

**ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS IN
RELATION TO THEIR ACADEMIC PROCRASTINATION AND
SELF - CONFIDENCE**

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Abstract

Achievement of Students in Education is considered to be the ideal function of system of Education. Preparing the students toward excellence is the goal of education system in this technical era. The increase in intricacies due to advent of technology is enormous. The students of the present situation are more tech savvy and indulge in smart work and more prone to practice procrastination and which reflects on the self-confidence.

The present study examines the relationship between academic achievement, academic procrastination and self- confidence of higher secondary school. Standardised tool was administered on a sample of 200 students selected randomly from Thiruvallur District, Tamil Nadu, and India.

The investigator found that there existed significant inverse relationship between achievement and procrastination. Students with high self-confidence cope and bounce back to normalcy and that with low self-confidence are found to have poor achievement.

Keywords: Academic Achievement, Academic procrastination and Self-Confidence.



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Introduction:

Academic Achievement is the extent to which a student, teacher or institution has attained their short or long-term educational goals. A school with more academic achievements would receive more recognition than a school with less achievement. Wool folk (2007) provide theoretical and empirical insight into the determinants of academic achievement and its assessment. Several studies have focused only on the marks secured by students as the indicator of academic achievement. However, as academic achievement is a broad topic, encompassing not only the marks as its indicator rather it portrays the preparedness of students in the selected field or towards higher Education.

Academic procrastination: Procrastination is a common phenomenon that all learners tend to adopt at different times in their lives. For some, it is their nature and they tend to procrastinate across life situations i.e. chronic procrastination, while others tend to procrastinate in specific situations and specific domains.

Self- confidence: is the attitude about your skills and abilities that one possesses. It means accept and trust yourself and has sense of control .According to Benabou & Tirole (2002) self-confidence has its effect on motivation and change humans behaviour and is considered as a factor for students to achieve and progress further. Rubio (2007) says that due to self – confidence many psychological barriers such as feeling of insecurity, fearfulness, having anxiety, and feeling yourself apart from the society are possible barriers that may arise for a student during the class which can adversely affects the performance of individual. Though there are ample studies available in different combination of chosen variables, the investigator intends to combine the variables of Academic Achievement, Academic Procrastination and Self-confidence of Students in the present study.

Review Literature

Omidullah Akbari (2020) the purpose of this study was to measure students' self-confidence and finds its impacts on their learning process at Kandahar University. The study is descriptive in nature where quantitative questionnaire is used to collect data through stratified sampling from 1375 male and female students. The findings revealed only some of the students were low self-confident and most students were highly self-confident. In addition, students' self-confidence effected their learning in areas of students' participation, in seeking goal, developing interest in lessons, in decreasing students' anxiety, they are being comfortable with their instructors and classmates and also in sharing their opinions related to lessons in class.

Zacks and Hen (2018) studied from many different theoretical angles, and a variety of causes and consequences have been suggested. This study examined the recent literature on causes and consequences of academic procrastination and the limited number of studies of academic interventions for academic procrastination. The result of this study strengthen the need to further the topic of academic procrastination and to develop effective intervention.

Balki and Erdiñç (2017) explored gender differences in the relationship between academic procrastination, satisfaction with academic life and academic performance. The current study examined the gender differences in relation to academic procrastination, academic performance and academic life satisfaction. The participants for this study were 441 undergraduate students (49.4 % of female and 50.6 % of male). Aitken procrastination inventory, Academic satisfaction scale and Demographic information form were used to gather data.

Steel and Klingsieck (2016) examined Psychological antecedents revisited Participants were 167 students of an undergraduate introductory psychology course. It was designed as a self-directed computerised course enabled considerable amounts of procrastination. The goal of this study was to show that while the degree of procrastination is largely contingent on the trait of conscientiousness, the other four major personality traits determine how procrastination manifests.

Greenacre Tun and Chapman (2014) examined self-confidence, and the ability to influence. The investigator marked low self-confidence is indeed a frequent and potentially debilitating problem among women, they are not lower in self-confidence than men in all achievement situations. Instead, it is argued that the nature of this sex difference depends upon such situation variables as the specific ability area, the availability of performance feedback, and the emphasis placed upon social comparison or evaluation.

Gurler (2015) aimed to find out whether there is a relationship between self-confidence and speaking skill achievement in speaking courses of the preparatory students attending both English Language Teaching (ELT) Department and English Language and Literature (ELL) Department and it also aims to determine if there is a difference between the departments and gender. Participants were 77 male and female preparatory students from both departments and all the students got English speaking courses throughout the fall semester in 2014-2015 academic year. Within a correlational research model, The result of the study shows there would be a relationship between self-confidence and speaking skill of English language teaching and English language and literature preparatory students.

Srivastava (2013) investigated on the Effect of Academic Achievement on the Level of Self-Confidence. All the technological progresses are the determined efforts of hundreds of dedicated men and women, who faced all the challenges to make their dream, comes true. Many of what we see today as solid facts of life and proof of man's achievements were only mere ideas in the minds of a few men of great self-confidence.

Flashman (2012) academic achievement in adolescence is a key determinant of future educational and occupational success. Friends play an important role in the educational process. They provide support and resources and can both encourage and discourage academic achievement. As a result, the friends adolescents make may help to maintain and exacerbate inequality if friends are sorted on the basis of academic achievement. These observations prompt the question: How does academic achievement affect the friendship ties made? Using data from the high schools in the Add Health saturated sample, the author models network change using a stochastic actor-based Markov model for the co-evolution of networks and behaviour. This model is carried out at the school level for each of the high schools included in the saturated sample. Results show that in the most typical American schools, similarity in academic achievement is an important and consistent predictor of friendship ties in a dynamic context.

Singh (2011) the aim of this study was to examine the implications of motivation on individuals. Motivation is the activation of goal-oriented behavior. Motivation is said to be intrinsic or extrinsic. The term is generally used for humans but, theoretically, it can also be used to describe the causes for animal behavior as well. This study refers to human motivation. According to various theories, motivation may be rooted in the basic need to minimize physical pain and maximize pleasure, or it may include specific need such as eating and resting, or a desired object, hobby, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, selfishness, morality, or avoiding mortality. The study revealed that individuals who are intrinsically motivated to learn do so for the pleasure of learning, rather than for external rewards while those who are extrinsically motivated to learn, are motivated to learn for external rewards that learning.

Winne and Nesbit (2010) explored has generated a prolific array of findings about factors that influence and correlate with academic achievement. We review select findings from this voluminous literature and identify two domains of psychology: heuristics that describe generic relations between instructional designs and learning, which we call the psychology of “the way things are,” and findings about metacognition and self-regulated learning that

demonstrate learners selectively apply and change their use of those heuristics, which we call the psychology of “the way learners make things.

METHODOLOGY:

SAMPLE OF THE STUDY:

Simple random sampling is a type of probability sampling in which the researcher randomly selected a subset of participants from a population. Each member of the population has an equal chance of being selected. Data is then collected from as large a percentage as possible of this random subset. In this study, Random sampling method was used.

In this current study, random sampling technique was adopted to select 200 Higher Secondary school students of Thiruvallur District. The collected data were scientifically subjected to statistical analysis for further inference.

TOOLS USED:

The Choice of tools on the objectives of the investigation based on the exhaustive literature studied.

Solomon L.J & Rothblum, E.d (1984) Procrastination Assessment Scale (PASS)

Procrastination Assessment Scale Students (PASS)

The Procrastination Assessment Scale--Students (PASS; Solomon & Rothblum, 1984) was developed to assess the prevalence of and reasons for student procrastination. The PASS consists of two sections. The first section assesses the prevalence of procrastination to find academic functioning and academic reasons consisting of 32 items scored on a five point Likert scale.

Omidullah Akbari (2020) Students Self-Confidence Scale

Students Self-Confidence Scale developed **Omidullah Akbari (2020)** was adopted to assess Confidence of higher secondary school students. This scale consist of 16 items scored on a 5 point Likert scale.

Reliability and validity of tool used.

Both the tool used for collecting data for present study is found reliable and valid. The Academic Procrastination Scale was found reliable found using Cornbachs Alpha test which was 0.588 and the construct validity obtained was 0.766. Similarly, self-confidence tool was found to be 0.678 and construct validity of 0.823. This indicates both tool is reliable, valid, and objective in data collection process.

OBJECTIVE:

To determine the relationship between Academic Achievement , Academic procrastination and Confidence of higher secondary school students

HYPOTHESIS

H1: There exist significance relationship among academic achievement, academic procrastination and self-confidence of Higher Secondary School Students.

TABLE 1

Showing the relationship among academic procrastination, self-confidence, and academic achievement of higher secondary school students.

Variables	Academic Procrastination	Self Confidence	Academic Achievement
Academic Procrastination	1.00	-0.190**	-0.176**
Self Confidence		1.00	0.131*
Academic Achievement			1.00

It could be inferred from the above table that there exist significant relationship among the variables of the present study. It is evident from negative sign the existence of inverse relationship between Academic Procrastination and Self- Confidence of students indicating with an increase in Academic procrastination students tend to lose Self-Confidence in academic and academic related activities. Similarly, it was evident that the exist significant relationship between Self- Confidence and Academic Achievement at 0.05 level indicating an increase in self-confidence the achievement of students also tends to increase in the same direction. Considering Self-confidence and academic procrastination both the variables found to be negatively related indicating when academic procrastination increases self- confidence of students falls.

IMPLICATIONS:

The current research has thrown light on the negative effect of academic procrastination and its impact on the self- confidence and achievements of students. The negative relationship among the variables can be curtailed off. School authorities from initial stages of education can train students on prioritising, planning, and executing a plan, ways to handle crisis situation. Students can be trained through situationers and various activities of in maintaining self –confidence and targeting towards achievement of goal.

In this present study, Academic Achievement helps the student to get more marks. Academic Procrastination cannot lead them in studies. Self-confident plays an important role to reduce the academic procrastination and improves academic achievement. Students should have the healthy self-talk to avoid negative thoughts which will hinder their academic achievement.

CONCLUSION:

This present study shows the negative relationship between academic achievement, and self-confidence among higher secondary school students. Academic procrastinate can cause deleterious effect on their self – confidence. Self – confidence also can have a marked effect on an Academic Achievement. Since the students are procrastinating the works so the Academic Achievement are decreasing. Procrastination is many causes, such as numerous distractions, lack of motivation, fear of uncertainty and failure each of them leads to negative consequences that concern career of Academic Achievement.

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