

Effect Of Academic Procrastination On Pedagogical Competence Of Student-Teachers

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Abstract

The aim of this study was to analyse the effect of academic procrastination on student-teachers' pedagogical competence of whom studying in Autonomous Colleges of Education using normative survey method. In this regard, Academic procrastination assessment Scale and Pedagogical competence Scale were developed by the investigators and the same were administered using stratified sampling to 840 (582 female, 258 male) students teachers. The results of the analysis showed that there existed a strong association between Male and Female student teachers in the level of Academic procrastination and pedagogical competence. Results of the product moment correlation yielded a significant negative correlation between academic procrastination and pedagogical competence of student teachers. Regression analysis showed that dimensions of academic procrastination such as Task aversion, Task delay, Lack of task arousal and Lack of self -regulation are significant predictors of Pedagogical competence of student teachers.

Introduction

Academic Procrastination is very popular among student population. Academic Procrastinators are well aware of the tasks they need to carry out, but they failed to complete the task on time because of procrastinating behaviors. Academic Procrastination is conceptualized as delay in starting or completing a due academic task. The prevalence of academic procrastination behavior has been observed by the academicians, but they failed to observe this incidence in line with research to identify some preventive measures. Procrastination is the delay in taking an intended course of action regardless of anticipating adverse consequences which is generally considered 'detrimental to subjective well-being, in addition to causing harm in the areas of physical, mental, economic and academic health' (Klingsieck, 2013). Dewitte & Lens, (2000) hold the view that "students with procrastinating behaviour tend to underperform their non-procrastinating peers, even under circumstances of similar motivation and skill, suggesting that this lower performance may be explained by volitional causes, rather than motivational or skill-based causes. Sometimes they are not able to construct an adequate mental representation of the targeted activity". Correspondingly with

the postponing behaviours being common among the university students, it is emphasized in many studies in the literature that there is a relation between the academic procrastination and depression, anxiety, stress, and low academic achievement; and it is seen that the procrastination is conceptualized as a variable that affects the academic and social lives of the individuals in a negative way (Balkis and Duru 2010; Balkis and Duru, 2009; Beck, Koons, and Milgrim, 2000; Deniz, 2006; Fritzsche, Young and Hickson, 2003; Klassen, Krawchuk and Rajani, 2008; Ozer, Demiri and Ferrari, 2009). Academic procrastination can result in negative effect of academic performance as well as individuals psychological conditions. Procrastinating behaviour mainly caused from humiliation, anxiety, fear, lack of sleep, lack of motivation, and depression. It has been proven by a number of studies that students' performance levels are higher when teachers' competence is proven (Goldhaber and Brewer, 2000; Darling-Hammond, Berry and Thoreson, 2001; Goldhaber and Anthony 2007; Vandervoort, Amrein-Beardsley and Berliner, 2004). It has been revealed that teachers with low pedagogical competence can avoid activities they think it will force them and their students, and teachers with a high pedagogical competence are more likely to develop compelling activities and to help students who have difficulty in the teaching-learning process.

Procrastination is a common phenomenon which is observed in a lot of students. Researchers believe that it is one of the inherent tendencies of the human. Among the types of Procrastination, academic procrastination is the most common one. This type of Procrastination has been defined as tendency prevailed to postpone the academic activities and is almost always associated with fear. Regarding the effects of procrastination various studies have reported different results. Some researchers pointed out its negative effects on learning and academic performance. It can be assumed that teachers should have a high pedagogical competence in their capacities in relation to teaching and learning. Teachers who have the knowledge, skills, attitudes and values required by the teaching profession, in other words, the teachers with pedagogical competence, are considered to not having academic procrastination behaviours. Therefore, it is very important to investigate student-teachers' academic procrastination and pedagogical competence. From this point of view, the aim of this research is to examine the relationship between student-teachers' academic procrastination and pedagogical competence. Despite numerous related researches in

academic procrastination, no research has been conducted related to pedagogical competence among student teachers across different countries. The present study explored the prevalence of academic procrastination among student-teachers studying in autonomous colleges of education with a sample size of 840. The present study intends to find out whether there is any significant association between male and female student teachers in the Level of academic procrastination and pedagogical competence.

Need for the study

Procrastination in academic situation may cause some serious effects for students in teacher education, whose academic lives are characterised by frequent deadlines. Indeed, it has been shown by Tice & Baumeister (1997) that university students who rated high on procrastination received low grades. “Academic success is an important part of life success (Dewitte & Lens, 2000)”, but procrastination can affect it negatively and is very prevalent among students (Steel, 2007). In this respect, it is clear that motivation can help a person overcome difficulties that arise in any stage, but it is rather unclear in which ways the facilitation of diverse types of study motivation can influence a person’s procrastination (Katz, et al., 2014). Postponing the tasks and assignments cause many negative consequences on both physical and mental health as well as the ability of student teachers to achieve their academic goals. Research findings indicate that the academic procrastination is associated with many variables including personality and behavior. The existing literature is related to procrastination prevalence and associated factors, but it does not provide significant information about its dimensions. Existing studies on procrastination have focused on the causes of this behaviour and to some degree how it is related to school achievement; however, academic procrastination in relation to pedagogical competency of student teachers has not been fully researched.

Objectives

1. To find out whether there is any significant association between male and female student teachers in the Level of academic procrastination and Pedagogical competence.
2. To find out whether there is any significant relationship between the Academic procrastination and Academic Stress of student teachers. (dimension wise)

3. To find out whether the dimensions of academic procrastination such as Task aversion, Task delay, Lack of task arousal and Lack of self-regulation are significantly predict the Pedagogical competence of student teachers.

Hypotheses

1. There is no significant association between male and female student teachers in the Level of academic procrastination.
2. There is no significant association between male and female student teachers in the Level of Pedagogical competence.
3. There is no significant relationship between the Academic procrastination and Academic Stress of student teachers (dimension wise).
4. The dimensions of academic procrastination such as Task aversion, Task delay, Lack of task arousal and Lack of self-regulation are not significant predictors of Pedagogical competence of student teachers.

Methodology

The present study was conducted using normative survey method in which 840 student teachers, of whom 582 were female and 258 were male studying in different departments from different autonomous colleges of Education, Tamilnadu. In this study, Academic Procrastination assessment scale and Pedagogical competence scale with five point scale and five dimensions were used to gather data using stratified sampling method. The reliability of the scale are found by using Cronbach's alpha co-efficient and Split-half techniques as 0.647 and 0.837 and 0.785 and 0.719 respectively.

Analysis of the data

The above mentioned hypotheses were verified using chi-square test, Pearson-product moment correlation test and regression analysis in SPSS 24 version.

Table 1**Association between Gender and level of Academic procrastination of student teachers**

Gender	Level of Academic procrastination			Total	Df	χ^2 value	P value
	Low	Moderate	High				
Male	30 14.0%	108 [26.6%]	120 [54.8%]	258 [30.7%]	2	91.283	0.000**
Female	185 86.0%	298 [73.4%]	99 [45.2%]	582 [69.3%]			
Total	215 25.6%	401 (47.7%)	219 (26.1%)	840 (100.0%)			

There exists 1% level significant association between Male and Female student teachers in the level of Academic procrastination since the obtained calculated value of χ^2 (91.283) is greater than the table value at $P < 0.01$ df-2. Thus, the null hypothesis (1) is rejected. On the basis of this finding, it may be concluded that association between gender and academic procrastination is independent. So above findings can be inferred that these two variables are interrelated with each other. The male student teachers had higher academic procrastination when compared with their counterparts. The proportion of female student teachers with respect to moderate academic procrastination is higher than that of male student teachers. Similarly, the proportion of female student teachers is higher with respect to low academic procrastination than that of male student teachers.

Table 2

Association between male and female student teachers in the Level of Pedagogical competence

Gender	Level of Pedagogical competence			Total	df	χ^2 value	P value
	Low	Moderate	High				
Male	100 [45%]	116 [28.9%]	42 [19.4%]	258 [30.7%]	2	35.184	0.000**
Female	122 [55.0%]	285 [71.1%]	175 [80.6%]	582 [69.3%]			
Total	222 (26.4%)	401 (47.7%)	217 (25.8%)	840 (100.0%)			

Table -2 reveals 1% level significant association between male and female student teachers in the Level of Pedagogical competence. The calculated value of χ^2 (35.184) is greater than the table value at $P < 0.01$ df-2. Thus, the null hypothesis (2) is rejected. Such a result gives in support of the attribute of pedagogical competence that the predictor differentiated the high, moderate and low scoring groups on gender. It is found that the proportion of female student teachers with respect to moderate pedagogical competence is higher than that of the males; the difference among male and female student teachers with respect to low pedagogical competence is found in favour of males but the proportion of the males with respect to high pedagogical competence is lower than that of the female student teachers. The results are statistically significant.

Table 3

Relationship between Academic procrastination and Pedagogical competence of student teachers (dimension wise).

PCS	Theoretical knowledge	Teaching skills	Assessment of learning	Classroom management skills	Overall Pedagogical competence
AP					
Task aversion	-0.523**	-0.576**	-0.475**	-0.489**	-0.654**
Task delay	-0.557**	-0.641**	-0.496**	-0.428**	-0.673**
Lack of Task arousal	-0.439**	-0.480**	-0.426**	-0.477**	-0.576**
Lack of self-regulation	-0.455**	-0.537**	-0.407**	-0.520**	-0.609**

Overall Academic procrastination	-0.640**	-0.726**	-0.584**	-0.623**	-0.816**
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** Significant at 0.01 level

The multiple correlation coefficient exists among the above mentioned variables indicates that all variables are negatively correlated with each other. The correlation coefficient between Theoretical knowledge and Task aversion is -0.523, which indicates negative relationship between Theoretical Knowledge and Task aversion and is significant at 1% level. The correlation coefficient between Teaching skills and Task aversion is -0.576 which indicates negative relationship between Teaching skills and Task aversion and is significant at 1% level. The correlation coefficient between Assessment of learning and Task aversion is -0.475, which indicates negative relationship between Assessment of learning and Task aversion and is significant at 1% level. The correlation co-efficient between Overall pedagogical competence and task aversion is -0.654, which indicates negative relationship between Overall pedagogical competence and task aversion and is significant at 1% level and similarly the other dimensions are negatively correlated with each other. Hence, null hypothesis (3) is rejected. Result shows that when procrastination increases the pedagogical competence of student teachers decreases.

Regression analysis:

This analysis has been employed to identify the predictor of Pedagogical competence of student teachers from the dimensions of academic procrastination viz. Task aversion, Task delay, Lack of task arousal and Lack of self-regulation; and to interpret its contribution in the prediction of Pedagogical competence of student teachers.

Dependent variable	: Pedagogical competence (Y)
Independent variables	: 1. Task aversion(X_1) 2. Task delay (X_2) 3. Lack of Task arousal(X_1) 4. Lack of self-regulation(X_1)
Multiple R value	:0.819
R Square value	:0.671
Adjusted R square	:0.669
F value	:425.8309

P value :<0.001**

Table 4**Variables in the Multiple Regression Analysis**

Variables	Unstandardized co-efficient	SE of B	Standardized co-efficient	t value	P value
Constant	206.094	2.088	-	98.714	<0.001**
Task aversion (X ₁)	-.661	.062	-.271	-10.625	<0.001**
Task delay (X ₂)	-.938	.071	-.334	-13.224	<0.001**
Lack of Task arousal (X ₃)	-.524	.077	-.167	-6.807	<0.001**
Lack of self-regulation (X ₄)	-.678	.057	-.283	-11.843	<0.001**

Note: ** Denotes significant at 1% level

The multiple correlation coefficient is 0.819 measures the degree of relationship between the actual values and the predicted values of the Pedagogical competence. Because the predicted values are obtained as a linear combination of Task aversion (X₁) and Task delay (X₂), Lack of task arousal (X₃), Lack of self-regulation (X₄) the coefficient value of 0.819 indicates that the relationship between Pedagogical competence and the dimensions of Academic procrastination which is quite strong and negative.

The Coefficient of Determination R-square measures the goodness-of-fit of the estimated Sample Regression Plane (SRP) in terms of the proportion of the variation in the dependent variables explained by the fitted sample regression equation. Thus, the value of R square is 0.671 simply means that about 67.1% of the variation in Pedagogical competence is explained by the estimated Sample Regression Plane that uses dimensions of academic procrastination as the predictors and R square value is significant at 1 % level.

The multiple regression equation is

$$Y = 206.094 - 0.661X_1 - 0.938X_2 - 0.524 X_3 - 0.678X_4$$

Here the coefficient of X_1 is -0.661 represents the partial effect of Task aversion on Pedagogical competence, holding the other variables as constant. The estimated negative sign implies that such effect is negative that pedagogical competence would decrease by 0.661 for every unit increase in Task aversion and this coefficient value is significant at 1% level. The coefficient of X_2 is -0.938 represents the partial effect of Task delay on Pedagogical competence, holding the other variables as constant. The estimated negative sign implies that such effect is negative that Pedagogical competence would decrease by 0.938 for every unit increase in Task delay and this coefficient value is significant at 1% level. The coefficient of X_3 is -0.524 represents the partial effect of Lack of task arousal on Pedagogical competence, holding the other variables as constant. The estimated negative sign implies that such effect is negative that pedagogical competence would decrease by 0.524 for every unit increase in Lack of task arousal and this coefficient value is significant at 1% level. The coefficient of X_4 is -0.678 represents the partial effect of Lack of self-regulation on Pedagogical competence, holding the other variables as constant. The estimated negative sign implies that such effect is negative that Pedagogical competence would decrease by 0.6788 for every unit increase in Lack of self-regulation and this coefficient value is significant at 1% level.

Based on standardized coefficient, Task delay (0.334) is the most important predictor which negatively contributed with pedagogical competence, followed by Lack of self-regulation (0.283), Task aversion (0.271) and Lack of task arousal. Therefore, from above results, it is inferred that dimensions of academic procrastination such as Task aversion, Task delay, Lack of task arousal and Lack of self-regulation are significant predictors of Pedagogical competence of student teachers. Null hypothesis (4) is rejected.

Major findings of the study

- There existed significant association between Male and Female student teachers in the level of Academic procrastination. This result is in contrary with Ozer, Zekiye; Yetkin, Ramazan (2018) who proclaimed that the factors such as gender and grade levels of students have no significant effect on participants' academic procrastination behaviors.
- 1% level significant association was observed between male and female student teachers in the Level of Pedagogical competence. Yorulmaz, Alper, Can,

SuleymanCokcaliskan and Halil (2017) revealed thatGender is found to be not leading to significant differences in their techno pedagogical subject-area competencies.

- Negative relationship between Overall pedagogical competence and academic procrastination and is significant at 1% level and similarly the other dimensions are negatively correlated with each other. Result showed that when procrastination increases the pedagogical competence of student teachers decreases.
- Dimensions of academic procrastination such as Task aversion, Task delay, Lack of task arousal and Lack of self -regulation are significant predictors of Pedagogical competence of student teachers. When the literature is examined, it is seen that academic procrastination is related to low academic performance (Balkis and Duru, Buluş and Duru, 2008; Beswick, Rothblum;Fritzsche, Young and Hickson, 2003; avoiding courses (Rothblum, Solomon and Murakami, 1986), slight effort for achievement (Saddler and Buley, 1999), low self-efficacy (Haycock, McCarthy and Skay, 1998), low capacity (Milgram, Marshevsky and Sadeh, 1995) and low motivation (Senecal, Koestner and Vallerand, 1995). When the studies above are evaluated as a whole, it can be said that academic procrastination has negative impacts on students' academic life.

Conclusion

Procrastination is pernicious form of self-regulatory failure. Result shows that Academic procrastination causes negative effect on students' performance. Procrastination may likely to occur with the combined lack of both intrinsic and extrinsic motivators. Hence, educators need to provide motivated and stimulated environment to their students to prevent procrastination so that students can establish productive and expressive talents in their activities.

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