

A Comparative Analysis of Academic Procrastination among Male and Female Adolescents

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ABSTRACT

Academic procrastination is a widespread behavioral issue among adolescents that significantly affects academic performance and psychological well-being. The present study aimed to compare academic procrastination among male and female adolescent students of English medium schools. The sample consisted of 100 students, including 50 male and 50 female adolescents selected through random sampling techniques. The *Academic Procrastination Scale (APS)* constructed by Dr. Ashok K. Kalia and Manju Yadav was used for data collection. Statistical analysis was conducted using mean, standard deviation, and independent samples t-test. The findings revealed that academic procrastination among adolescent female students was higher than that of adolescent male students. The results highlight the need for gender-sensitive academic interventions to address procrastination behaviors in school settings.

Keywords: Academic Procrastination, Adolescents, Gender Differences, English Medium School, Comparative Study

1. INTRODUCTION

Education plays a crucial role in shaping the cognitive, emotional, and social development of adolescents. However, various behavioural patterns influence students' academic performance, among which academic procrastination is a significant concern. Academic procrastination refers to the deliberate delay of academic tasks despite knowing that such postponement may result in negative consequences.

Adolescence is a developmental stage characterized by emotional instability, identity formation, and increased academic pressure. During this period, students often struggle with time management, self-regulation, and motivation, which may contribute to procrastination behaviours.

Gender differences in academic behaviour have been widely discussed in educational psychology. While some studies report that male students exhibit higher procrastination tendencies, others suggest that female students may procrastinate due to anxiety, perfectionism, or fear of failure. The present study attempts to examine these gender-based differences among adolescents studying in English medium schools.

2. Review of Related Literature

Research on academic procrastination suggests that it is closely related to self-regulation failure, low intrinsic motivation, academic stress, and fear of evaluation.

Studies indicate:

- Procrastination negatively correlates with academic achievement.
- It is associated with anxiety, depression, and low self-esteem.
- Gender differences in procrastination show mixed findings across cultures and educational contexts.

Some researchers argue that male students procrastinate more due to lower conscientiousness, whereas female students may procrastinate because of overthinking and perfectionist tendencies. These contradictory findings necessitate further empirical examination, especially in the Indian school context.

3. Rationale of the Study

Academic procrastination directly impacts students' academic outcomes and emotional well-being. Understanding gender differences in procrastination is essential for:

- Designing targeted intervention programs.
- Developing better counseling strategies.
- Improving academic performance among adolescents.

The present study focuses specifically on students of English medium schools, where academic competition and performance pressure are relatively high.

4. Objectives of the Study

1. To measure the level of academic procrastination among male adolescent students of English medium schools.
2. To measure the level of academic procrastination among female adolescent students of English medium schools.
3. To compare academic procrastination between male and female adolescent students.

5. Hypothesis

H₀ (Null Hypothesis): There is no significant difference between male and female adolescent students in academic procrastination.

6. Methodology

6.1 Research Design

The study adopted a descriptive survey method.

6.2 Sample

The sample consisted of 100 adolescent students from English medium schools. Among them:

- 50 were male students
- 50 were female students

The participants were selected using random sampling techniques.

6.3 Tool Used

Academic procrastination was measured using the **Academic Procrastination Scale (APS)** constructed by Dr. Ashok K. Kalia and Manju Yadav. The scale is a standardized instrument designed to measure procrastination tendencies in academic settings.

6.4 Procedure The scale was administered to students in their respective classrooms after obtaining necessary permissions. Instructions were clearly explained to ensure accurate responses. The responses were scored as per the manual provided with the scale.

6.5 Statistical Techniques

The following statistical methods were used:

- Mean
- Standard Deviation

7. Analysis and Interpretation of Data

7.1 Descriptive Statistics

Gender	N	Mean	SD
Male	50	48.32	6.45
Female	50	52.78	7.10

- The mean score of female students is higher than that of male students, indicating higher academic procrastination among females.

7.2 Inferential Analysis

- The calculated t-value was found to be statistically significant at the 0.05 level of significance.
- Since the obtained t-value exceeded the critical value, the null hypothesis was rejected.
- Independent Samples t-test

8. Results

1. Female adolescent students scored higher on academic procrastination than male adolescent students.
2. There is a statistically significant difference between male and female adolescents in academic procrastination.
3. Academic procrastination is prevalent among both genders but comparatively higher among females in the present sample.

9. Discussion

The findings of the present study indicate that female adolescents exhibit higher levels of academic procrastination compared to male adolescents. This may be attributed to several psychological and socio-cultural factors:

- Higher academic anxiety among female students.
- Perfectionist tendencies leading to delay in task initiation.
- Fear of failure and evaluation pressure.
- Greater emotional sensitivity during adolescence.

In English medium schools, academic competition and expectations may intensify stress among female students, leading to avoidance behaviors manifested as procrastination.

The findings differ from some previous studies that reported higher procrastination among males, indicating that gender-based differences may vary depending on context, culture, and academic environment.

10. Educational Implications

Based on the findings, the following implications are suggested:

1. Schools should conduct time-management and self-regulation workshops.
2. Counseling services should address anxiety and perfectionism among female students.
3. Teachers should monitor task completion patterns and provide structured deadlines.
4. Gender-sensitive academic guidance programs should be developed.

11. Limitations of the Study

1. The sample size was limited to 100 students.
2. The study was restricted to English medium schools only.
3. Self-report measures may involve response bias.
4. Other influencing variables like socio-economic status and parental pressure were not considered.

12. Suggestions for Further Research

1. Similar studies may be conducted with larger samples.
2. Comparative studies across rural and urban schools may be undertaken.
3. Research may explore the relationship between academic procrastination and academic achievement.
4. Qualitative studies may be conducted to understand underlying psychological causes.

13. Conclusion

The present study concludes that academic procrastination exists among adolescent students of English medium schools, with female students exhibiting significantly higher levels compared to male students. The findings emphasize the importance of understanding gender-specific academic behaviors and implementing targeted interventions to reduce procrastination tendencies and enhance academic success.

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