

Academic Resilience

Issues, Challenges and Strategies

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FOREWORD

Enduring different levels of teaching has been an important component of my professional expanse. In my long journey in field of education I have undergone many challenges each of which has made me stronger and better. This has been an inspiration for this book to emerge. I felt the need to initiate a discussion the fraternity of educators the significance resilience in the field of education in present context. Gathering together multiple ideas on a concept creates a way to understand and appreciate which I have tried to do in this book. The range of teacher education is from primary to higher, student to parent and humanities to science therefore it is most suitable platform on which we can discuss about resilience and components involving it.

Resilience accounts to managing the everchanging situation so as to coordinate unavoidable changes having a positive impact on the individuals. In this book I have tried to expose the readers to the influence of resilience in the diverse aspects including academics , technology, personality. The experts in the field have put in their best to furnish maximum possible dimensions to resilience in academic situation. It also expresses the ideas how to empower pupil teachers regarding resilience. Different philosophies have proposed their own way of promoting resilience in this book the contributors have covered percepts from the Bhagvad Gita and also from the Islamic Philosophy.

Success is most sought after aspect in the present context which has taken up multiple aspects and dealing with it has become a challenge developing resilience is way towards it. In this book each chapter is dedicated to an important aspect of resilience such as academic achievement, technology and resilience, student engagement and resilience parental involvement and resilience and obtaining academic resilience though social capital. I hope this book will provide the readers with elevating experience towards their perception about resilience and adding to acquaintance. This book is also an effort to embark resilience though knowledge and I hope that all the readers will admire the concepts presented in this text.

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Chapter 6

A Review Study on the Influence of Personal Variables on Academic Procrastination among Adolescence

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Abstract

An Adolescents' sound mind perform sound action without delay the task in given time duration but sometimes it doesn't happen as per prediction due to some personal factors viz. demography characteristics, aggression, self-efficacy, study habits, time management that caused the depletion of personality of any Adolescent by the influence of these personal variables and others which cannot be ignored at any level for any teachers, parents, guardians and others when it is believed that any nation cannot build or develop without the young generation with intellectual mind. Academic Procrastination is closely related to personal factors viz. cognitive, emotional, and motivational factors etc. that influence on adolescence Personality. This study is aimed to know the various personal factors that caused Academic Procrastination among Adolescence. Procrastination is a prevalent phenomenon that has been related to cognitive, emotional, and motivational factors about which a clear and integrated result should be more studied. The current study found out that Adolescents with high personal factors procrastinate less, whereas those who procrastinate more have comparatively lower personal factors.

Key words: Academic Procrastination and Personal Variable

Introduction:

Education is a only tool that measures not only life achievement of any individual but also direct how to deal with the problems of life or survival. Education is considered as a light of wisdom that emits from the young mind to produce innovative ideas and make an individual self-reliant but sometimes lack of proper approaches take place adverse result caused by the influence of personal viz. demography characteristics, aggression, self-efficacy, study habits, time management etc. on Academic Procrastination. The term procrastinate comes from the Latin word procrastinate which means to put off, delay, prolong, defer, stall, or postpone performing a task. It

is defined as a self-handicapping behaviour that occurs when people delay completing a task they intend to complete, potentially leading to lost productivity, poor performance, and increased stress. Academic procrastination is the most researched procrastination domain. As a student proceeds through school, the responsibility for controlling performances shift progressively from parents and teachers to the student, and it reaches a high point among adolescents. It is a postponing responsibilities and decisions in a typical situation or expected behavioural characteristic. It is the instance of postponement of the works and tasks that are better to be done today until the following day. Individuals' postponing their duties and responsibilities, and not being able to begin a work with the aim of completing, can be regarded among the most typical and frequent incidents of procrastination. Procrastination may be defined as the postponement of task completion usually resulting in a state of unhappiness or subjective discomfort. Specifically, academic procrastination is a pervasive and potentially maladaptive behaviour for many university and college students often resulting in feelings of psychological distress (**Solomon & Rothblum, 1984 cited by Binder, 2000**). Procrastination is a widespread phenomenon that has been associated with a host of cognitive, emotional, and motivational factors but about which a clear and integrated picture is still lacking (**Rebetez, Rochat, and Linden 2015**). Procrastination can even be distinguished from the intentional postponement of a task because procrastination is unplanned or from logical and necessary delay, due to understandable reasons such as illness or technical problems (**Milgram, Sroloff, & Rosenbaum, 1988**). Academic procrastination causes the reflection of daily postponement to school life in order to delay duties and responsibilities related to school, or to save them to the last minute. Procrastination behaviour occurs as not completing the given assignments or delaying preparation for examinations. Generally, such behaviours are much more common among the students who graduated from high school and have just entered university (**Kachgal, Hansen, & Nutter, 2001**).

Academic procrastination can be understood as the voluntary delay of the Completion of an academic task within the expected or desired time frame despite expecting to be worse off for the delay (Sencal et al., 1995; Steel 2007).

Pedro et al. (2009) revealed that procrastination decreases when the parents' education is higher, but it increases along with the number of siblings, the grade level, and the underachievement. **Owens and Newbegin (2000)** found that there was no significant difference in the degree of academic procrastination between men and women. **Senecal et al. (1995)** considered this complex situation, gender was thought to be an important variable in this study. When the literature is reviewed, very few investigators concerning the relationship between procrastination and grade of undergraduates are encountered. **Hill et al. (1978)** found that older students procrastinated more

but **Prohaska et al. (2000)** found that older students reported less academic procrastination. That discrepancy might well be due to the different measures of age and population samples, since the former study measured academic procrastination in traditional age students while the latter, **Sepehrian Azar, Jabari Lotf (2011)** showed that Problem oriented coping style, inversely, is a significant predictor of academic procrastination. And, there was no significant difference among boys and girls, as far as the level of academic procrastination concerns.

Academic Procrastination and Aggression

Paramita, Das, and Tripathy (2015) investigated the role of emotional intelligence on adolescents' aggression. Gender difference was also studied on emotional intelligence and aggression of adolescents. **Marsh, McGree, and Williams (2014)** examined student perceptions of teacher, peer and parent relationships in New Zealand schools, and how these relate to aggressive behaviours and attitudes. A path analysis was used to see if school climate mediates the association between the quality of within school relationships and aggression. Student perceptions of relationships with their teachers and peers, and parental involvement with school were all significantly interrelated. The quality of teacher-student relationships was the strongest predictor of school climate, which in turn predicted both aggressive behaviour and progressive attitudes. This research suggests that improving teacher-student relationships may have the greatest impact in reducing physically aggressive behaviours and attitudes in schools. **Chatterjee (2013)** studied the relationships between stress and aggression among high schools students of Ranchi (Jharkhand) revealed that male and female students differed significantly in the experience of stress and aggression, female students experience more stress and aggression than male students. Result further revealed a positive and significant correlation between stress and aggression. **Joe-Akunne and Bruno (2013)** explored relationship between some psychopathological symptoms as correlates of aggression among secondary school students. **Majed, Singh, Pratap, and Vladimir (2011)** explored gender differences in social skills, social anxiety, aggression, and stress and relationship between social skills and social anxiety, aggression, and stress found positive relationship between social anxiety with aggression and stress for males, and negative relationship between social anxiety and social skills for females. **Lopez, Perez, Ochoa, and Ruiz (2008)** investigated the influence of family and classroom environments on the development of particular individual characteristics, including level of empathy, attitude to institutional authority and perceived social reputation, and the role of these characteristics may in turn play in school aggression. Since previous studies suggest that these variables may contribute differentially to aggressive behaviour depending on adolescent gender, two different mediational structural models were calculated, respectively, for boys and girls. Results

obtained confirmed the associations expected among the variables considered in the structural equations tested and pointed out different paths for boys and girls. **Nancy and Christopher (2004)** found that children and adolescents for potential violent behaviour requires an organized approach that draws on clinical knowledge, a thorough diagnostic interview, and familiarity with relevant risk and protective factors. This article reviews empirical evidence on risk factors, the impact of peers, developmental pathways, physiological markers, sub typing of aggression, and differences in patterns of risk behaviours between sexes. We explore these determinants of violence in children and adolescents with attention to delineate the complexity, unanswered questions, and clinical relevance of the current research. Interventions, including cognitive behavioural therapy, psychopharmacological treatment, and psychosocial treatment, are reviewed with acute recognition of the need to use multiple modalities with and to expand research to define optimal treatment for, potentially violent children and adolescents. **Caroline et al. (2003)** tested a model of role conflict and academic procrastination. This model posits that non-self-determined motivations toward school and inter-personal relationships are positively related to role conflict between these two life domains. In turn, role conflict between school and interpersonal relationships is expected to be positively related to academic procrastination. 292 university students were taken as a sample. Findings from structural equation modelling supported the model. It appears that self-determination and role conflict are important to foster our understanding of academic procrastination. **Sirin et al. (2011)** in a study of academic procrastination and general procrastination found a significant positive correlation between them, while no significant relationship was found between academic procrastination, academic motivation and academic self-efficacy. Moreover, general procrastination was found to have significant impact on academic procrastination. The results also showed a significant difference in academic procrastination in relation to grade, however, no significant difference was found between male and female students in terms of gender.

Academic Procrastination and Self-Esteem

Priya Babu et al. (2019) found a significant difference in mean academic procrastination scores and self-esteem scores among undergraduates. Academic procrastination scores increase with self-esteem scores, that is, when self-esteem increases academic procrastination decreases. The correlation of age with academic procrastination and self-esteem was found to be statistically significant. Academic procrastination decreases, and self-esteem increases as age increases, Timely intervention can help students improve their skills such as time management and study habits. The current results reflect the findings of the previous study conducted by **Saleem and Rafique (2012)** on university students. Also, similar trend was also seen in a

study conducted by **Naveed and Ishtia (2015)** on university students. Psychological interventions designed for the enhancement of self-esteem, and time management need to be incorporated within the academic structure of colleges and universities. Student counselling and assessment centres should be set up in the universities for the timely help of students who have low self-esteem or for those in the habit of procrastinating. Further, a qualitative study which comprises in-depth interviews and focus group discussions should be conducted to explore the reasons for academic procrastination among students. **Schraw et al.** reasoned that the procrastinators worked under pressure for an extended period of time during which all of their resources were focused on one goal and hence were more likely to achieve favourable results. From the meta-analysis of available evidence, Steel concluded that “procrastination is usually harmful, sometimes harmless, but never helpful.” From this discussion, it is evident that there is a need for more research in this area and that the adaptive and maladaptive forms of procrastination should be differentiated before evaluating their effect on self-esteem.

Conclusion

Procrastination has been consistently reported to exert an influence on the academic performance of students. The results from the review of various studies substantiate that personal variable viz. demography characteristics, aggression, self-efficacy, study habits, time management influence on academic procrastination.

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