



A study on Emotional Stability and Academic Procrastination among Male and Female College students

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ABSTRACT

Academic procrastination is becoming one of the main reasons why students' lives are affected so badly whether it has affected their grades , performances , growth or success in their lives. Academic procrastination can be explained as intentionally or unintentionally when students delay their academic tasks or work such as assignments , test preparations etc . Emotional stability is explained as an individual's ability to monitor their emotions properly when faced with a situation that may be demanding or challenging. The present research studied the relationship between emotional stability and academic procrastination among college students . The current study was done by collecting a sample of 60 college students both male and female (30 each) from age ranging between 18 to 25 years . Standardized measures of Academic procrastination and Emotional Stability were administered to the participants . Findings of the study revealed that a negative correlation was found between academic procrastination and emotional stability and no significant gender difference was found between male and female students. Further students can increase their emotional stability through practicing self care techniques and positive self talk and engaging in problem solving behavior these techniques can help greatly in the growth of the students and make them avoid procrastinating behavior.

KEYWORDS : Emotional stability, Academic procrastination, College students.

INTRODUCTION

Procrastination can be explained as an intentional or unintentional act or behavioral trait that is found among most of the human beings where they usually postpone their tasks until the last moment or deadline. Procrastination usually influences many parts of a person's life which may be found at job, household tasks, academic tasks along with personal life responsibilities and duties. Students too procrastinate which further can be termed as academic procrastination. Academic procrastination can be seen as a delay or putting off academic tasks or work until the very last moment or until the deadline. Students whether they are from college or from school are found to be great procrastinators when it comes to performances of their academic tasks which may include preparation of exams, completion of assignments, projects submissions etc. Procrastination is a self-operating difficulty that inhibits students from initiating or concluding their academic activities. There are many reasons that have been found for such a tendency to exist in students for example one could be advancement of technology and their dependency by students, another could be poor time management skills which often cause a miscalculation in the time taken to perform a task. Academic procrastination has influenced the life of students greatly as it has affected their grades, academic performance, and growth in career.

Emotional stability can be described as a human capacity or personality trait where a person should stay calm when encountered with stressful circumstances, they usually have stable and balanced emotions, to remain productive, to make wise judgements and evaluations, to remain productive even in adverse situations. An emotionally stable person does not get angry, anxious, or stressed easily when faced with a difficult situation in life. These individuals try to find a balance in their emotions when perceiving daily life situations which could be stressful or makes an emotionally unstable person anxious. Further, they try to understand the realities of life and what are the circumstances that make the realities of life difficult which further helps in thinking that is reality oriented and also finding solutions to face it.

Emotional Stability

Marcia (2002) defined emotional stability as “a property characterizing the subject during intense activities. Such emotional mechanisms harmonically co-operate with each other and help reach the objective”.

De Longe and Schaufeli (1998) defined emotional stability “as a personal quality, an integral and mental state providing suitable behavior at emergency situations”.

Wani et al. (2016) conducted a study on emotional stability among Annamalai university students. The study aimed to check the emotional stability level of Annamalai university students which was situated in Tamil Nadu. The sample of the study consisted of 300 students among which girls and boys were divided into equal groups, 150 each, further each group of boys and girls were divided equally with 75 students from general category and 75 students from SC category each. The scale used to assess the students was the emotional stability scale by A.S Gupta and A.K Singh. The results of the study indicated that there was no significant difference found between emotional stability of boys and girls and their mean score. Further, no significant difference found in emotional stability of students belonging to general and SC category and their mean scores. The results also indicated that boys and students belonging to the general category are more emotionally stable than girls and students belonging to the SC category respectively.

Khurshid and Khurshid (2018) conducted a study to assess emotional stability with reference to gender among college students. The sample collection for the study was done randomly from the colleges of Rawalpindi city. The sample consisted of 100 students, 50 males and 50 females with age ranging from 17 to 21 years. A self-created pole consisting of 22 items with responses to be marked in the option of yes, can't say and no was used for the administration. Descriptive statistics was used to test the hypothesis of the study with the application of t-test and percentage value. The results indicated that most of the students are emotionally stable and further the results found a significant difference in gender where female students are less emotionally stable than male students were discovered.

Academic Procrastination

Solomon and Rothblum (1984) defined academic procrastination as, “completing homework, preparing for examinations or term paper at the last minute” .

Binder (2000) defined academic procrastination as “an irrational delay in the academic tasks due to the contradiction between intention and action which leads to negative consequences for the procrastinator”.

Arif, Noor and Muneer (2014) conducted a study to explore “the relationship between academic procrastination among male and female university and college students”. The research also explored the effect of a few demographics like gender, age and education. A sample of 100 college students and 100 university students from Islamabad from ages ranging between 16 to 27 years were studied. The scale used to collect the data was

Tuckman Procrastination Scale. The results indicated that there is a significant difference on a few variables, specifically gender, that is male and female, on academic procrastination as well as students of age below and above 20 years showed more procrastination. The results also indicated that college students procrastinate more than university students.

Gohain and Gogoi (2021) conducted a study to understand the reasons for academic procrastination among college students. The study was conducted on 199 students in Jorhat district of Assam by using probability sampling techniques to collect the data. The tools used to assess the students was a procrastination assessment scale for students and an interview questionnaire was also formulated to collect the background information of the students. Additionally, some other questions to know about other reasons which leads to academic procrastination among students. Mean and standard deviation was calculated to conduct the analysis and formulation of results. The results found that there are different reasons for procrastination among college students. One reason could be that some students enjoyed engaging in risk taking behavior and liked to complete their task at the last moment. Other reason could be that some students wait till the time someone else does the task so that they could take guidance from others to complete their work. Therefore, the researchers suggest that the understanding of these reasons for academic procrastination could help the students to improve themselves and avoid engaging in such behaviors.

Method

Sample

The sample consisted of 60 college students (30 Males and 30 Females) in the age of 18 to 25 years of age. The sample was collected from Delhi city.

Measures

Tuckman Procrastination Scale: The questionnaire was given by Tuckman in (1991). The questionnaire consists of 16 items which basically measures procrastination. The respondents were marked on a four point Likert scale.

IPIP-BFM 50: The questionnaire was made by Goldberg (1992). The items of the questionnaire consisted of a total of 50. The respondents were marked on a Likert scale of five points, but for this research only one dimension of the particular scale was considered, which is the dimension of emotional stability.

Procedure

The participants were informed about the purpose of the research and the questionnaires were filled through Google forms. Each participant was thanked for their cooperation. Standardized psychological tests were administered to the participants.

Analysis of Data

Scoring for all the given tests was done as per the scoring instructions given in the manuals. The raw scores were tabulated and subjected to various statistical analyses by using the Statistical Product and Service Solution (SPSS) package. Keeping in view the objectives of the study, statistical analysis, Mean, Standard deviation, correlation analysis was conducted. Analysis using correlation was carried out to test the connection between the variables. Before carrying out statistical tests, the assumptions of normality and homogeneity of variance were checked. The responses that emerged through the semi-structured interview schedule were analyzed qualitatively and the results are presented in the form of tables.

Results

TABLE 1

N, mean and standard deviation of academic procrastination and emotional stability

| | Academic Procrastination | Emotional Stability |
|--------------------|--------------------------|---------------------|
| N | 60 | 60 |
| Mean | 38.7 | 29.2 |
| Standard deviation | 7.91 | 6.15 |

TABLE 2

Correlation of academic procrastination and emotional stability

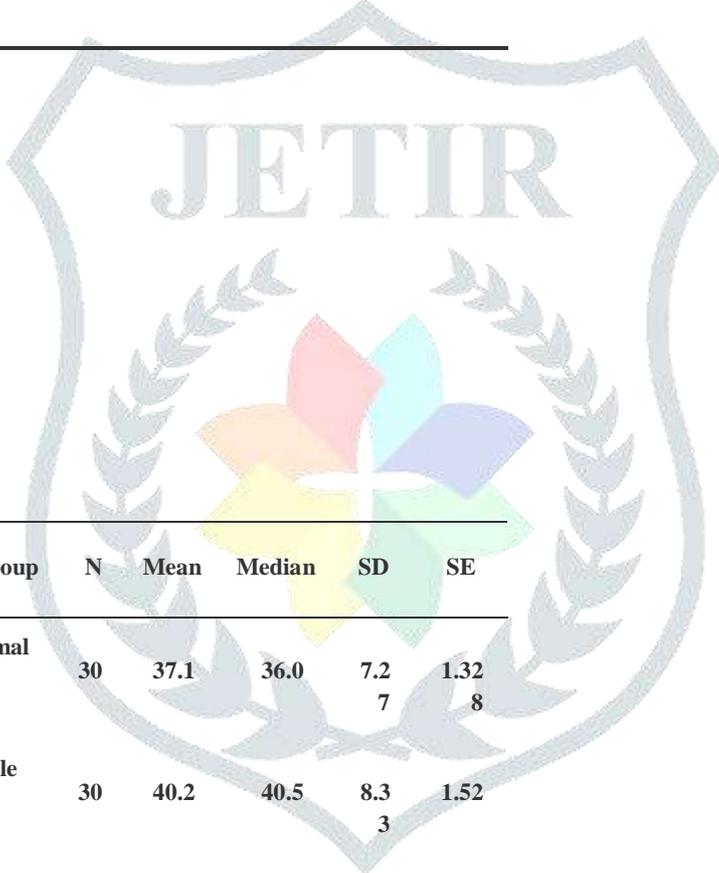
| | Academic Procrastination | Emotional Stability |
|--------------------------|--------------------------|---------------------|
| Academic Procrastination | — | |
| Emotional Stability | -0.080 | = |

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

TABLE 7

T-statistics showing mean difference between Males and Females on Academic procrastination and Emotional Stability

| | | Statistic | df | p |
|--------------------------|-------------|--------------------|------|-------|
| Academic procrastination | Student's t | -1.552 | 58.0 | 0.126 |
| Emotional stability | Student's t | 0.817 ^a | 58.0 | 0.417 |



| | Group | N | Mean | Median | SD | SE |
|--------------------------|--------|----|------|--------|------|-------|
| Academic procrastination | Female | 30 | 37.1 | 36.0 | 7.27 | 1.328 |
| | Male | 30 | 40.2 | 40.5 | 8.33 | 1.52 |
| Emotional stability | Female | 30 | 29.8 | 30.0 | 5.13 | 0.936 |
| | Male | 30 | 28.5 | 26.5 | 7.05 | 1.29 |

Discussion of Results

The results indicated that no significant relationship was found between Emotional Stability and Academic Procrastination . The results show a negative correlation, however, the relation is not significant. This further indicates that as the emotional stability of students increases their behavior decreases to engage in procrastination.

The results of the T-test table indicate no gender difference found between the males and females . This further means there is no relation found between male and female students in accordance with their academic procrastination and emotional stability . The results indicate that gender, whether male or female , does not have a significant impact on academic procrastination and emotional stability of students .

Conclusion

The study shows that there is no significant relationship between emotional stability and academic procrastination , however there has been a negative correlation found between the two . This can explain that the negative relationship found between emotional stability and academic procrastination means as the emotional stability of the student increases their behavior towards procrastination academically decreases . Further many techniques are there to increase emotional stability of the students through practicing self care techniques , activities which help in building a support network which maintains stability in life , other techniques students can inculcate which are engaging in positive self talk and engaging in problem solving behavior . These suggestions can help students greatly in their academic and personal settings and can help them to not engage in procrastinating behavior .

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