

EFFECT OF EDUCATIONAL PROGRAMME ON STUDENTS ACADEMIC PROCRASTINATION AND EXAMINATION ANXIETY

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INTRODUCTION

Present era is the globalization era. In the 21st century India is going through the age of liberalization, globalization and privatization. Competition is everywhere and it is unavoidable which upgrade the individuals. To live in modern age everybody should get educated and acquire various skills. Without these no one can make their position in the society. Similarly for getting position in the school student might face difficulties and if they do not overcome their difficulties it leads to academic procrastination. There could be many reasons for procrastination like difficulties faced in task, lack of time, lack of knowledge, stress and lack of interest in work. Academic Procrastination affects student's educational work, study as well as exam. It leads to generate examination anxiety among students. To remove Academic Procrastination and Examination Anxiety for students progress efforts has been taken.

Variables of the study:

Situation of Academic Procrastination, situation of Examination Anxiety (dependent) variables and programme for Academic Procrastination, programme for Examination Anxiety (independent) variables in the present research.

Operational Definitions of the Terms:

Academic Procrastination:

Academic Procrastination may be defined as any academic task that is delayed or voided as a result of the discrepancy between intention and actual behavior to extent that it produces negative effect on procrastinator. (Binder, 2000)

In the present study, when 9th standard students procrastinates or voided the work will called as Academic Procrastination.

Examination Anxiety:

Examination Anxiety refers to the distress one experience when being evaluated or when thinking about prospective evaluation which typically leads to reduced performance. (Agrawal, Kaushal, 1985)

In the present study when 9th standard students experiences pain, when he/she comes to know that he/she is being evaluated as leads to reduce, his/her Academic Performance called as Examination Anxiety.

Educational Programme:

Educational Programme is activity based comprehensive intervention programme based on (Vipassana based activity, lectures on Goal focusing guidance by expert, lectures on food and stress by expert, Home work based activity, Do it now based activity, Project competition and its presentation activity in a given period of a time, Activity based on student personal interest in the respective subject, Guidance about technical mistake committed by students while writing the exam paper, To enhance positive attitude towards educational work, Listen to pleasant music activity, Stress management activity) a group of intentional action or work aimed at removing academic procrastination and examination anxiety of secondary school students is called Educational Programme. Duration of Educational Programme was 128 hrs.

Secondary School Students:

Students belonging to 14+ and 15+ age group and studying in 9th standard are called as secondary school students.

Statement of the Problem:

Effect of Educational Programme on Students Academic Procrastination and Examination Anxiety

Scope and Delimitation of the Study:

In the present study psychological aspects of Academic Procrastination and Examination anxiety will be studied. Secondary school students affiliated to the SSC Board from Greater Mumbai in Maharashtra state from India. Students from pre-primary and primary classes have been excluded.

Rationale of the Study:

Through educational programme students' Academic Procrastination and Examination Anxiety were removed. The study will help student's progress teachers in case of to solve their teaching problems and progress of the educational institutions. Finally it leads to all round development of students and nation.

Aim of the Study:

To develop Educational Programme for Students to remove Academic Procrastination and Examination Anxiety.

Objectives:

1. To develop Educational Programme on students Academic Procrastination and Examination Anxiety.
2. To compare (pre-situation) pre-test and (post-situation) post-test score with reference to Academic Procrastination.
3. To compare (pre-situation) pre-test and (post-situation) post-test score with reference to Examination Anxiety.
4. To compute effect size of Educational Programme on the student's Academic Procrastination and Examination Anxiety.

Null Hypothesis of the Study:

1. There is no significant difference between (pre-situation) pre-test and (post-situation) post-test score with reference to Academic Procrastination.
2. There is no significant difference between (pre-situation) pre-test and (post-situation) post-test score with reference to Examination Anxiety.

METHODOLOGY

The experimental method is selected for present study. In the present study the pre-test –post-test, equivalent group, Pre-Experimental (Single group) design has been selected which is described symbolically as follows.

O1 X O2

X- Experimental group (Treatment),

O1- Pre-Test

O2- Post –Test

Sample of the Study:

The present study the sample has been selected in Greater Mumbai secondary school students in Maharashtra state. Those school students were having high level Academic Procrastination and Examination Anxiety had been selected for the study.

Tool of the Study:

Academic Procrastination (Binder, 2000) translated by Kamble (2012)

Examination Anxiety (Agrawal, Kaushal, 1985) translated by Kamble (2013)

Techniques of Data Analysis:

The present research used statistical techniques such as 't' test and Cohen's 'd' formula. To compare the pre-test scores and post-test scores groups for dependent variable, 't' test used. Cohen's formula was used to measure the Effect of Educational Programme.

Testing of Hypothesis:

Hypothesis 1: There is no significant difference between (pre-situation) pre-test and (post-situation) post-test score with reference to Academic Procrastination.

Table 1 Comparison of Pre-test scores and post test of Academic procrastination

Variable	Group	N	Mean	Mean _a - Mean _b	't' ratio	df	p
Academic Procrastination	Pre-test	31	45.83	9.51	4.62	60	<.0001
	Post-test	31	36.32				

CONCLUSION

The proceeding table show that t-ratio 4.62 and p-ratio <.0001 is less than 0.05. Hence the null hypothesis rejected. It may be conclude that there is a significant difference in the pre-test scores and post-scores of Academic Procrastination. It is concluded that the mean scores of pre-test scores and post-test scores of Academic Procrastination do differ significantly.

Hypothesis 2: There is no significant difference between (pre-situation) pre-test and (post-situation) post-test score with reference to Examination Anxiety.

Table 2 Comparison of Pre-test scores and post test of Examination Anxiety

Variable	Group	N	Mean	Mean _a - Mean _b	't' ratio	df	p
Examination Anxiety	Pre-test	31	90.22	18.5	3.61	60	<.000626
	Post-test	31	71.72				

CONCLUSION

The proceeding table show that t-ratio 3.61 and p-ratio <.000626 is less than 0.05. Hence the null hypothesis rejected. It may be conclude that there is a significant difference in the pre-test scores and post-scores of Examination Anxiety. It is concluded that the mean scores of pre-test scores and post-test scores of Examination Anxiety do differ significantly. This implies that the Education Programme for secondary school students is found to effective to reduce the Academic Procrastination and Examination Anxiety. This was followed by computing the effect size of the Educational programme using the Cohen's (d) formula.

Table 3

Variables	Effect size
Academic Procrastination Programme	1.1724
Examination Anxiety Programme	0.9172

The effect size of the Educational Programme is greater than 0.8 and there high in magnitude.

Conclusion of the Study:

1. There is a significant difference between (pre-situation) pre-test and (post-situation) post-test score with reference to Academic Procrastination.
2. There is a significant difference between (pre-situation) pre-test and (post-situation) post-test score with reference to Examination Anxiety.
3. The Effect of the Educational Programme on students' Academic Procrastination and Examination Anxiety was very high.

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