

ACADEMIC PROCRASTINATION AND ACADEMIC ANXIETY AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SELF CONFIDENCE SELF EFFICACY AND LOCUS OF CONTROL IN ODISHA

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ABSTRACT

The present study regarding the academic procrastination reveals some astonishing facts. Procrastination or delaying means is human behavior in which the action of delaying or postponing his work. This observed by lots of people/students that shows only human tendencies Ferrari, O'Callaghan, Newbegin (2005). Procrastination is so common that it's widely used. Procrastination is the word meant just, delaying from the context. Procrastination is delaying doing something you should do, usually because you don't want to do. There are expressions which mean delaying such as putting off Shelving or delaying work. The problem of procrastination is much more serious then it seems to be. It is prevalent in all corners of the world. Students in schools and colleges face a face a very common problem about procrastination in academic field. Some others avoid for a longer time or ever forever. Even some students think that procrastination can lead them to mental stress, so they do less procrastination.

Key Words: Academic Procrastination, Academic Anxiety, Senior Secondary School Students, Self Confidence Self Efficacy, Locus Of Control

1.1 RATIONALE OF THE PRESENT STUDY

The present study regarding the academic procrastination reveals some astonishing facts. Procrastination or delaying means is human behavior in which the action of delaying or postponing his work. This observed by lots of people/students that shows only human tendencies Ferrari, O'Callaghan, Newbegin (2005). Procrastination is so common that it's widely used. Procrastination is the word meant just, delaying from the context. Procrastination is delaying doing something you should do, usually because you don't want to do. There are expressions which mean delaying such as putting off Shelving or delaying work. The problem of procrastination is much more serious then it seems to be. It is prevalent in all corners of the world. Students in schools and colleges face a face a very common problem about procrastination in academic field. Some others avoid for a longer time or ever forever. Even some students think that procrastination can lead them to mental stress, so they do less procrastination. Over all the performance depends positively on the lower degree of procrastination (Hill, Hill, Chalot & Barrall, 1978; Solomon & Rothblum, 1984).

According to Nejad et. al. (2011) subjects who were familiar with the academic tests were less exposed to anxiety as compared with the ones those were less familiar. Jain (2012) and Sridevi (2013) opposed that there can be no negative relation with academic anxiety, and academic achievement. Cheraghian (2008) found no

meaningful relationship amid academic anxiety and academic performance. Toibas (1979) suggests that anxiety is an significant factor in students learning and their performance. Alam (2017) concluded that the performance of the students decreases according to high and low anxious students but the moderately anxious students did better in academic achievement. Past researches highlighted the academic procrastination and academic anxiety, so the researcher, found it interesting to explore the factors which are responsible for increase in the tendency of academic procrastination and academic anxiety. So it becomes compulsory to search and pursue the topic academic procrastination and academic anxiety in relation to self confidence, self efficacy & locus of control of senior secondary school students. The present study revealed some interesting results in finding the effect of self confidence, self efficacy, locus of control of senior secondary school students on academic procrastination and academic anxiety. It will also suggest some further studies for the future researchers. The present study is exceptional and challenging for any researcher. The present investigation of the investigator can help a lot for the coming students regarding the subject of the positive effects on student's academic performance. There is another important, positive point of the present study. It is that it can provide new, latest and relevant information about academic procrastination and academic anxiety admit the boys and girls. Nevertheless, studies of the relations between academic procrastination and academic anxiety with self confidence, self efficacy and locus of control are largely absent from the literature. So it becomes the necessary of the time to search on the study of academic procrastination and academic anxiety in relation to self confidence, self efficacy and locus of control of senior secondary school students. There was a need of the proposed study for those who are part of our education system and want to raise the level of education system. The present study revealed some interesting results in finding the effect of self confidence, self efficacy & locus of control of senior secondary school students on academic procrastination and academic anxiety. The results of the study will be helpful to the teachers, parents, school, administrator, researches for improving the overall development of the students. It will also suggest some further studies for the future researchers. The study reported above reveals that very little or no research work has been carried out on academic procrastination and academic anxiety in Indian context. the present study is an attempt in this direction. The study helpful for students, teachers and parents in context to academic procrastination and academic anxiety. They will know about academic procrastination and academic anxiety. They will be able to provide them facilities and help them in their self confidence, self efficacy and locus of control. Therefore, the lack of researches in the present area intensified the researcher to take up the present topic. Therefore, the lack of researches in the present area aggravated the researcher to take up the present topic. The knowledge of relevance among the variables is of vital importance from sociological, psychological and education point of view. That's why investigator has selected this topic for detailed study and research work.

1.2 STATEMENT OF THE PROBLEM

Academic Procrastination and Academic Anxiety among Senior Secondary School Students in relation to their Self Confidence, Self-Efficacy and Locus of Control

1.3 OPERATIONAL DEFINITION OF THE KEY TERMS USED (a)Academic

Procrastination:

“Academic Procrastination as the tendency to (a) always or nearly always put off academic tasks, and (b) always or nearly always experience problematic anxiety associated with procrastination.” (Rothblum, Solomon, and Murakami)

(b)Academic Anxiety:

“Academic anxiety is a common issue that students cannot ignore if they want to succeed in academics. It becomes a problem that needs immediate solution when the amount experienced grows so excessive that a student is no longer able to function productively”. (Siddiqui and Rehman)

(c) Self Confidence:

Basavanna (1975) “In general terms, self confidence refers to an individual’s perceived ability to act effectively in a situation to overcome obstacles and to get thing go all right”. (Gupta)

Self-Efficacy: “Self efficacy is a person’s belief in his or her ability or competency to perform a task, reach a goal or overcome an obstacle; beliefs about their capabilities affect their lives.” (Singh and Narain)

(d)Locus of Control

“Locus of control is a continuum, and people can be ordered along that continuum. For the sake of convenience, refer people in the as internals or externals, but it should be emphasized that the behaviour of an individual in any given situation is determined by many converging factors. To classify one as internal or external is a typological error that ignores these factor, which oversimplifies the predictive process and thus leads to disappointing results”. (Vohra)

(e)Gender

The word gender commonly used for different sexes such as male and female. In the current study, it refers to the male and female of secondary schools students.

(f)Senior Secondary School Students

In refers to the institutional group of the students who have completed secondary education up to metric and now studying separately in 11th and 12th classes according to their own interest in Arts, Commerce, Sciences/medical sciences etc. affiliate with Board of School Education Odisha.

4 VARIABLES INVOLVED IN THE STUDY

- ❖ **Dependent Variable:** Academic procrastination and Academic Anxiety.
- ❖ **Independent Variable:** Self Confidence, Self Efficacy and Locus of Control.

5.OBJECTIVES OF THE STUDY

The Present investigation asserts to meet the few objectives. They are mentioned below:

[A] Objectives Related to Academic Procrastination among sr. secondary school pupil with respect to Self Confidence and Gender

- 1 To investigate the main sequel(effect) of Self-confidence and gender over academic procrastination in sr. secondary school pupil.
- 2 To search out the interaction sequel of Self-confidence & Gender over academic procrastination in sr. secondary school pupil.

[B] Objectives Related to Academic Procrastination among sr. secondary school pupil with respect to Self Efficacy & Gender

- 3 To explore the main sequel of Self-efficacy & Gender over academic procrastination in sr. secondary school pupil.
- 4 To search out the interaction sequel of Self-efficacy & Gender over academic procrastination in sr. secondary school pupil.

[C] Objectives Related to Academic Procrastination among sr. secondary school pupil with respect to Locus of control and Gender

- 5 To explore the sequel of locus of control & Gender over academic procrastination in sr. secondary school pupil.
- 6 To search out the interaction sequel of locus of control & Gender over academic procrastination in sr. secondary school pupil.

[D] Objectives Related to Academic Anxiety in sr. secondary school pupil with respect of Self Confidence & Gender

- 7 To investigate the main sequel of Self-confidence & Gender over academic anxiety in sr. secondary school pupil.
- 8 To search out the interaction sequel of Self confidence & Gender over academic anxiety in sr. secondary school pupil.

[E] Objectives Related to Academic Anxiety in sr. secondary school pupil with respect of Self Efficacy and gender

- 9 To investigate the main sequel of Self-efficacy and gender over academic anxiety in sr. secondary school pupil.
- 10 To search out the interaction sequel of self efficacy and Gender over Academic anxiety in sr. secondary school pupil.

[F] Objectives Related to Academic Anxiety in sr. secondary school pupil in respect with Locus of control & Gender

- 11 To investigate the sequel of locus of control & gender over academic anxiety in sr. secondary school pupil.
- 12 To search out the interaction sequel of Locus of control & gender over academic anxiety in sr. secondary school pupil.

5 HYPOTHESES OF THE STUDY

Following research hypotheses were framed on the basis of review of related literature.

[A] Hypotheses related to academic procrastination in sr. secondary school pupil in respect with Self confidence & gender.

H₀₁ Here stands (exists) non cogent (significant) main sequel (effect) of Self confidence & Gender over academic procrastination in sr. secondary school pupil.

H₀₂ Here stands non cogent interaction sequel of Self-confidence & Gender over academic procrastination in sr. secondary school pupil.

[B] Hypotheses Related to Academic Procrastination among sr. secondary school pupil with respect to Self Efficacy & Gender.

H₀₃ Here stands non cogent main sequel of Self-efficacy & Gender over academic procrastination in sr. secondary school pupil.

H₀₄ Here stands non cogent interaction sequel of Self-efficacy & Gender over academic procrastination in sr. secondary school pupil.

[C] Hypotheses Related to Academic Procrastination in sr. secondary school pupil with respect to Locus of control and Gender.

H₀₅ Here stands non cogent main sequel of locus of control & Gender over academic procrastination in sr. secondary school pupil.

H₀₆ Here stands non cogent interaction sequel of locus of control & Gender over academic procrastination in sr. secondary school pupil.

[D] Hypotheses Related to academic anxiety in sr. secondary school pupil in respect with Self Confidence & gender.

H₀₇ Here stands non cogent main sequel of Self confidence & Gender over academic anxiety in sr. secondary school pupil.

H₀₈ Here stands non cogent interaction sequel of Self confidence & Gender over

academic anxiety in sr. secondary school pupil.

[E] Hypotheses Related to academic anxiety in sr. secondary school pupil in respect with Self-efficacy & gender.

H₀₉ Here stands non cogent main sequel of Self-efficacy & Gender over academic anxiety in sr. secondary school pupil.

H₁₀ Here stands non cogent interaction sequel of Self-efficacy & Gender over academic anxiety in sr. secondary school pupil.

[F] Hypotheses Related to Academic Anxiety among sr. secondary school pupil in respect with Locus of control and Gender.

H_u Here stands non cogent main sequel of locus of control & Gender over academic anxiety in sr. secondary school pupil.

H_u Here stands non cogent interaction sequel of locus of control & Gender over academic anxiety in sr. secondary school pupil.

7.DELIMITATION OF THE STUDY

The research scholar examined the present topic of the research by surveying the boys and girls of the students of senior secondary level. As it was not possible obtain & reach to the target study without. In the present investigation, the researcher had to go through the deep study. The researcher had to face the limitation of the time, yet it was tried to delimit the time for the true and valid finding. That is why the sampling, study method, questioner and some other tools were used for this study. Keeping in mind, resources & time, The present research was delimited to:

This study is confined to 600 senior secondary school pupil only.

The study is delimited to senior secondary school pupil on the basis of gender only.

The research is confined to the seventeen schools spread over entire Odisha State only.

This research is restricted only to Government School affiliated to Odisha Board of School Education (BSEO).

This research is considered standardized tool developed by researcher/scholar only.

The present study is considered only two dependent variables i.e. academic procrastination and academic anxiety.

8.CHAPTERISATION SCHEME

The present-day study has been separated into six chapters. Chapter-I includes introduction to each variables (academic procrastination, academic anxiety, self confidence, Self-efficacy & locus of control), justification of the present study, statement of the problem, definition in operational with key terms used to each variable related present research, study objectives, hypotheses of the research and delimitations of the research. Literature of review is related to study in chapter-II. Study design, sample, tool, procedure and statistical techniques which is shown in chapter-III. Next chapter IV presents data analysis and interpretation along with this discussion and results of the study include in this. Detail of results, educational ramifications of the

research & some recommendations for new initiates which are mentioned in chapter-V. At last chapter-VI includes summary of present research.

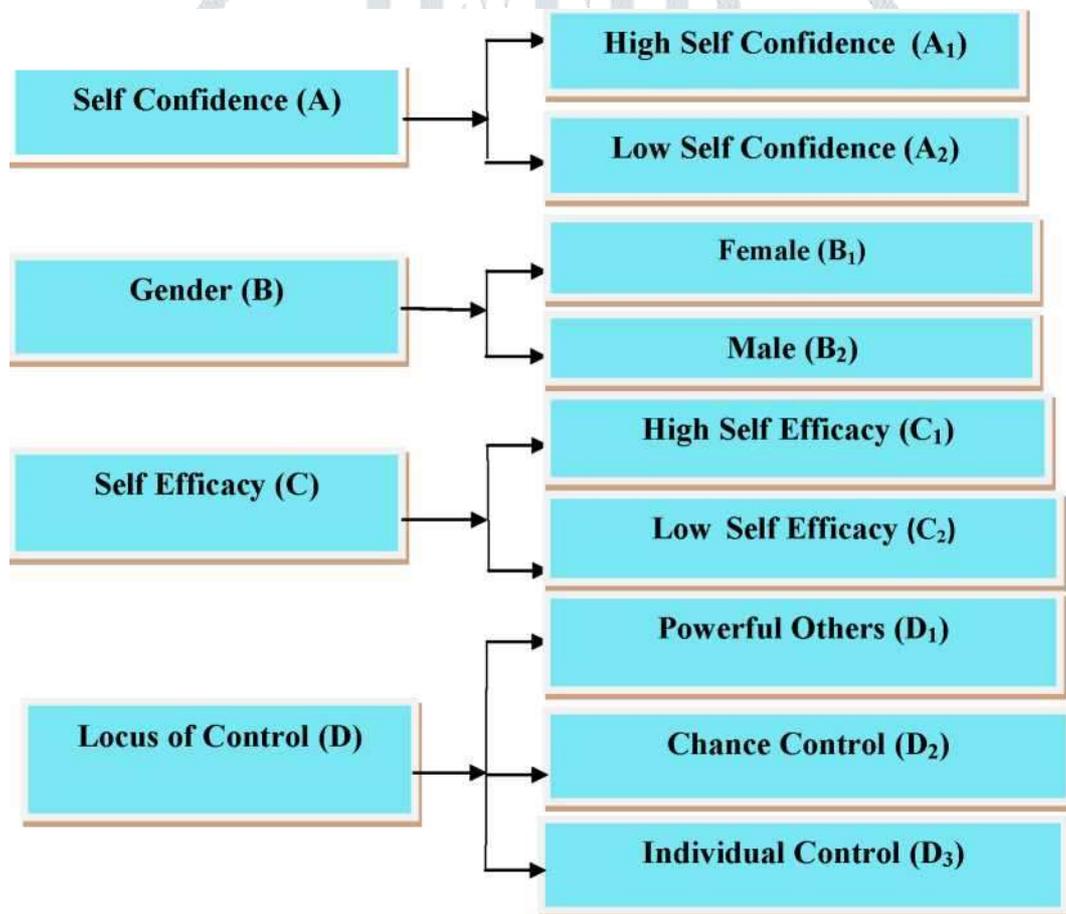
9. DESIGN OF THE STUDY

In the current study the scholar used the descriptive survey method. It was divided into two parts:-

‡**Main effect.**

‡**Double interaction effect.**

Main Effect: In this part, it was discussed regarding the main effects of Self Confidence, Self Efficacy and Locus of control on Academic Procrastination and Academic Anxiety. All these independent variables were also discussed gender-wise separately. The study is shown as self confidence (A) High self confidence (A₁), Low self confidence (A₂); Gender (B) Female (B₁), Male (B₂); Self Efficacy (C) High self efficacy (C₁), Low self efficacy (C₂) along with gender same; Locus of control (D) Powerful others (D₁), Chance control (D₂), Individual control (D₃)



Double Interaction sequel (Effect):

In the 2nd part of the design of study, it was made an attempt to double interaction sequel of Self Confidence & Gender, Self Efficacy & Gender and Locus of control & Gender over Academic Procrastination and Academic Anxiety of senior secondary school students. These are shown under the different designations & groups to find out the interaction sequel. These are shown as below:-

Interaction sequel of Self Confidence & Gender (A x B) over Academic Procrastination & Academic Anxiety in Senior Secondary School Pupil

A₁B₁: High-Self-Confidence + Female Pupil A₂B₁: Low-Self-Confidence + Female Pupil
 A₁B₂: High-Self-Confidence + Male Pupil
 A₂B₂: Low-Self-Confidence + Male Pupil

Interaction sequel of Self Efficacy & Gender (C x B) over Academic Procrastination & Academic Anxiety in Senior Secondary School Pupil

C₁ B₁: High-Self-Efficacy + Female Pupil C₂B₁: Low-Self-Efficacy + Female Pupil
 C₁B₂: High-Self-Efficacy + Male Pupil C₂B₂: Low-Self-Efficacy + Male Pupil

Interaction sequel of Locus of Control & Gender (D x B) over Academic Procrastination & Academic Anxiety in Senior Secondary School Pupil

D₁B₁: Powerful Others + Female Pupil D₂B₁: Chance Control + Female Pupil
 D₃B₁: Individual Control + Female Pupil D₁B₂: Powerful Others + Male Pupil
 D₂B₂: Chance Control + Male Pupil
 D₃B₂: Individual Control + Male Pupil

10. POPULATION AND SAMPLE OF THE STUDY**Population**

The accessible population in the present study survey on the students of senior secondary level of the Govt. schools in Odisha permanently recognized and affiliated to Board of School Education, Cuttack, Odisha.

SAMPLE

Sample simply means the smaller representation of a large amount of the whole. It is like to take a handful of grain out of the full bag just to watch the variety of the bag full of rice/wheat etc. in survey work sample indicates the small group of people/students taken from a large community/ school/ college for the investigation purpose. In context of present study Odisha state was divided into six divisions and one district. From each division was selected by random lottery method. In that district 2 to 4 schools were selected randomly for the survey purpose. Total sixteen schools were selected out of all the six division. Thus 600 students were selected as randomly as multi stage random sampling for the present study to get the result/ finding. Approximately 100 students from each district were surveyed. School wise survey from each school about 56-60 students were selected. In this way, the final sample taken for the present study survey.

The sample was further classified on the basis of self confidence, self efficacy, gender and locus of control. As per the norms given in the manual the self confidence test has been classified into (High, Average and Low) group with respect to male and female students. The students who scored 32 and above on self confidence test were categorized as students with high level of self confidence. Those students who obtained scores between scores 21-31 were treated as students with average self confidence and those students who obtained scores 19

and below were taken as students with low self confidence. In this way, as per the requirement of the 2x2 cells of the paradigm the distribution of cells for analysis of interaction effect of self confidence and gender on academic procrastination and academic anxiety has been illustrated in the fig. 6.1.

As per the norms given in the manual of self efficacy test has been classified into (High, Average and Low) group with respect to male and female students. Students



Fig. 6.1 Distribution of cells Analysis of interaction sequel of Self Confidence & Gender on Academic Procrastination & Academic Anxiety

who scored 85 and above on self efficacy test were categorized as students with high level of self efficacy. Those student who obtained scores between scores 74-84 were treated as students with average self efficacy and those students who obtained scores 73 and below were taken as students with low self efficacy. In this way, as per the requirement of the 2x2 cells of the paradigm, distribution of cells for analysis of interaction effect of self efficacy and gender on academic procrastination and

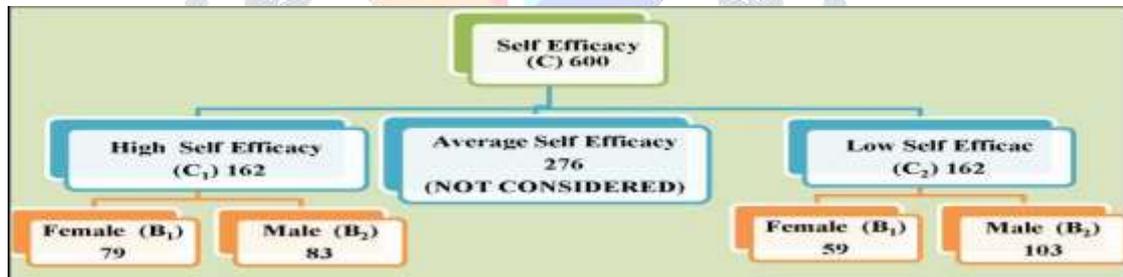


Fig. 6.2 Distribution of cells Analysis of interaction sequel of Self Efficacy & Gender on Academic Procrastination & Academic Anxiety

academic anxiety has been illustrated in the fig. 6.2.

As per the norms given in the manual of test has been classified into (Powerful others, Chance control and Individual control) group with respect to male and female students. In this way, as per the requirement of the 3x2 cells of the paradigm, distribution of cells for analysis of interaction effect of locus of control and gender on academic procrastination and academic anxiety has been illustrated in the fig. 6.3.

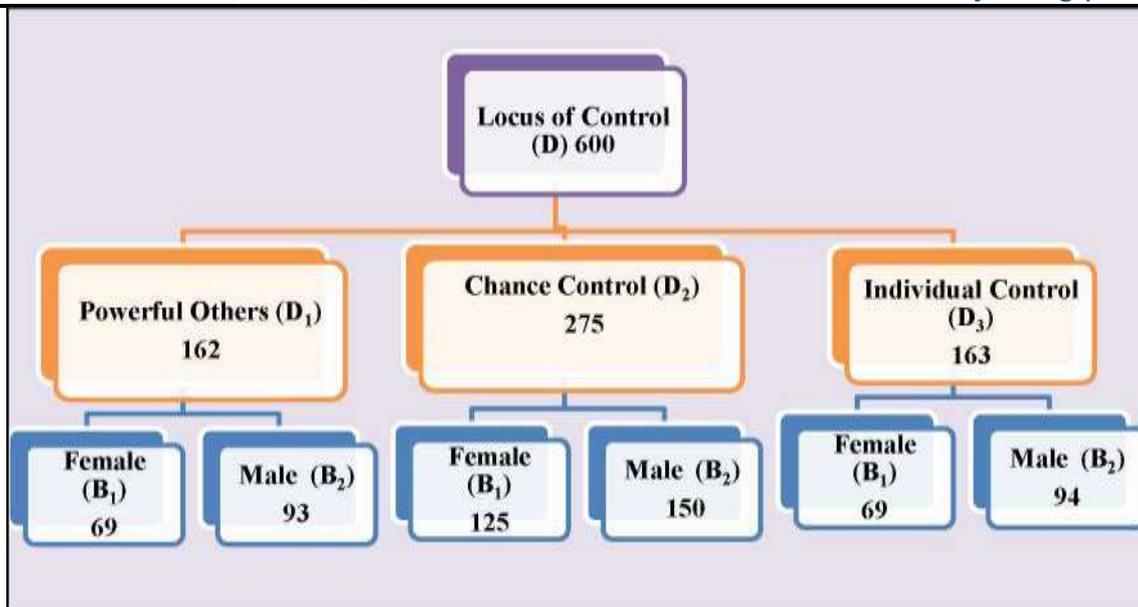


Fig. 6.3 Distribution of cells Analysis of interaction Effect of Locus of Control and Gender on Academic Procrastination & Academic Anxiety

11. TOOLS USED IN THE STUDY

Factual data is essential in every research that can be obtained directly or indirectly through many sources. For almost all kinds of researches, the scholar needs some instruments to collect the facts and find out the new result in the research area. These instruments are justified as tools of the scholar which are used in his/her research area to reach the quality of research output. Keeping in view the requirement of the present study, the tools mentioned below were found to be appropriate and therefore, employed to collect the data. Standardized tools used by the scholar are as below:

Academic Procrastination Scale (APS-KAYM)

To justify the academic procrastination scale among students of age group 12 to 17 i.e. secondary and sr. secondary level students. Academic procrastination scale developed by Kalia, A. K. and Yadav, M. (2015). It has been a likert type five point scale. The APS contains total 25 items with the different four dimensions such as firstly procrastination in homework (10 items), secondly procrastination in preparation for examination (6 items), thirdly procrastination in project work (5 items) and the last, procrastination in co-curricular activities (4 items). Out of these total 25 items, 16 items are positive and 9 items are negative.

Academic Anxiety Scale (AAS- SAMRUA)

The scale has been constructed and standardized by Mohd Abid Siddiqui & Atieq UI Rehman (2017) for students. To justify the academic anxiety among the 600 students of class 9th, 10th, 11th and 12th. The AAS contains total 44 items with different six dimension such as firstly academic anxiety symptoms (7 items), secondary anxiety from poor study habits (7 items), thirdly anxiety from subjects (5 items), fourthly anxiety from school environment (7 items), fifth anxiety from teacher (9 items) and the last dimension anxiety from examinations (9 items). Out of these total 44 items, 17 items are positive and 27 items are negative.

Self Confidence Inventory (SCI-GR)

The inventory has been constructed and standardized by Gupta, R. (2013) for students. The inventory justified the self confidence by sample of 2074 (boys 784 & girls 1326). The inventory included total 56 items.

Self Efficacy Scale (SES-SANS)

To justify the self efficacy scale among the 600 individual persons (males, females) of the age range of 12 years and above. Self efficacy scale developed by Singh, A. K. and Narain, S. (2014). It has been a likert type five point scale. The SE contains total 20 items with the different four dimensions such as firstly self-confidence (5 items), secondly efficacy expectation (5 items), thirdly positive attitude (5 items) and the last outcome expectation (5 items). Out of these total 20 items, 16 items are positive and 4 items are negative.

Locus of Control Scale (LOC-VS)

The scale has been constructed and standardized by Vohra, S. (1999) for students. There were 24 statements in finale scale as 8 statements for each i.e. P-powerful other, C-chance, I-individual control.

12.PROCEDURE FOR DATA COLLECTION

Regarding data collection, investigator should know that is significant part of the process used for any research. It is to justify the validity of the research work which can be generalized later on. "Data are the things researcher think with. They are the raw material of reflection until by comparison, combination and evaluation they are stepped up to higher levels of generalization, where again they serve as basic material for further and higher thinking" (Whitney, 1964). At first the state Odisha was divided into six divisions. Each division from random lottery method one district was selected. Out of these 6 parts the investigator took at least two or three senior secondary school randomly for the research work. These were only Govt. senior secondary schools of Odisha. Sixteen schools were surveyed and the strength of the students was 600 boys and girls. Standardized questionnaire, verbal discussion, and personal interactions were used in the field. The test booklets of APS, AAS, SCI, SES and LOC were counted and distributed on to each student. Investigator gave all the necessary information regarding about test booklets to standardize the instruction the manual. The scholar asked the students to fill the booklets as it was their personal detail in the front page of the test booklets. Every student was to answer according to his/her own knowledge. After the all tests were finished, investigator collected back. Next was the step of scoring in test booklets. Scoring of the test booklets was according to the manual process. And the present data was collected.

13.Statistical Techniques Employed

To get the proper result of the work which was analyzed statistically for data collection, these techniques were followed:

- ❖ To scores the Academic Procrastination, Academic Anxiety, Self confidence, Self efficacy and Locus of control the descriptive statistics such as Mean and S.D were used.
- ❖ ANOVA 2x2 factorial design was used to find out the result and the main effects of independent variable (Self confidence, Self efficacy, Locus of control and Gender) on dependent variables such as (Academic

Procrastination and Academic Anxiety). Again F-value was collected and found significance after that t test was taken as for further information. To justify the importance of 't' values, the following levels of significance.

14. FINDINGS OF THE STUDY

1. Findings related to sequel (effect) of Self-confidence & Gender over Academic-Procrastination in Senior Secondary School Pupil

(A) Main sequel of Self-confidence & gender over Academic Procrastination in Senior Secondary School Pupil

- I- Self Confidence was found to exist a cogent sequel over academic- procrastination in senior secondary school pupil. The scores of mean on academic procrastination in sr. sec. school pupil possessing to high & low self-confidence were found cogently, leading to the inference that pupil having low self confidence had higher academic procrastination than the pupil possessing high self confidence.
- I- Gender-specific was reported to have non cogent sequel over self-confidence in sr. sec. school pupil.

(B) Double Interaction sequel of Self-confidence & Gender-specific over academic procrastination in Senior Secondary School Pupil.

- I- Here was a cogent interaction sequel of self confidence and gender over academic procrastination of senior secondary school pupil.
- > When compared scores, of mean, female pupil & male pupil were not found cogent. Pupil of both the groups did not variate cogent in respect with academic-procrastination.
- > It was inferred that male pupil with low self confidence also obtained non cogently higher academic-procrastination as compared to their female with high self confidence counterparts.
- > Scores of mean on academic-procrastination in female pupil possessing high self-confidence & male pupil possessing low self-confidence found cogently.
- > Male pupil with low self confidence have higher v/s pupil that male having high self confidence.
- > Female having high & low self confidence differ cogently in their scores of mean. Female pupil belong to low self confidence have higher academic procrastination than female belong to high self confidence.
- > Female pupil belonging to lower self-confidence and male pupil possessing higher self-confidence, found to be cogent context of their academic- procrastination.

2. Finding Related to Sequel of Self-efficacy & Gender-specific over Academic-procrastination in Senior Secondary School Pupil

(A) Main Sequel of Self-efficacy & Gender-specific over Academic- procrastination in Senior Secondary School Pupil

- I- Self Efficacy is reported having a cogent sequel over academic- procrastination in sr. sec. school pupil. Research further inferred that pupil who perceived their self efficacy as low were found cogent higher academic-procrastination in them comparatively their other counterparts.
- I- Gender-specific was observed having non cogent sequel over academic procrastination scores of senior secondary

school pupil.

(B) Double Interaction Sequel of Self-efficacy & Gender-specific over Academic-procrastination in Senior Secondary School Pupil

- I- Here found was a cogent interaction sequel of Self-efficacy & gender-specific over academic-procrastination. Further investigations concluded that
- > Scores of mean for male pupil having higher self-efficacy, had lower academic procrastination than female pupil having high self efficacy.
 - > It was revealed that female pupil possessing low self-efficacy & male pupil possessing low self efficacy were found to be non cogent directing to the result that pupil of both the groups variate cogently in context of their academic-procrastination.
 - > On the basis of mean scores found female pupil having high self efficacy processes low academic procrastination than the female pupil having low self efficacy.
 - > From the mean scores, it was concluded that female students having high self efficacy possess low academic procrastination than the male students having low self efficacy.
 - > It was inferred that the male pupil having high self efficacy lower academic procrastination than that of the female pupil having low self efficacy.
 - > On the basis it was found that male pupil having high self efficacy lower academic procrastination than that of the male pupil having low self efficacy.

3. Findings related to Sequel of Locus of Control & Gender-specific over Academic-procrastination of Senior Secondary School Pupil

(A) Main sequel of Locus of Control and Gender over Academic Procrastination of Sr. Sec. School Pupil

- I- Locus of Control had a cogent sequel over academic-procrastination in senior secondary school pupil. On applying statistical technique (t-test), it was found that senior secondary school pupil who belief about control by powerful others as high have cogently higher academic procrastination than the pupil who belief about chance control. Senior secondary school pupil who belief about chance control have cogently higher academic procrastination than the pupil who belief about individual control. Further explores that senior secondary school pupil who belief about control by powerful others as high have cogently higher academic procrastination than the pupil who belief about individual control.

-I- Gender was reported to have no cogent sequel over academic-procrastination of senior secondary school pupil.

(B) Double Interaction Sequel of Locus of Control & Gender-specific over Academic-procrastination in Senior Secondary School Pupil

- ‡ Here observed non cogent interaction sequel of locus of control and gender- specific over academic procrastination in senior secondary school pupil.

4. Findings related to Sequel of Self-confidence & Gender-specific over Academic Anxiety in Senior Secondary School Pupil

(A) Main sequel of Self Confidence & Gender-specific over Academic Anxiety of Sr. Sec. School Pupil

- ‡ Self Confidence had cogent sequel over academic anxiety in sr. sec. school pupil. On applying statistical technique (t-test), results found pupil belonging to higher self confidence possessed low academic anxiety than the pupil belonging to low self confidence.
- ‡ Gender had cogent sequel upon academic anxiety. On the ground of scores of mean of male & female pupil had similar academic anxiety.

(B) Double Interaction Sequel of Self-confidence and Gender-specific over Academic Anxiety among Senior Secondary School Pupil

- ‡ Here was a cogent interaction sequel of self Confidence and gender over academic anxiety. Further investigations revealed that
 - > No cogent variance was observed in academic-anxiety between female pupil possessing higher self confidence & male pupil possessing higher self confidence.
 - > The study concluded that male pupil possessing low self confidence possesses low academic anxiety than the female pupil possessing low self confidence.
 - > It was inferred, male pupil possessing low self confidence have cogently higher academic anxiety than the female pupil possessing higher self confidence.
 - > It was reported that mean academic-anxiety scores of male senior secondary school pupil who perceived their high self confidence were low than the mean academic anxiety scores of male pupil who perceived their low self confidence.
 - > On basis score of mean, it was found, female pupil belonging to high self confidence and female pupil having low self confidence is found to be significant leading to the inference that pupil of these groups differ cogently in relation to their academic anxiety.
 - > Female pupil belonging to low self-confidence has higher academic anxiety for male pupil possessing high self confidence is cogent.

5. Finding Related to Sequel of Self-efficacy & Gender-specific over Academic Anxiety of Senior Secondary School Pupil

(A) Main Sequel of Self-efficacy & Gender-specific over Academic Anxiety of Senior Secondary School Pupil

- I- A cogent sequel of self-efficacy was reported over academic anxiety in senior secondary school pupil. Analysis results further showed, sr. sec. school pupil who perceived their self efficacy as low self efficacy have significantly higher academic anxiety than the pupil having high self efficacy.
- I- Gender-specific was shown to exert cogent sequel over academic anxiety in senior secondary school pupil. Female pupil possessed cogently slightly high academic anxiety than male students.

(B) Double Interaction Sequel of Self-efficacy & Gender-specific over Academic Anxiety in Senior Secondary School Pupil

- > The mean scores for male pupil possessing high self efficacy low academic anxiety than that of the female pupil possessing high self efficacy.
- > From the mean scores, it concluded that female pupil possessing low self efficacy possess low academic anxiety than the male pupil possessing low self efficacy.
- > Female pupil possessing high self efficacy possess low academic anxiety than the female pupil possessing low self efficacy.
- > The study concluded that female pupil possessing high self efficacy possess low academic anxiety as compared to their male counterparts.
- > It was inferred that the mean scores for male pupil possessing high self efficacy lower academic anxiety than that of the female pupil possessing low self efficacy.
- > On comparison of mean scores, it was revealed that male pupil possessing high self efficacy have lower academic anxiety than their other counterparts.

6.Finding Related to Sequel of Locus of Control and Gender on Academic Anxiety of Senior Secondary School Pupil

(A) Main Sequel of Locus of Control and Gender over Academic Anxiety of Senior Secondary School Pupil

- ‡ Locus of Control had a cogent sequel over academic anxiety of senior secondary school pupil. On applying statistical technique (t-test), the following conclusions were drawn:
- > It was concluded that secondary school pupil who belief about control by powerful others as high have cogently higher academic anxiety than the pupil who belief about chance control.
 - > The study concluded that secondary school pupil who belief about chance control have cogently higher academic anxiety than the pupil who belief about individual control.
 - > When scores of mean were compared, results appeared that secondary school pupil who belief about control by powerful others as high have cogently higher academic anxiety than the pupil who belief about individual control.
 - > Gender-specific was obtained to have a cogent sequel over academic anxiety scores of senior secondary school pupil. Taking the scores of mean, it may be deducted, mean scores of female pupil possess significantly higher academic anxiety than male pupil.

(B) Double Interaction Sequel of Locus of Control and Gender-specific over Academic Anxiety in Senior Secondary School Pupil

- ‡ Here was no cogent interaction sequel of locus of control and gender on academic anxiety of senior secondary school pupil.

CONCLUSION

In research the importance of conclusions should not be seen as low. “A conclusion is not merely a summary of the research topics covered or a re-statement of our research problem, but a synthesis of key points and if

applicable where we recommend new areas for future research”.

In The **First** section aimed to study, the sequel of self- confidence & gender specific examined over the academic procrastination of senior secondary school pupil. Self confidence was reported to have cogent sequel over academic-procrastination & but gender specific showed had non cogent sequel over academic-procrastination. The study revealed a cogent double interaction sequel of self -confidence & gender specific over academic procrastination of senior secondary school pupil.

In **Second** section, the sequel of self-efficacy & gender specific was investigated on academic procrastination of senior secondary school pupil. On exploring the sequel of self efficacy and gender on academic procrastination, it was found that self efficacy had a cogent sequel on academic procrastination and gender had non cogent sequel on academic procrastination. In the context of double interaction sequel, it was revealed that cogent interaction sequel of self efficacy & gender was found on the academic procrastination of the senior secondary school pupil.

Third section concentrated at the sequel of locus of control & gender specific over academic procrastination of senior secondary school pupil. Findings revealed non cogent main sequel of locus of control & gender specific over academic anxiety of senior secondary school pupil However, dual interaction sequel of locus of control & gender specific was found non cogent.

The **Fourth** section examined the effect of self confidence and gender on academic anxiety in senior secondary school pupil. Inference shows cogent main sequel of selfconfidence & gender specific over academic-anxiety in senior secondary school pupil. In context of double interaction sequel, cogent interaction sequel of self confidence & gender specific was obtained over the academic anxiety in the senior secondary school pupil.

In **Fifth** section, section examined the sequel of self- efficacy & gender specific over academic- anxiety in senior secondary school pupil. It was inferred that cogent main sequel of self efficacy & gender over academic-anxiety of senior secondary school pupil. In the context of double interaction effects, it was revealed that a cogent interaction sequel of self- efficacy & gender specific was found over academic anxiety in senior secondary school pupil.

In **Sixth** section, focused on the sequel of locus of control & gender specific over academic procrastination of senior secondary school pupil. The findings revealed cogent main sequel of locus of control & gender specific over academic anxiety in senior secondary school pupil However, double interaction sequel of locus of control & gender sequel was found non cogent.

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