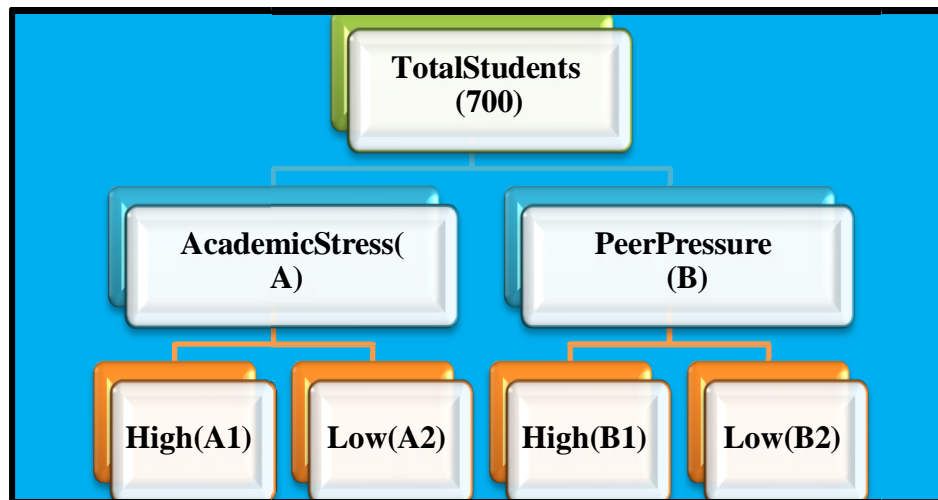
H₀₁ “There is no significant relationship between academic procrastination and academic stress among senior secondary school students.”

H₀₂ “There is no significant relationship between academic procrastination and peer pressure among senior secondary school students.”

H₀₃ “There is no significant interaction effect of academic stress and peer pressure on academic procrastination among senior secondary school students.”

RESEARCH METHODOLOGY AND DESIGN

For the current investigation “**Descriptive Survey Method**” was used. The 2×2 factorial randomized group design was used to analyze the data. The independent variables i.e. Academic Stress (High & Low) and Peer Pressure (High & Low) were varied at the two levels as given below”.



POPULATION

In the present study, all the 11th class students studying in private senior secondary schools, affiliated to CBSE of Bhiwani District of Haryana State constituted the target population.

SAMPLE

“Multi-stage random sampling technique” was employed to select a sample of 700sr. sec. school students from Bhiwani District.

TOOLS USED

1. “Academic Procrastination Scale(APS) by Prof.A.K.KaliaandManjuYadav (2015)”.
2. “Scale for Assessing Academic Stress(SAAS)by Udai Kumar Sinha(2014)”.
3. “Peer Pressure Scale(PPS)by Sunil Saini andSandeep Singh(2010)”.

STATISTICALTECHNIQUES

“Product moment co-efficient of correlation was employed to examine the relationship among variables. Mean, SD, t-test & Two way ANOVA were employed to examine the interaction effect among variables.”

DATA ANALYSIS AND INTERPRETATION

CORRELATIONALPHASE

Objective1:

“To find out the relationship between academic procrastination and academic Stress among senior secondary school students”.

H_{01} “There is no significant relationship between academic procrastination and academic stress among senior secondary school students”.

Table-1

“Coefficients of Correlation(r) between Academic Procrastination and Academic Stress of Sr.Sec.School Students”

		Academicstress
Academic procrastination	PearsonCorrelation	0.684**
	Sig.(2-tailed)	.000

* Ph.D Scholar,Dept.ofEducation, M.D.U.Rohtak

**AssociateProfessor,Dept.ofEducation,M.D.U.Rohtak

	N	700
--	---	-----

****Significantat0.01level**

It is apparent from Table-1 that coefficient of correlation (r) between academic procrastination and academic stress among senior secondary school students is 0.684 which is positive and significant at 0.01 level of significance. So, the null hypothesis i.e. “**H₀₁** “There is no significant relationship between academic procrastination and academic stress of senior secondary school students” is rejected. The magnitude of ‘r’ indicates that academic stress is positively correlated with academic procrastination of senior secondary school students. So, it can be concluded that higher the level of academic stress among students higher academic procrastination they have done.

Objective2:

“To find out the relationship between academic procrastination and peer pressure Among senior secondary school students”.

H₀₂“There is no significant relationship between academic procrastination and peer pressure among senior secondary school students”.

Table-2
“Coefficients of Correlation(r) between Academic Procrastination and Peer Pressure of Sr.Sec.School Students”

		Peerpressure
Academic Procrastination	PearsonCorrelation	0.587**
	Sig.(2-tailed)	.000
	N	700

****Significantat0.01level**

It is palpable from Table-2 that coefficient of correlation (r) between academic procrastination and peer pressure among senior secondary school students is 0.587 which is positive and significant at 0.01 level of significance. So the null hypothesis i.e. " H_0 "There is no significant relationship between academic procrastination and peer pressure of senior secondary school students" is rejected. The magnitude of ' r ' indicates that peer pressure is positively correlated with academic procrastination of senior secondary school students. So, it can be concluded that higher the pressure of peer on students higher the level of academic procrastination.

INTERACTION PHASE

"In order to analyse the data, the 2-Way ANOVA with 2×2 factorial design was considered. It was decided that the null hypotheses will be rejected or retained at 0.01 and 0.05 level of significance. In order to confirm the objectives & to check the null hypotheses, the current investigation has been analyzed shown below".

Objective3:

To find out the double interaction effect of academic stress and peer pressure On academic procrastination among senior secondary school students.

For the purpose of studying the double interaction effect of academic stress and peer pressure on academic procrastination among senior secondary school students, the following null hypothesis was formulated:

H_{03} There is no significant interaction effect of academic stress and peer pressure on academic procrastination among senior secondary school students.

To study the double interaction effects of academic stress and peer pressure on academic procrastination of secondary school students, data were subjected to ANOVA (2×2) factorial study with a randomized group design. In this section, the independent variables i.e. Academic stress, Peer pressure were coded as A, B respectively and were varied into

two ways as: High (A_1) & Low (A_2); High (B_1) & Low (B_2). The summary of ANOVA (2×2) has been presented in the Table -3, which is analyzed in the interaction effects of independent variables i.e. academic stress, peer pressure on dependent variable i.e. academic procrastination of secondary school students.

Table-3
Summary of 2 Way ANOVA (2×2 Factorial Design) for Academic Procrastination among Senior Secondary School Students with respect to their Academic stress and Peer 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 (AxB)	26226.071	1	26226.071	32.649	.000
Error	371107.506	462	803.263		
Total	1805807.000	470			
Corrected Total	440358.300	469			

As evident from Table-3 that F-ratio (25.596) for the interaction of academic stress and peer pressure is significant at a 0.01 level leading to the inference that academic stress and peer pressure have a significant effect on Academic procrastination of secondary school students. Therefore, the null hypothesis H_{03} , 'There exists no significant interaction effect of academic stress and peer pressure on academic procrastination among senior secondary school students' is rejected. It may therefore be said that there is significant interaction effect of academic stress and peer pressure on academic procrastination of senior secondary school students. Furthermore, "t" test was employed to find out the significance of difference in mean scores of Academic procrastination for different

groups. The results for the same have been presented in the Table-4. The mean scores for academic procrastination of different groups for academic stress and peer pressure have also been illustrated graphically in Fig. 1.

Table-4
 't'-
 values for Mean Scores of Academic Procrastination of Secondary School Students for Different Groups of Academic Stress & Peer Pressure (A×B)

Groups	N		Mean		S.D.		't'-values
A ₁ B ₁ vs A ₂ B ₁	85	105	53.77	48.49	29.69	26.35	1.28(NS)
A ₁ B ₂ vs A ₂ B ₂	103	77	48.17	67.81	28.52	38.70	3.76**
A ₁ B ₁ vs A ₂ B ₂	85	77	53.77	67.81	29.69	38.70	2.57*
A ₁ B ₂ vs A ₂ B ₁	103	105	48.17	48.49	28.52	26.35	0.084(NS)
A ₁ B ₁ vs A ₁ B ₂	85	103	53.77	48.17	29.69	28.52	1.31(NS)
A ₂ B ₁ vs A ₂ B ₂	105	77	48.49	67.81	26.35	38.70	3.78**

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

A₁=High Academic Stress
 A₂=Low Academic Stress

B₁=High Peer Pressure
 B₂=Low Peer Pressure

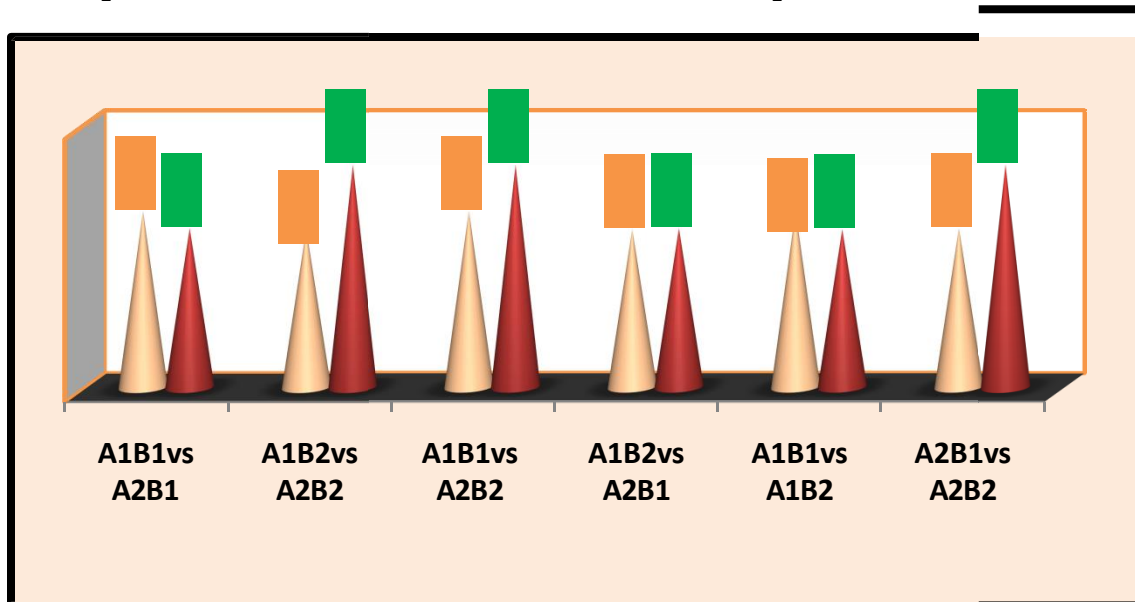


Fig. 1: Mean Scores for Interaction Effect of Academic Stress and Peer Pressure (A×B) on Academic Procrastination among Sr. Sec. School Students

Table-4 discloses that the t -values (1.28, 0.084 & 1.31) for the groups (A_1B_1 vs A_2B_1 ; A_1B_2 vs A_2B_1 & A_1B_1 vs A_1B_2) is not found significant at 0.05 level leading to the conclusion that students of these two groups did not differ significantly with respect to academic procrastination. The t -value (3.76) for students having high academic stress with low level of peer pressure (A_1B_2) and students having low academic stress with low peer pressure (A_2B_2) is found significant at 0.01 level leading to the conclusion that students of these two groups differ significantly with respect to academic procrastination. While comparing mean scores, it can be interpreted that students having high academic stress with low peer pressure (48.17) possess lower academic procrastination than students having low academic stress with low peer pressure (67.81). The t -value (2.57) for students having high academic stress with high peer pressure (A_1B_1) and students having low academic stress with low peer pressure (A_2B_2) is found significant at 0.05 level leading to the conclusion that students of these two groups differ significantly with respect to academic procrastination.

In terms of mean scores, it can be concluded that students having stress with high peer pressure (53.77) have lower academic procrastination as compared to students having low academic stress with low level of peer pressure (67.81). Lastly, the t -value (3.78) for students having low academic stress with high peer pressure (A_2B_1) and students having low academic stress with low peer pressure (A_2B_2) is found significant at 0.01 level leading to the conclusion that students of these two groups differ significantly with respect to academic procrastination. In the context of mean scores, it can be observed that students having low academic stress with high peer pressure (48.49) had higher academic procrastination than students having low academic stress with peer pressure (67.81).

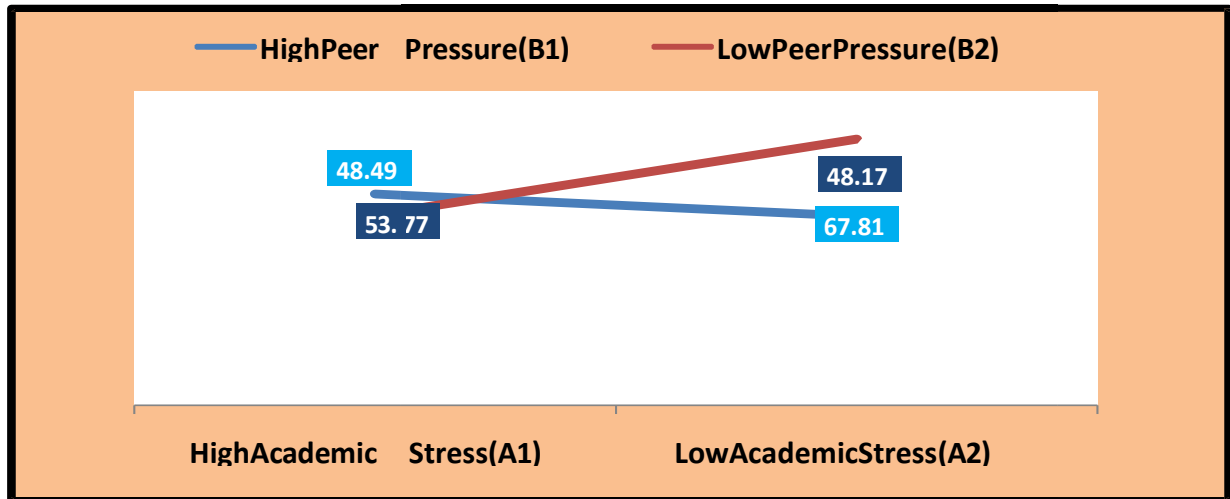


Fig.2: Interaction Effect of Academic Stress and Peer Pressure(A×B) on Academic Procrastination among Sr. Secondary School Students

The interaction effect of academic stress and peer pressure(A×B) on academic procrastination of sr. secondary school students has been also presented in the form of line graph in Fig.2. In this figure 2×2 Design for interaction effect is found significant. This can be shown graphically when A₁ and A₂ are marked on the X-axis and any distance procrastination and on Y ordinate a scale is taken for them and values. The mean M₁₁=53.77 and M₁₂=48.17 are marked for plotting line B₁. Similarly, B₂ line is drawn by marking M₂₁=48.49 and M₂₂=67.81. In the below figure, B₁ and B₂ lines intersect with each other. Therefore, this line graph supports the inference that interaction effect between academic stress (A) and peer pressure (B) is found significant.

DISCUSSION OF RESULTS

The goal of education is not just to educate the child but to make him fit for a successful life. All programmers of education try to maximize student's success. Procrastination is a common behavior in contemporary societies (Ferrari, et. al. 1995; allaghan, &

Newbegin, 2005). It was found that academic stress was positively and significantly correlated with academic procrastination. This finding is in line with studies of (Ashraf, Malik and Musharraf, 2019; Andersson et al, 2009; Khalid, 2019; McCown, Blake, and Keizer, 2012; Millones et al, 2019) which have shown a positive relationship between academic stress and procrastination. Peer pressure was also found positively correlated with academic procrastination among students. Similar research showed the positive association between peer attachment and academic adjustment in college students (Swenson et al., 2008). Therefore, some programmes related to mind development will be implemented so that adolescents suffer less from academic stress. Students should spend time talking to their parents about their emotional struggles, especially when it comes to academic worries. Students should set up appropriate timelines to avoid procrastination and should be finished their work on time.

REFERENCES

- 1 Andersson, C., Johnsson, K. O., Berglund, M. and Öjehagen, A. (2009). Stress and hazardous alcohol use Associations with early dropout from university. *Scandinavian Journal of Public Health*, 37(7), 713-719.
- 2 Augesti, G., Lisnawati, R., Saputra, O. & Nisa, K. (2015). Differences in Stress Level Between First Year and Last Year Medical Students in Medical Faculty of Lampung University. *Jurnal Majority*, 4(4), pp 50-56.
- 3 Ashraf, M., Malik, J. A., Musharraf, S. (2019). Academic Stress Predicted by Academic Procrastination among Young Adults: Moderating Role of Peer Influence Resistance. *JLiaquat Uni Med Health Sci.*, 18(01), 65-70. doi: 10.22442/jlumhs.191810603
- 4 Diego, L. A. B. (2017). Friends with Benefits: Causes and Effects of Learners' Cheating Practices during Examination. *IAFOR Journal of Education*, 5(2), 121-138.
- 5 Ferrari, J. R., O'Callaghan, J., & Newbegin, I. (2005). Prevalence of Procrastination in the United States, United Kingdom, and Australia: Arousal and avoidance Delays among Adults. *North American Journal of Psychology*, 7, 1-6.
- 6 Ghufuron, M.N. & Risnawita, R. (2014). *Teori-teori Psikologi*. Jogjakarta: Ar-Ruzz Media.
- 7 Handayani, S.W.R.I. & Abdullah, A. (2016). Hubungan Stres Dengan Prokrastinasi Pada Mahasiswa. Universitas Wisnuwardhana Malang. *Psikovidya*, 20(1), pp 32-39

- 8 Kármén D, Kinga S, Edit M, Susana F, Kinga KJ, Réka J.(2015). Associations between academic performance, academic attitudes, and procrastination in a sample of undergraduate students attending different educational forms. *Procedia Soc Behav Sci.*, 187:45–49. doi: 10.1016/j.sbspro.2015.03.009
- 9 Khalid, A., Zhang, Q., Wang, W., Ghaffari, A. S., & Pan, F. (2019). The relationship between procrastination, perceived stress, saliva alpha-amylase level and parenting styles in Chinese first-year medical students. *Psychology research and behaviour management*, 12, 489–498. <https://doi.org/10.2147/PRBM.S207430>
- 10 McCown, W. G., Blake, I., & Keiser, R. (2012). Content analyses of the beliefs of academic procrastinators. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, (4), 213–222. <http://dx.doi.org/10.1007/s10942-012-0148-6>
- 11 Millones, D. M., Rivalles, R. M., and Pino, O. M. (2019). The SISCO Inventory of Academic Stress: Examination of its psychometric properties in a Peruvian sample. *Ansiedad y Estrés*, 25, 28–34.
- 12 Patrzek J, Sattler S, van Veen F, Grunschel C, Fries S. (2015). Investigating the effect of academic procrastination on the frequency and variety of academic misconduct: a panel study. *Stud High Educ.*, 40(6), 1014–1029. doi: 10.1080/03075079.2013.854765
- 13** Sarita, R. D. (2015). Academic Cheating Among Students: Pressure of Parents And Teachers. *International Journal of Applied Research*, 1(10), 793-797.
- 14 Sirois, F. M. (2014). Procrastination and Stress: Exploring the Role of Self-compassion. *Self and Identity*, 13 (2), 128 - 145. <https://doi.org/10.1080/15298868.2013.763404>
- 15 Steel P, Ferrari J. (2013). Sex, education and procrastination: an epidemiological study of procrastinators' characteristics from a global sample. *Eur J Personality*, 27(1):51–58. doi: 10.1002/per.1851
- 16 Swenson, L. M., Nordstrom, A., and Hiester, M. (2008). The role of peer relationships in adjustment to college. *J. Coll. Stud. Dev.* 49, 551–567. doi: 10.1353/csd.0.0038.
- 17 Tice DM, Baumeister RF. (1997). Longitudinal study of procrastination, performance, stress, and health: the costs and benefits of dawdling. *Psychol Sci.*, 8(6):454–458.
- 18 Wilks, S. E. (2008). Resilience amid academic stress: The moderating impact of social support among social work students. *Advances in Social Work*, 9(2), 106–125.
- 19 Zacks S, Hen M. (2018). Academic interventions for academic procrastination: a review of the literature. *J Prev Interv Community*. 46(2):117–130. doi: 10.1080/10852352.2016.1198154