

Research Paper

Procrastination and Self-esteem among Adolescent Students- A Gender Study

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ABSTRACT

The current research aims to cast a glance at the level of Procrastination and Self-esteem in Adolescent Students across Gender and to explore the relationship between the two. In this study Procrastination has been assessed through General Procrastination Scale by Lodha et.al. 2019 and Self-esteem by Rosenberg Self-esteem Scale revised 2006, on 100 Participants (50 males and 50 females). Adolescent Students were selected from University of Lucknow through Purposive Sampling. This paper brings to fore that there exists Gender difference in relation to Procrastination among Adolescent Students the findings indicate that male Adolescents Procrastinate more than female Adolescents. But results show no gender difference for self-esteem among Adolescent Students across Gender. And the results also indicate that there exists a relationship between the two.

Keywords: Adolescent Students, Procrastination, Self-esteem

Adolescent Students are the backbone and the hope for a brighter future of every nation. 18% of India's population is Adolescent which makes it a prominent target for research studies. Transition from childhood to adulthood, facing my challenges and adjustments not only within themselves or at home but also at school, which makes it a period of 'storm and stress' (Stanley Hall, 1904), and if one fails to adjust and face the challenges, it may result in poor self-esteem, self-doubting, low confidence, stress, anxiety, fear of failure which may lead to negative consequences which may affect their academic achievement and career. In order to effectively address academic issues, it is crucial to comprehend and analyze the challenges they confront as well as the psycho-social correlates that affect their academic performance and achievement. One such problem identified in this paper is Procrastination which makes students put off their academic work and other commitments. "Procrastination is a tendency to postpone what is necessary to reach goal (Lay, 1986)". The term "Procrastination" stems from the Latin word '*procrastinare*', which means to put off or postpone until another day (DeSimone, 1993), Procrastination is described as, "unnecessarily postponing or avoiding tasks that must be completed" (Schraw, Wadkins & Olafson, 2007). Procrastination is putting off intended action, is a common occurrence that can be used for a variety of purposes. Steel defined Procrastination as a self-regulatory failure that results in subpar performance and decreased well-being. Klingsieck

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aptly described Procrastination as “the voluntary delay of an intended and necessary activity, despite expecting potential negative consequences that outweigh the positive consequences of the delay”.

The figure 1 below describes the four approaches to Procrastination.

Psychoanalytic approach	Behavioristic approach	Cognitive approach	Temporal Motivation Theory
<ul style="list-style-type: none"> When a task poses a threat, a defensive mechanism, such as avoiding it, activates, which results in procrastinating behavior. 	<ul style="list-style-type: none"> According to Classical theory such behaviors (Ainslie,1975) Other reasons for Procrastination can be Escape Conditioning and Avoidance Conditioning. 	<ul style="list-style-type: none"> According to this approach there are three things that cause Procrastination is characterized by irrational beliefs, vulnerable Self-esteem and inability to make decisions (Ferrari, Johnson and McCown, 1995). 	<ul style="list-style-type: none"> According to the theory people prioritize activities which promise highest utility to them, and consists of components like utility,expectancy,value,sensitivity to delay and time delay (Steel, 2007 :Steel & Kong, 2006).

According to cognitive approach to Procrastination, vulnerable Self-Esteem is one of the causes of Procrastination. Numerous researchers have identified a substantial negative relation between self-report Procrastination and Self-Esteem, supporting the theory that Procrastination is a self-protective technique which is used to hide a brittle sense of self.

Self-esteem is a broad feeling of one's own value or self-worth (Latin for "to estimate"). It is also known as regard for oneself or self-worth. It is both an attitude and a judgment of oneself. Blascovich & Tomaka (1991) claim that “It refers to an individual’s sense of his or her value or worth, or the extent to which a person values, approves of, appreciates, prizes, or likes him or herself.”

As stated by Rosenberg (1965), “It is a favorable or unfavorable attitude towards the self.” According to Tesser, “self – esteem is a global evaluation reflecting our view of our accomplishments and capabilities, our values, our bodies, other’s responses to us, and events, or occasions, our possessions”.

Low Self-Esteem and high Self-Esteem are the two basic forms of Self-Esteem. A positive outlook on oneself that promotes optimism, self-acceptance, and confidence in one's own skills is known as high Self-Esteem. A crippling condition that prevents people from reaching their full potential is low Self-Esteem. A person with low Self-Esteem believes they are undeserving, powerless, and incompetent. In fact, because the person with low Self-Esteem feels so bad about oneself, it's possible that these feelings are what hold them behind.

REVIEW OF LITERATURE

The review of Literature provides literature and studies that are accessible on Procrastination and Self-esteem.

According to studies, between 80% and 95% of students procrastinate to some extent, about 70% think they procrastinate, and about 50% admit that they procrastinate in a persistent and troublesome way (Piers Steel,2007).

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According to study by A.K. Kalia & Manju Yadav (2014), with regard to male and female Adolescent, academic Procrastination is the same. Academic Procrastination among Adolescent is unaffected by location.

Males were found to have higher levels of perfectionism and Procrastination than females, with gender emerging as a key predictor of Procrastination. Procrastination was found to be considerably influenced negatively by self-esteem. (Ghazi Shahnawaz, 2016).

According to Flett et al., Procrastinators tend to have low Self-Esteem, which results in a general inclination to engage in behaviors like task avoidance and delay that protect their appearance by providing rational for poor performance and bad results.

In one of the studies on Procrastination and Self-esteem by Anthony (2004), found younger students have more Procrastination tendency. Another study by Yaakub (2000), found close relation between Procrastination and increase in age.

The literature suggests that Procrastination is a self-defeating behavior which leads to many negative consequences like anxiety, fear of failure, last minute completion of task etc., such behaviors may affect the academic as well as overall growth and development of Adolescent Students, therefore it becomes important to study this self-harming behavior i.e. Procrastination, to explore the factors that influence it and to plan interventions that would help Students to reduce Procrastination effectively. One such effort is done in the current study which is to investigate whether or not gender plays a role in Procrastination and Self-esteem and how they are related to one another.

METHOD

Objective:

1. To find out the level of Procrastination and Self-esteem across gender.
2. To explore the relationship between Procrastination and Self-esteem.

Hypothesis:

- Males would be higher in the level of Procrastination as compared to females.
- Females would have low level of Self-esteem than males.
- There will be a negative relationship between Procrastination and Self-esteem among Adolescent Students.

Sample:

The Sample of the study included 100 Adolescent Student (50 males and 50 females) who were selected from the University of Lucknow, Lucknow, Uttar Pradesh. Their age ranged from 18- 21 years and pursuing graduation.

Sampling Technique: Sample was selected through Purposive Sampling.

Measures Used

In this study General Procrastination Scale by Lodha et.al (2016) is used, It is a 23 -item scale. It assesses 4 domains- academic, workplace, medical and civic responsibilities related to procrastination. It is a 5 point likert scale. Items 5,8,12,16,18,21, and 23 were reversed scored. Scores range from 23 to 115 and are calculated as the sum of the responses to each

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item. A greater Procrastination Quotient (P.Q.) is obtained if higher scores are scored overall.

And Self-esteem is measured through a Guttman scale with 10 items, the Rosenberg Self-Esteem Scale (updated 2006) is scored by adding up each item's 4 points after deducting points for items using negatively worded items.

Procedure

The Data Collection process began where participants were informed of the study's objectives and confidentiality procedures. After which consent was taken and the participants were provided with a demographic form was created to gather data on the participants' gender and age, locality, educational background etc. After which General Procrastination Scale and Self-esteem Scale were asked for their responses. After collecting the data, scoring and analysis was done and results were interpreted.

Research Design and Statistical Analysis

In the current study, Exploratory research design was used and Statistical Analysis done Version 20 of SPSS was used. The categorical variable, gender, underwent a 't' test and its results were calculated as mean, SD, and t.

RESULTS AND DISCUSSION

Table 1: Showing findings of gender difference in Procrastination among Adolescent Student, using General Procrastination Scale.

	Mean	SD	SEM	S Ed	t	P	Findings
Male	65.920	9.789	1.384	2.012	2.1666	0.0327	Statistically Significant.
Female	61.560	10.328	1.461				

Table 2: Showing findings of gender difference in Self-esteem among Adolescent Student, using Rosenberg Self-esteem Scale.

	Mean	SD	SEM	S Ed	t	P	Findings
Male	23.260	5.701	0.806	1.057	0.7378	0.4624	Not Statistically Significant.
Female	22.480	4.835	0.684				

Table3: Showing correlations between Procrastination and Self-esteem among Adolescent Students.

		Procrastination	Self-esteem
Procrastination	Pearson Correlation	.532**	1
	Sig. (2- tailed)	.000	
	N	100	100
Self-esteem	Pearson Correlation	1	.532**
	Sig. (2- tailed)		.000
	N	100	100

** Correlation is significant at the 0.01 level (2-tailed).

In this study, the Rosenberg Self-esteem Scale and the General Procrastination Scale were utilized to determine gender differences. The mean, standard deviation, and t-test were used to examine data that was acquired. Mean, standard deviation and t test value of Procrastination and Self-esteem across gender is presented in the Table1 and Table 2. And the relationship between the two variables is showed in the Table 3.

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Results indicate that there is a significant difference between male and females ($t = 2.1666$, $p < 0.05$) and males have higher level of procrastination than females, hence accepting the first hypothesis. Contrary to research findings of Eisha Gohil (2014), who studied the relationship of gender with Procrastination and self-esteem on 101 participants. Yet another study by Desheng Lu, Yiheng He and Yu Tan (2022) found consistent results in their study that gender differences have a stronger impact on academic Procrastination than in General Procrastination and Graduate students show stronger gender differences related to Procrastination tendency. Another study by Brittany Cangialosi and Heidi Lee Dempsey (2019) on Gender and age difference in Procrastination show consistent result that males are higher in Procrastination as compared to females. Yet another study by Farhah Kassim et.al. (2022) on university student show similar result that gender, locality and type of management have significant effect on academic Procrastination among high school students is found to be consistent with the finding that males Procrastinate more than female. Similar result was founded by D.Vijay Kumari and Prof. B.S. Kumar Reddy (2021). Another study by Mamta Sharma and Gagandeep Kaur (2011) on Gender differences in Procrastination and Academic Stress in Adolescents show inconsistent results.

Findings also show there is no noticeable difference between males and females ($t = 0.7378$, $p > 0.05$) in level of Self-esteem, hence rejecting the second hypothesis. This research finding is consistent with that of Eisha Gohil (2014), who studied the relationship of gender with Procrastination and self-esteem on 101 participants. Another study by Teri Quatman & Cary M. Watson (2010), found inconsistent results were boys scored higher global Self-esteem scale than girls did. Yet another study by Bleidorn, et.al. (2016) found inconsistent results which was conducted across 48 nation, considerable differences between the genders, with men generally having better self-esteem than women.

Finally, the outcomes indicate a significant correlation at the 0.01 level, accepting the third hypothesis—that there is a negative link between Procrastination and Self-esteem among Adolescent Students—leads to the conclusion that Procrastination and Self-esteem go hand in hand. In a study on Procrastination and Self-esteem by Anthony (2004), found younger students have more procrastination tendency. Similarly, Procrastination was found to be negatively influenced by self-esteem in a considerable way (Ghazi Shahnawaz, 2016). In the end it can be concluded that literature shows some contradictory results on differences between genders in the level of Procrastination and Self-esteem among Adolescent Students and the relationship between the two.

CONCLUSION

The results of the current study indicate that Procrastination among Adolescent Students differs significantly between the genders. Results indicate males Procrastinate more than females, which may be due to their inability to exercise control over themselves, which is one of the major cause of Procrastination (Ward et al. 2018, Tewksbury and Higgins, 2006). Inability to resist enticing stimuli and a lack of goal-directed behavior have also been linked to it (Steel and Klingsieck, 2016; Steel, 2007; Ferrari, 2001; Pychyl et al., 2000). Similarly, according to Cross et al., (2011), Procrastination can be high in men as they are more likely than women to act impulsively.

And the second hypothesis that females have low Self-esteem than males was rejected which can be because the difference between the mean value of females and males was found to be less than 1 which is contradictory to the previous studies, if the sample size is increased it might be possible that findings would suggest the gender difference.

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Lastly many studies supported the third hypothesis, studies suggest a general propensity to act in certain ways, such as avoiding tasks and tardiness that uphold one's self-image by providing an explanation for mediocre performance and undesirable outcomes, is that procrastinators have low Self-Esteem.

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Conflict of Interest

The author(s) declared no conflict of interest.

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