



## AN INVESTIGATION OF ACADEMIC PROCRASTINATION OF GRADUATE STUDENTS

**Dr. T. Manichander**

Dr. S. Radhakrishnan Post Doctoral Fellow (UGC), Department of Education,  
Osmania University, Hyderabad, Telangana

### ABSTRACT

*This study was attempted to find out the academic procrastination of graduate students. The survey method was used. A stratified random sample of 200 graduate students was chosen for this study. Academic Procrastination Scale (APS-GSBL) developed by Dr. Savita Gupta & Liyaqat Bashir (2018) was used to collect the data. To analyze the data, t-test was applied through SPSS 20.0 version software. Results found that there is a significant difference in the time management and sincerity between male and female students, but there is no significant difference in the task aversiveness and personal initiative between male and female students. Findings also showed that there is a significant difference in the time management, task aversiveness, sincerity, and personal initiative between rural and urban students. However, there is a significant difference in the time management and task aversiveness between government and private college students, but there is no significant difference in the sincerity and personal initiative between government and private college students.*

**Keywords:** Academic Procrastination, Time Management, Task Aversiveness, Sincerity, Personal Initiative, Graduate Students.

### INTRODUCTION

Academic procrastination, which can be named as a reflection of daily postponement to school life is defined as to delay duties and responsibilities related to school, or to save them to the last minute (Haycock, McCarthy, & Skay, 1998). Procrastination behavior occurs as not completing the given assignments or delaying preparation for examinations (Beck, Koons, & Milgrim, 2000). Generally, such behaviors are much more common among the students who were graduated from high school and have just entered university (Kachgal, Hansen, & Nutter, 2001; Lee, 2005).

The present study seeks to find out if demographic variables can influence academic procrastination of graduate students.

### OBJECTIVES OF THE STUDY

- To study the academic procrastination of graduate students with reference to gender, locality, and type of college.

### HYPOTHESES

1. There would be no significant difference in the academic procrastination of graduate students in terms of gender.
2. There would be no significant difference in the academic procrastination of graduate students in terms of locality.
3. There would be no significant difference in the academic procrastination of graduate students in terms of type of college.

### METHODOLOGY

The survey research was employed in this study. A stratified random sample of 200 (100 male and 100

female) students was chosen in Karimnagar district, Telangana for this study. Academic Procrastination Scale developed by Dr. Savita Gupta & Liyaqat Bashir (2018) was used for data collection. The t-test was used to analyze the data using SPSS 20.0 version.

**RESULTS AND DISCUSSION**

**Table 1: Academic Procrastination of Graduate Students based on Gender**

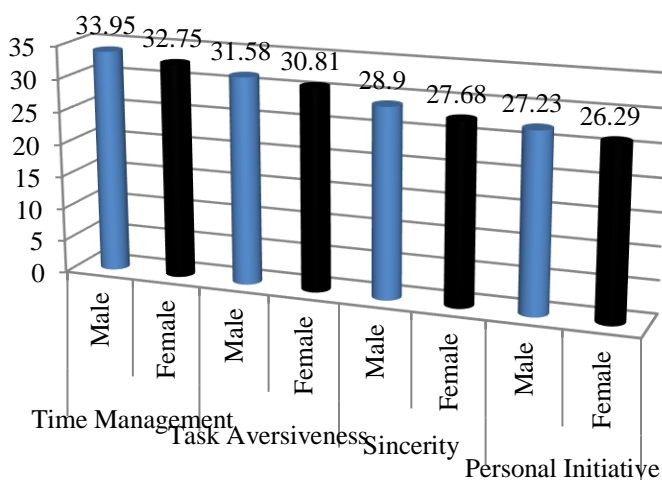
Dimension	Gender	N	Mean	SD	t-value	Level of Significance
Time Management	Male	10	33.95	3.217	2.516	Significant at 0.05 level
	Female	10	32.75	3.520		
Task Aversiveness	Male	10	31.58	3.967	1.370	Not Significant
	Female	10	30.81	3.979		
Sincerity	Male	10	28.90	3.236	2.550	Significant at 0.05 level
	Female	10	27.68	3.524		
Personal Initiative	Male	10	27.23	3.987	1.478	Not Significant
	Female	10	26.29	4.955		

Table-1 shows that male students have significantly higher time management (M=33.95, SD=3.217) and sincerity (M=28.90, SD=3.236) as compared to the time management (M=32.75, SD=3.520), (t(198)=2.516, p=.013), and sincerity (M=27.68, SD=3.524), (t(198)=2.550, p=.012) of female students. Table-1 also indicates that male and female students are not found to be significantly different on the task aversiveness and personal initiative (t(198)=1.370, p=.172) and (t(198)=1.478, p=.141).

**Table 2: Academic Procrastination of Graduate Students based on Locality**

Dimension	Locality	N	Mean	SD	t-value	Level of Significance
Time Management	Rural	10	32.61	3.612	3.130	Significant at 0.01 level
	Urban	10	34.09	3.052		
Task Aversiveness	Rural	10	30.48	4.184	2.575	Significant at 0.05 level
	Urban	10	31.91	3.652		
Sincerity	Rural	10	27.67	3.467	2.593	Significant at 0.01 level
	Urban	10	28.91	3.294		
Personal Initiative	Rural	10	25.81	4.781	3.040	Significant at 0.01 level
	Urban	10	27.71	4.026		

**Figure 1: Mean Scores of Academic Procrastination of Graduate Students based on Gender**



**Figure 2: Mean Scores of Academic Procrastination of Graduate Students based on Locality**

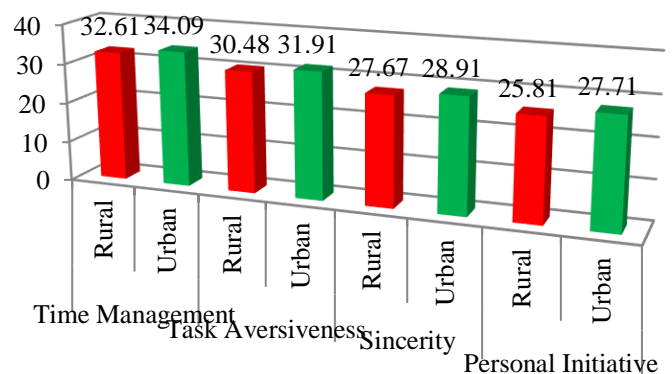


Table-2 depicts that urban students have significantly higher time management (M=34.09, SD=3.052), task aversiveness (M=31.91, SD=3.652), sincerity (M=28.91, SD=3.294), and personal initiative (M=27.71, SD=4.026) as compared to the time management (M=32.61, SD=3.612), (t(198)=3.130, p=.002), task aversiveness (M=30.48, SD=4.184), (t(198)=2.575, p=.011), sincerity (M=27.67, SD=3.467), (t(198)=2.593, p=.010), and personal initiative (M=25.81, SD=4.781), (t(198)=3.040, p=.003) of rural students.

Table-3 reveals that private college students have significantly higher time management (M=34.01, SD=3.691) and task aversiveness (M=32.10, SD=3.963) as compared to the time management (M=32.69, SD=2.994), (t(198)=2.777, p=.006), and task aversiveness (M=30.29, SD=3.809), (t(198)=3.293, p=.001) of government college students. Table-3 also shows that government and private college students are not found to be significantly different on the sincerity and personal initiative (t(198)=1.072, p=.285) and (t(198)=1.098, p=.274).

**Table 3: Academic Procrastination of Graduate Students based on Type of College**

Dimension	Type of College	N	Mean	SD	t-value	Level of Significance
Time Management	Government	100	32.69	2.994	2.777	Significant at 0.01 level
	Private	100	34.01	3.691		
Task Aversiveness	Government	100	30.29	3.809	3.293	Significant at 0.05 level
	Private	100	32.10	3.963		
Sincerity	Government	100	28.03	3.060	1.072	Not Significant
	Private	100	28.55	3.762		
Personal Initiative	Government	100	26.41	4.276	1.098	Not Significant
	Private	100	27.11	4.729		

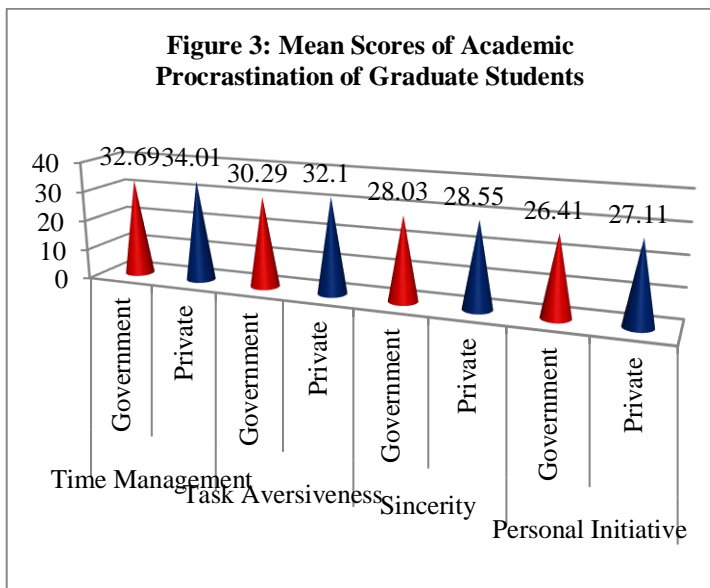
**FINDINGS**

- Male and female students are found to be significantly different on the time management and sincerity, but there is no significant difference between male and female students in their task aversiveness and personal initiative.
- There is a significant difference between rural and urban students in their time management, task aversiveness, sincerity, and personal initiative.
- There is a significant difference in the time management and task aversiveness of students with regard to type of college. However, government and private college students are not found to be significantly different in their sincerity and personal initiative.

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**Figure 3: Mean Scores of Academic Procrastination of Graduate Students**



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