



**RELATIONSHIP BETWEEN ACADEMIC PROCRASTINATION AND CAREER
ASPIRATION AMONG UNDERGRADUATE STUDENTS: A STUDY**

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Abstract: *The present study is an attempt to study the relationship between Academic Procrastination and Career Aspiration among undergraduate students. Sample for the study consisted of 200 undergraduate students from CMP PG College and RBS Degree college, Prayagraj, U.P. Academic Procrastination Scale (2018) developed by S. Gupta and L. Bashir and self-constructed Career Aspiration Scale were used as tools for the study. Product moment coefficient of correlation have been computed for the analysis of the data. The findings of the present study revealed that Academic Procrastination is negatively related to Career Aspiration among undergraduate students; Academic Procrastination is negatively related to Career Aspiration among male and female undergraduate students; Academic Procrastination is negatively related to Career Aspiration among urban and rural undergraduate students; and Academic Procrastination is negatively related to Career Aspiration among Arts, Science and Commerce undergraduate students.*

Keywords: Academic Procrastination; Career Aspiration; Undergraduate Students

Introduction: Procrastination is well known to be common in academic settings. Procrastinators took longer to start crucial assignments, according to a study done by Klassen et al. (2008). They were also less secure in their abilities to control their own learning, which resulted in poorer class grades and low point average. A number of studies (Cao, 2012; Perrin et al. 2011) have looked into college students' procrastination habits. Students reported procrastinating on writing a term paper (46.0%), studying for tests (27.6%), and reading weekly assignments (30.1%) in research conducted by Solomon and Rothblum (1984). Academic Procrastination is the term used to describe such delays in the academic setting. The terms "student procrastination" and "academic procrastination" have been used interchangeably. Previous studies have looked into the role of gender in procrastination. Ozer et al. (2009) discovered a significant gender difference in procrastination with men postponing more than women. James and Steel (2007) tracked evidence of procrastination until 800 BC while Hammer and Ferrari (2002), on the contrary estimated that up to 20% of adults chronically procrastinated their daily work, while college students have at least 70 - 95% of problematic academic procrastination. (Ellis & Knaus, 1977; Steel, 2007), estimated chronic or severe procrastination of college students ranges from 20% to 30% (Ferrari, Hohanson & McCown, 1995; McCown & Johnson, 1991; Solomon & Rothblum, 1984). Procrastination is also introduced as 'Tomorrow Syndrome', (Knaus, 2002). Procrastination is also defined as a self-regulation style that delays initiating or terminating a task (Ferrai & Tice, 2000) or an act that tends to delay or avoid deciding to achieve a goal (Lay, 1986; Levy, 2010). These definitions state that the most supreme feature of procrastination is an assignment that is not completed within a certain time frame when there is sufficient time to do so. Furthermore, according to these definitions, procrastination is a multiplex procedure that comprises affective, cognitive and psychomotor components (Rothblum, Solomon and Murakami, 1986). It



demonstrates that procrastination is very habitual that it has received a lot of attention from researchers (Moonaghi, Baloochi, & Beydokhti, 2017). Academic Procrastination is one of the most recurrent forms of procrastination. Barratt conducted a study to investigate students' encounter with procrastinating and it was concluded that people engage in this behaviour to avoid criticism. Although it is not always a problem, procrastination is frequently linked to negative and irreversible outcomes by delaying development and not achieving goals. Various researches on the impact of procrastination have produced conflicting results. Its unfavorable impacts on education and advancement as well as academic achievement have been noted by certain researchers. Some even claimed that procrastination improves academic performance. Strategic delay is explicable as the optional postponement of a planned, essential and/ or personally significant activity in which the long-term benefits is expected to supersede the short-term costs. When analyzing individuals in different study environments, in different study situations and at different periods, procrastination and strategic delay might be strongly entwined from the perspective of individual students. As a result, in order to gain a better understanding of individuals delaying behaviour, it is necessary as Klingsieck (2013) recommends, to broaden the scope of procrastination research beyond a single setting and to include longer time periods and multiple situations. Furthermore, as Grunschel, Partzek, and Fries (2013) point out, it is critical to consider the entire procrastination process from its causes and settings to actual procrastinating behaviour and its repercussions, when studying the classification of procrastination. Procrastination also has been linked to mental illness. Overall deferring chores and task has a detrimental impact on peoples both their physical and mental wellbeing, as well as capacity to fulfill their aims. According to psychologists' research, Academic Procrastination is linked to a variety of personality and behavior traits.

The goal of career aspiration is to assess an individual's internal behavior. Adolescents play a prominent part in the majority of psychological investigations. They are the most affected and experience the most obstacles when compared to other age groups. Aspiration, like other psychological phenomena, influences behavior to a considerable amount. It is imperative that adequate assistance and counseling be provided in order to modify factors and aspects that influence vocational choices and the decision-making process. Ambition provides internal satisfaction as well as higher incomes in adulthood. Aspirations of teenagers can also assist them achieve a higher social standing later in life. Adolescents may experience dissatisfaction, worry, and sadness as a result of mismatched career operations. Both the family and the school have an equal role to play in supporting pupils in choosing the most acceptable and competent career path. Brien (2001) defined "Career Aspirations are a desire to pursue higher education after high schools, such as a four-year college; two-year College or a vocational school in order to increase career possibilities". According to Yun and Min (2015) "Career Aspiration is the desire to achieve success by fulfilling career related goals". Sachein (1975) proposed a career anchor theory, claiming that people have a variety of job interests. A set of self-perceptions, incorporating personal goals and objectives, talents, skills, and necessities values, that is gained in the innate an individual's side is known as Career Aspiration. It also gives a purpose to make decisions that will help them achieve their ideal self-image. Technical and functional ability, managerial capacity, security, sense of service, pure challenge, life style, integration and entrepreneurial competence are eight job preferences found by Sachien that guide people's professional desires. Sachien (1987) continues explain the inclusion of a huge range of career



interests within an individual in relation to Career Aspiration. Numerous studies pertaining relationship between Academic Procrastination and Career Aspiration among students as, Upali, et al, (2022) examine to compare the degree of Academic Procrastination between students who lived with their families and those who do not. The degree of Academic Procrastination and gender, between students who lived with family members and student who lived away from family members were thought to differ significantly. Online form submission was utilized to gather the data, which was analyzed. The findings demonstrate that while gender was perceived to have a substantial impact on academic procrastination, but living situation does not significantly affect it. Furthermore, there is no evidence of a gender and living status interaction impact. According to the study, gender has a substantial influence on the degree of academic laziness, but living status does not. There was also no evidence of an interaction effect living status and gender. These results imply that students who are male are almost certain to procrastinate, receive lower grades and be unsatisfied with their academic experience. Nakul and Ashutosh (2022) The purpose of this review article is to better understand the effect of gender, location, and school type in students' career aspirations. The researcher reviewed research papers systematically, the majority of the papers reviewed show that gender, location, and school type all play an important role in career aspiration. The school environment provides a solid foundation for selecting a suitable interest and aptitude appropriate career. This is an urgent need to comprehend the complexities and significance of career planning and aspiration, because misaligned career operation can lead to other psychosocial issues such as depression, stress, anxiety and frustration in adolescents. Thus, the present study is aimed an investigating the relationship between Academic Procrastination and Career Aspiration among undergraduate students.

Objectives of the study: The present study has been conducted to achieve the following objectives:

1. To find out the relationship between Academic Procrastination and Career Aspiration among undergraduate students.
2. To find out the relationship between Academic Procrastination and Career Aspiration among male and female undergraduate students.
3. To find out the relationship between Academic Procrastination and Career Aspiration among Urban and Rural undergraduate students.
4. To find out the relationship between Academic Procrastination and Career Aspiration among Arts, Science and Commerce undergraduate students.

Hypotheses of the study: To achieve the above-mentioned objectives, the following hypotheses were formulated and tested:

1. There is no significant relationship between Academic Procrastination and Career Aspiration among undergraduate students.
2. There is no significant relationship between Academic Procrastination and Career



Aspiration of male and female undergraduate students.

3. There is no significant relationship between Academic Procrastination and Career Aspiration among Urban and Rural undergraduate students.
4. There is no significant relationship between Academic Procrastination and Career Aspiration among Arts, Science and Commerce undergraduate students.

Methodology: Descriptive method of survey research has been employed in the present study. Sample for the study consisted of 200 undergraduate students from CMP PG College and RBS Degree college, Prayagraj, U.P. Academic Procrastination Scale (2018) developed by S. Gupta and L. Bashir and self-constructed Career Aspiration Scale were used as tools for the study. Product moment coefficient of correlation have been computed for the analysis of the data.

Result and Discussion:

Table No. 1
Value of coefficient of correlation between Academic Procrastination and Career Aspiration among undergraduate students.

Variable	N	r
Academic Procrastination and Career Aspiration	200	-0.184*

*Significant at .01 level.

Observation of table 1 reveals that the value of coefficient of correlation between Academic Procrastination and Career Aspiration among undergraduate students is (-0.184), which is significant at .01 level, thus, the corresponding null hypothesis 'There is no significant relationship between Academic Procrastination and Career Aspiration among undergraduate students' is rejected and it can be inferred that Academic Procrastination is negatively related to Career Aspiration among undergraduate students. This may be due to the reason that if students are academically will not be good whereas academically advanced students will be more aspirational. It is also supported by the findings of Jose (2023).

Table No. 2
Value of coefficient of correlation between Academic Procrastination and Career Aspiration among male and female undergraduate students.

Variable	Gender	N	r
Academic Procrastination and Career Aspiration	Male	106	-0.262*
	Female	94	-0.274*



*Significant at .01 level.

Observation of table 2 reveals that the value of coefficient of correlation between Academic Procrastination and Career Aspiration among male and female undergraduate students is (-0.262 and -0.274) respectively, which is significant at .01 level, thus, the corresponding null hypothesis ‘There is no significant relationship between Academic Procrastination and Career Aspiration among male and female undergraduate students’ is rejected and it can be inferred that Academic Procrastination is negatively related to Career Aspiration among male and female undergraduate students. This may be due to the reason that if the boys and girls are active at the academic level then they will have more responsibility towards their career, whereas if they are not active then it will not necessarily be good even at the career -aspiration level. It is also supported by the findings of Jose (2023).

Table No. 3
Value of coefficient of correlation between Academic Procrastination and Career Aspiration among Urban and Rural undergraduate students.

Variable	Area	N	r
Academic Procrastination and Career Aspiration	Urban	96	-0.266*
	Rural	104	-0.284*

*Significant at .01 level.

Observation of table 3 reveals that the value of coefficient of correlation between Academic Procrastination and Career Aspiration among urban and rural undergraduate students is (-0.266 and -0.284) respectively, which is significant at .01 level, thus, the corresponding null hypothesis ‘There is no significant relationship between Academic Procrastination and Career Aspiration among urban and rural undergraduate students’ is rejected and it can be inferred that Academic Procrastination is negatively related to Career Aspiration among urban and rural undergraduate students. This may be due to the reason that if the rural and urban students keep themselves active at the educational level, then their educational aspiration level can also increase because such students are worried about their future. It is also supported by the findings of Jose (2023).

Table No.4
Value of coefficient of correlation between Academic Procrastination and Career Aspiration among Arts, Science and Commerce undergraduate students.

Variable	Stream	N	r
Academic Procrastination and Career Aspiration	Arts	76	-0.286*
	Science	68	-0.302*
	Commerce	56	-0.347*



*Significant at .01 level.

Observation of table 4 reveals that the value of coefficient of correlation between Academic Procrastination and Career Aspiration among Arts, Science and Commerce undergraduate students is (-0.286; -0.302 and -0.347) respectively, which is significant at .01 level, thus, the corresponding null hypothesis 'There is no significant relationship between Academic Procrastination and Career Aspiration among Arts, Science and Commerce undergraduate students' is rejected and it can be inferred that Academic Procrastination is negatively related to Career Aspiration among Arts, Science and Commerce undergraduate students. This may be due to the reason that if the arts, science and commerce stream students are active at the academic work then they will have good aspiration and more responsibility towards their future aspiration. It is also supported by the findings of Jose (2023).

Conclusion: The findings of the present investigation revealed that Academic Procrastination is negatively related to Career Aspiration among undergraduate students; Academic Procrastination is negatively related to Career Aspiration among male and female undergraduate students; Academic Procrastination is negatively related to Career Aspiration among urban and rural undergraduate students; and Academic Procrastination is negatively related to Career Aspiration among Arts, Science and Commerce undergraduate students. In the light of these findings, it is clear that fear of failure is one of the key causes of Academic Procrastination along with laziness, reduced sense of responsibility, and failure in time management. Perfectionism, anxiety and avoidance have a huge impact on developing this behavior. Moreover, individuals' unrealistic expectations regarding themselves and their performances, and their distorted beliefs substantially increase Academic Procrastination.

Educational Implications: In present scenario, where information is rapidly spreading and technological developments take place in at a very short note, different types of obstacles that make it difficult for individuals to keep up with this speed constitute a big problem. Individual's productivity and success can be possible only with the ability to keep up with the information, production and distribution. One of the problems that affect both academic and private lives of individuals, and that which inhibits individuals to proceed with present day speed is procrastination. It would be hard to think of any person, regardless of their social role, age, and gender, who does not procrastinate his/her task and responsibilities. Some people procrastinate in specific areas of life, while some people show this behavior in all aspects of their lives; making procrastination a habit. Although individuals feel comfortable by putting off the tasks, assignments, responsibilities and these procrastinated tasks get back to individuals as anxiety, feeling of inadequacy and remorse. As procrastination is a very wide concept, there are a lot of explanations which are obtained by different theoretical approaches and research outcomes. According to Aydoğan and Özbay (2012), the habit procrastination is a method that individuals use to protect their self-esteem. When individuals are scared of being unsuccessful, may prefer to exhibit procrastination to prevent any damage to their self-esteem. Continuous assessments to be part of curriculum as it will keep away the laziness and lethargy of students and focus them to work on a regular basis. Teachers' ought to act as agents of change in the lives of their students. Parents play a great role in moldings the lives of their children. So parental involvement is a must in the Career Aspiration of the students. Rural area students need more attention and care from the teachers and more facilities to be provided to them, so that they can profit from it. Urban students should be conscious of the privileges they have and should utilize them to the maximum. Academic Procrastination may be decreased if educational administrators create interventions to aid students in



achieving the proper level of Self- efficacy.

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