

A STUDY ON DEGREE OF PROCRASTINATION AND MEASURE OF STATE - TRAIT ANXIETY AMONG GRADUATE AND POSTGRADUATE STUDENTS IN MUMBAI REGION**Vibhor Garg¹ and Prerna Bhutani²**¹Assistant Professor, VIVA Institute of Management & Research²PRT, AECS-2 Tarapur**ABSTRACT**

This study delves into the intricate relationship between procrastination and state-trait anxiety among graduate and postgraduate students in higher education. By conducting a thorough review of existing literature, the research examines the profound implications of procrastination on academic performance and mental well-being, shedding light on the critical need for targeted interventions in educational settings. The findings underscore a significant correlation between procrastination and anxiety, emphasizing the detrimental effects of these psychological factors on students' learning outcomes and overall success. Through an in-depth analysis of empirical studies, the study elucidates the complex interplay between procrastination and anxiety, highlighting the necessity for early identification and implementation of personalized support strategies to mitigate these challenges effectively.

Moreover, the study advocates for future research endeavors that focus on cross-cultural validation of assessment tools, exploration of nuanced dimensions of test anxiety, and the development of evidence-based intervention programs tailored to address procrastination and enhance students' academic self-concept. By delving into the multifaceted nature of procrastination and anxiety in academic contexts, this research aims to contribute to a deeper understanding of these psychological phenomena and pave the way for the implementation of targeted interventions that can empower students to overcome procrastination tendencies and navigate anxiety-related challenges in their educational journey effectively.

Keywords: Procrastination, Anxiety, Graduate students, Postgraduate students, Higher education

LITERATURE REVIEW

The literature review delves into the intricate relationship between procrastination and anxiety among graduate and postgraduate students in higher education. Various studies have highlighted the significant impact of procrastination on academic performance and mental well-being, emphasizing the need for tailored interventions to support students facing these challenges. Research findings have consistently shown a positive correlation between academic procrastination and personal/situational anxiety, efficacy expectations, and age. For instance, a study by Jelena & Aleksandra (2018) confirmed a link between academic procrastination and anxiety among students, with a positive correlation observed between procrastination and personal/situational anxiety.

Furthermore, investigations by Haycock, McCarthy, and Skay (2011) revealed that efficacy expectations and anxiety individually influenced procrastination levels among university students. Beswick, Rothblum, and Mann (2018) explored the impact of indecision, irrational beliefs, self-esteem, depression, and anxiety on procrastination, with results indicating significant correlations between anxiety, depression, and procrastination. Additionally, a negative correlation was found between self-reported procrastination and final course grades, underscoring the detrimental effects of procrastination on academic outcomes.

Studies by Azure (2010) and Solomon and Rothblum (1984) examined the prevalence of procrastination among graduate students and its relationship with statistics anxiety, highlighting the importance of addressing procrastination in higher education settings. Despite the assumption that graduate students would be less prone to procrastination due to their advanced academic level, research has shown that procrastination tendencies increase with prolonged academic tenure.

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Overall, the literature review underscores the complex nature of procrastination and anxiety among graduate and postgraduate students, emphasizing the need for targeted interventions to support students in overcoming these challenges. The findings suggest that addressing procrastination and anxiety through personalized strategies and interventions can positively impact students' academic performance and overall well-being in higher education settings. Future research directions include validating assessment tools across diverse cultural contexts, exploring additional dimensions of test anxiety, and developing effective intervention programs to mitigate procrastination and anxiety among students pursuing higher education.

OBJECTIVES AND HYPOTHESES OF STUDY

Objectives

- To find out whether there are differences between procrastination and anxiety among the graduates and postgraduates in colleges.
- To find out if there are differences in the variables categorized on the basis of important socio-demographic measures.
- To find out the effect of demographic variables such as age, gender on procrastination and anxiety among the graduates and postgraduates in colleges.

Hypotheses

Based on the above objectives, the following hypotheses are formulated:

1. There is no significant relationship between procrastination and anxiety among graduates and postgraduates.
2. There is no significant gender difference in procrastination among graduate and postgraduate students.
3. There is no significant gender difference in anxiety among graduate and postgraduate students

RESEARCH METHODOLOGY

The research methodology employed in this study aimed to investigate the relationship between procrastination and anxiety among graduate and postgraduate students in higher education. A mixed-methods approach was utilized to gather comprehensive data and insights into the complex interplay between these psychological factors. The research design encompassed both quantitative surveys and qualitative interviews to provide a holistic understanding of the phenomenon under investigation.

The study population consisted of graduate and postgraduate students from diverse academic disciplines, selected through purposive sampling to ensure representation across various fields of study. Data collection commenced with the distribution of standardized questionnaires to assess levels of procrastination and anxiety among the participants. The questionnaires were adapted from validated instruments used in previous research studies to ensure reliability and validity of the data collected.

Quantitative data analysis involved statistical techniques such as correlation analysis, regression analysis, and descriptive statistics to examine the relationships between procrastination, anxiety, and demographic variables. The quantitative findings provided numerical insights into the prevalence of procrastination and anxiety among graduate and postgraduate students, as well as the factors influencing these psychological phenomena.

In addition to quantitative data collection, qualitative interviews were conducted with a subset of participants to gain in-depth insights into their lived experiences with procrastination and anxiety. The qualitative interviews aimed to capture the subjective perspectives of students, allowing for a nuanced understanding of the emotional and cognitive processes underlying procrastination and anxiety in the academic context.

Thematic analysis was employed to analyze the qualitative data, identifying recurring themes and patterns in the participants' narratives. By triangulating the quantitative and qualitative findings, the study aimed to provide a

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comprehensive and nuanced understanding of the relationship between procrastination and anxiety among graduate and postgraduate students.

Ethical considerations were paramount throughout the research process, with informed consent obtained from all participants and measures taken to ensure confidentiality and data protection. The research adhered to ethical guidelines and standards to safeguard the rights and well-being of the participants involved.

Overall, the research methodology employed in this study integrated quantitative and qualitative approaches to investigate the complex relationship between procrastination and anxiety among graduate and postgraduate students in higher education. By combining multiple data collection methods, the study aimed to provide a comprehensive and nuanced understanding of the psychological factors influencing students' academic experiences and well-being.

Data Analysis and Interpretation

Hypothesis 1: There is no significant relationship between procrastination and anxiety among graduates and postgraduates.

Pearson Product Moment Correlation analysis is used to find out the relationship between two variables. The correlation coefficient is valued in the field of education as the measure of relationship between test scores and other measures of performance. In the present study, the correlation analysis is used to find out the strength of the relationship between procrastination and anxiety among graduates and postgraduates

Table: 1 Correlation among test anxiety and procrastination of students.

Variables	N	Correlation	Significance
Anxiety	100	0.609**	**P<0.05
Procrastination			

Df=98, NS = Not significant, * sig at 0.05, ** sig at 0.01

The results showed that there are meaningful significant correlations found between the procrastination of students with the dimensions of anxiety. This finding is in line with the findings of Solomon & Rothblum (1984), Fatimah et al (2011), Yerdelen, McCaffrey & Klassen, (2016) who concluded that anxiety and procrastination are strongly correlated. They revealed that fear of failure in evaluative situations as a reason for procrastination and vice versa. Thus, the significant positive relationship of anxiety among students with their act of procrastination is logical.

Hypothesis 2: There is no significant gender difference in procrastination among graduate and postgraduate students

Table: 2 Mean Scores, S.D. and 't' Value in procrastination among graduate and postgraduate students

Procrastination	Gender	N	Mean	S.D	t-value	Level of Significance
	Male	50	42.95	11.48	3.76**	Significant
	Female	50	39.57	9.74		

Df=98, NS = Not significant, * sig at 0.05, ** sig at 0.01

In order to examine the sex difference on procrastination, an independent sample 't' test was performed and the results indicated that there exist significant difference between males and females ($t = 3.76, p < .01$) on the variable procrastination. When considering the mean scores of males, they tend to be higher (Mean= 42.95, Sd = 11.48) to that of female (Mean = 39.57, Sd =9.74). This may due to the reason that males do focus more on to other co-curricular activities when compared to females. A study by Stead, Shanahan, and Neufeld (2010) reported that age and sex are positively correlated to mental health, help-seeking and procrastination associated

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with poor mental health. Whereas, Hammer and Ferrari (2003) found that there is no significant difference between classes of working adults on age, gender and marital status although white-collar workers claimed higher levels of education than blue collar workers

Hypothesis 3: There is no significant gender difference in anxiety among graduate and postgraduate students.

Table: 3 Mean Scores, S.D. and 't' Value anxiety of anxiety levels between the male and female students

		N	Mean	S.D	t-value	Level of Significance
Anxiety	Male	50	12.29	3.61	3.50**	Significant
	Female	50	13.14	3.28		

Df = 158, *Significant at 5%, **Significant at 1%

The mean academic anxiety scores of female and male students are 13.14 and 12.29 along with SDs being 3.28 and 3.61 respectively. The value of t-ratio is found to be 3.50 which is significant at 0.01 level. This implies that female and male students differ significantly in their anxiety. Anxiety among females students is more than male students. The reason may be that females are more focused on academics and want to perform better than their peer group and their counterparts. Pressure is generally built by their parents to be better than others. Boys on the other hand, are not much focused on academics. Boys are more interested in games and sports. This result is also supported by studies done by Neelam and Attri (2013) and Yarata and Kasapaglu (2012).

CONCLUSION AND FURTHER SUGGESTIONS

The purpose of the study was to find out the procrastination behavior and anxiety of students. The study revealed that there is a significant interaction between sex and degree of study on procrastination, there are meaningful significant correlations found between the procrastination of students with the dimensions of anxiety.

There exist significant difference between males and females ($t = 3.76, p < .01$) on the variable procrastination. When considering the mean scores of males, they tend to be higher (Mean = 42.95, Sd = 11.48) to that of female (Mean = 39.57, Sd = 9.74). This may be due to the reason that males do focus more on to other co-curricular activities when compared to females.

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