



RESEARCH ARTICLE

PROCRASTINATION AMONG GOVERNMENT AND PRIVATE SECONDARY SCHOOL TEACHERS

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ABSTRACT

The objective of present study was to examine the procrastination among government and private secondary school teachers. The findings of the study revealed that 35.33% government secondary school teachers have low level of procrastination, 52.67% government secondary school teachers have average level of procrastination and 12% government secondary school teachers have high level of procrastination. 17.33% private secondary school teachers have low level of procrastination, 46% private secondary school teachers have average level of procrastination and 36.67% private secondary school teachers have high level of procrastination. There was significant difference in procrastination between government and private secondary school teachers.

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INTRODUCTION

Procrastination is a common human weakness; there are numerous books on the topic, mostly written from time management and self-help perspectives. The concept procrastination has been studied under numerous disciplines and has been framed as an aspect of behavioral economics, personality, motivation, self-regulation, and neuropsychology. Procrastination is a common form of self-regulatory failure (Timothy and Gordon, 2012). It is right to say that procrastination spoil our time because due to it we delay our task or activity as much as possible. To some extent we all procrastinate, at home or at workplace. Procrastination has been shown to negatively affect various life domains, including those related to academics, health, finances, and the workplace. If you habitually delay the projects until the last minute, the people who depend on you such as your friends, family, co-workers, and fellow students can become resentful. In general, the books reflect two schools of thought on the topic. Early works, especially those by take a view that procrastination is primarily caused by irrational beliefs, such as perfectionism.

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Later works indicate that procrastination is primarily an impulse-related issue, finding less empirical support for self-esteem or perfectionism as a major contributor. Researchers study procrastination as self regulation failure (Morford, 2008). Procrastination can be divided in further five subtitles- general procrastination, academic procrastination, decision-making procrastination, neurotic procrastination, nonfunctional procrastination. It has been seen that procrastination includes such behavior that affect the productivity of individual in a negative way. Christopher (1998) presented a research note on causes and consequences of academic procrastination. The students who are intrinsically motivated about learning procrastinate less than those who are externally motivated and also explore the consequences of procrastination. It indicates that whose motivation is external are more likely to procrastinate which result in poor academic performance and negative attitudes. Wendelien (2003) conducted an intervention study on procrastination and time management on 37 employees. A training seminar was organized for employees to see the impact of time management training on self-reported procrastination. After one month noteworthy decrease in avoidance behavior and worry was noticed in the trainees. This program also increases their time management ability. Dilmac (2009) conducted a study, an analysis of teachers'

general tendency to procrastinate, perception of professional efficiency / self efficiency and altruism. He found that teacher's professional efficiency is related to three sub-dimensions of teacher altruism except donation. Only perception of efficiency significantly predicts compassion in the current situation. Finally donation sub-dimension of teacher altruism scale significantly predicts general procrastination tendency. The findings indicate that teachers' perception of professional efficiency is related to three sub-dimensions of teacher altruism scale (benevolence in the current situation, social responsibility/sharing, benevolence in emergencies) except donation. Another finding of the study suggests that general procrastination tendency is only related to donation sub-dimension of teacher altruism scale. Balkis and Duru (2009) conducted a study on pre-service teachers to study academic procrastination behavior. They were focusing on association between individual preferences and demographics. The results show that 23% of total sample exhibited a high level of procrastination behavior. Findings showed that procrastination was significantly differed by gender, time preference for studying courses and exams. It was seen that academic achievement negatively related to academic procrastination behavior. Michinov, et al. (2011) conducted a study to explore the influence of procrastination on online learning through the participation of the participants. The focus of the study was procrastination in the management of time. The relationship found between the performance of learners and procrastination was negative. The high procrastinators less participated in discussions and they were less successful, on the other hand low procrastinators showed good performance.

For teaching online activities and to motivating participation, the investigators have suggested some practical implications. Balkis, et al. (2013) conducted a study as a structural model taking in to account some educational variables like academic rational/irrational beliefs, academic procrastination, time preferences to study for exams, academic procrastination, and academic achievement. This study was conducted to look into the relations among all these variables. The results showed that rational academic beliefs have a direct impact on academic procrastination and time preferences to study for exams. Academic rational beliefs also effect academic achievement indirectly by mediation of academic procrastination and time preferences to study for exams. It was also seen that academic procrastination has a direct impact on academic achievement and it is also affected by arbitration of time preferences to study for exams. This study examined an association between academic beliefs and academic procrastination. Falak and Nadia (2014) conducted a study to examine significant relationship among procrastination, delay of gratification and job satisfaction with work related stress as an intervening variable among high school teachers. Negative correlation was found between procrastination and job satisfaction but a positive correlation between delay of gratification and job satisfaction. It was concluded that when teachers are not procrastinating on their jobs and score high on delay of gratification they will be more satisfied with their jobs and feel less stressed.

Objectives

- Level of procrastination among government and private secondary school teachers.

- To analyze the differences in procrastination among government and private secondary school teachers.

Hypothesis

There exist no differences in procrastination among government and private secondary school teachers.

MATERIALS AND METHODS

The investigator used descriptive method to conduct the present research. A sample of 300 government and private secondary school teachers was selected for the study from Ludhiana district of Punjab. The government and private ratio was 50:50. For collecting the required information from the subjects the investigators used Procrastination Scale developed by the investigator. Mean, Percentage, Standard Deviation, Quartile and t-test were used to analyze the data.

RESULTS

Procrastination among government and private secondary school teachers have been studied under following headings:

Level of Procrastination among Government and Private Secondary School Teachers

In order to explore the level of procrastination among government and private secondary school teachers of Ludhiana district of Punjab, the investigator used the procrastination scale for collecting information from secondary school teachers. The scores of procrastination scale were calculated and divided into three groups i.e. Low Procrastination Group (LPG), Average Procrastination Group (APG) and High Procrastination Group (HPG) as per the norms of the scale. The subjects having less than 149 scores belong to Low Procrastination Group while subjects having scores between 149-190 falls in Average Procrastination Group and the subjects having more than 190 scores belong to High Procrastination Group. The results pertaining to different levels of procrastination of secondary school teachers have been presented in table 1.

Table 1. Level of Procrastination among Government and Private Secondary School Teachers

Levels of Procrastination	GSST		PSST	
	N (150)	Percentage	N (150)	Percentage
LPG	53	35.33%	26	17.33%
APG	79	52.67%	69	46%
HPG	18	12%	55	36.67%

The results of the table 1 revealed that the 35.33% government secondary school teachers have low level of procrastination, 52.67% government secondary school teachers have average level of procrastination and 12% government secondary school teachers have high level of procrastination. Similarly 17.33% private secondary school teachers have low level of procrastination, 46% private secondary school teachers have average level of procrastination and 36.67% private secondary school teachers have high level of procrastination.

Difference in Procrastination among Government and Private Secondary School Teachers

In order to find the difference in procrastination among government and private secondary school teachers of Ludhiana district of Punjab, the investigator used procrastination scale for collecting information from 300 government and private teachers. Thereafter the scores of the government secondary school teachers (GSST) and private secondary school teachers (PSST) were tabulated and t-test was applied. The results have been presented in Table 2

Table 2. Difference between Government and Private Secondary School Teachers in Procrastination

Group	N	Mean	SD	t-value	Result
GSST	150	179.667	31.445	5.818**	Significant
PSST	150	159.233	29.348		

**Significant at 0.01 and 0.05 level

The Table 2 revealed that the mean value of government secondary school teachers was turned out to be 179.667 whereas for private secondary school teachers, it was 159.233. The standard deviation for government secondary school teachers was turned out to be 31.445 whereas for private secondary school teachers it was 29.348. Then the t-value was calculated and it came out as 5.818, which was significant at 0.01 level of significance. Therefore the hypothesis of the study which was stated that "There exists no significant difference between government and private secondary school teachers in procrastination" was rejected. The results revealed that there was significant difference in procrastination between government and private secondary school teachers. It may be assumed that more government secondary school teachers possessed this trait as compare to private secondary school teachers. The reason was that the work culture in government schools was liberal as compare to private schools. They were lacking in strict administrative check; another reason might be the large number of vacant posts of teachers and administrators in government schools. One teacher is performing a number of duties due to the lack of work force. No doubt they have number of duties to perform, besides teaching. They may be procrastinating on one duty for the sake of completing other duties. Private secondary school teachers have deadlines to be followed and they bound to follow deadlines strictly. They work under a strict administrative control. To the best knowledge of the investigator no study has been conducted in this area.

Conclusions

- 35.33% government secondary school teachers have low level of procrastination, 52.67% government secondary school teachers have average level of procrastination and 12% government secondary school teachers have high level of procrastination.

- 17.33% private secondary school teachers have low level of procrastination, 46% private secondary school teachers have average level of procrastination and 36.67% private secondary school teachers have high level of procrastination.
- There was significant difference in procrastination between government and private secondary school teachers.

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