A Correlational Study Between Academic Procrastination and Learning Styles of Secondary School Students of District Kulgam of Jammu and Kashmir

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Abstract

This descriptive study, titled A Correlational Study Between Academic Procrastination and Learning Styles of Secondary School Students of District Kulgam of Jammu and Kashmir, aimed to explore the relationship between students' tendencies toward procrastination and their preferred learning styles. A total of 100 students were randomly selected from different secondary schools in Kulgam district as the sample. Data were collected using standardized tools and analyzed through percentage analysis, t-test, and correlational analysis. The results indicated that there was no significant correlation between the mean scores of academic procrastination and learning styles of the students. Furthermore, the study found no significant differences in academic procrastination or learning styles with respect to gender. These findings suggest that procrastination and learning styles function independently among secondary school students in this context, with minimal influence of gender on either factor.

Keywords: Academic Procrastination, Learning Style, Random, Descriptive.

Introduction

Education plays a crucial role in shaping an individual's intellectual and personal development. However, students often exhibit varying learning behaviors that impact their academic success. Among these behaviors, academic procrastination is a prevalent issue affecting students at different educational levels [1-2]. It refers to the tendency of delaying academic tasks despite knowing the potential negative consequences. Procrastination can result in lower academic performance, increased stress, and reduced learning efficiency.On the other hand, learning styles represent the preferred ways in which student's process, retain, and apply information. These styles can be broadly classified into visual, auditory, kinesthetic, or a combination of these, and they significantly influence how students engage with academic content. Understanding the relationship between academic procrastination and learning styles is essential for educators, as it can provide insights into students' academic behaviors and help develop strategies to enhance their learning experiences [3-4].The current study aimed to explore the correlation between academic procrastination and learning styles among secondary school students of District Kulgam, Jammu and Kashmir. By identifying patterns and associations between these two variables, the study seeks to contribute to the growing body of educational research and offer practical implications for teachers, parents, and students in fostering effective learning habits [5-6].

Need of the study

Academic success is influenced by various cognitive, emotional, and behavioral factors, among which academic procrastination and learning styles play a significant role. Procrastination, the tendency to delay academic tasks, has been widely recognized as a major obstacle to student performance, leading to stress, anxiety, and lower achievement. On the other hand, learning styles determine how students prefer to process and retain information, affecting their engagement and understanding of academic content [7-8]. Despite their individual importance, the relationship between these two factors remains an area that requires deeper exploration, particularly in the context of secondary school students.In the District Kulgam of Jammu and Kashmir, students face various academic challenges, including time management issues, learning difficulties, and motivational barriers. Understanding how different learning styles correlate with academic procrastination can provide valuable insights into student behavior and help educators develop targeted interventions to improve learning outcomes.

The need for this study arises from the following key considerations:

1. Impact on Academic Achievement – Procrastination negatively affects students' academic performance. Identifying whether certain learning styles are more prone to procrastination can help in designing tailored strategies for improvement.

2. Enhancing Teaching and Learning Practices – Understanding the link between procrastination and learning styles will help educators adopt instructional methods that cater to students' learning preferences while minimizing procrastination tendencies.

3. Psychological and Behavioral Aspects – Procrastination is often linked to stress, anxiety, and low self-confidence. Exploring how learning styles influence procrastination can help in developing psychological and behavioral support strategies for students.

4. Context-Specific Understanding – Research on procrastination and learning styles has been conducted in various educational settings, but limited studies focus on secondary school students in District Kulgam. A localized study will provide region-specific insights that can inform school policies and interventions.

5. Improving Student Time Management and Self-Regulation – If certain learning styles are more prone to procrastination, students can be guided on how to adopt more effective study habits and self-regulation techniques.

6. Contribution to Educational Research – This study will contribute to the growing body of research on procrastination and learning styles, particularly in the Indian and Kashmiri educational contexts, helping researchers and educators refine their approaches to student learning.

The correlation between academic procrastination and learning styles among secondary school students in District Kulgam, this study aimed to bridge gaps in understanding and provides meaningful recommendations for both students and educators [9-10]. The findings can be instrumental in fostering more effective learning habits, reducing procrastination tendencies, and ultimately enhancing academic success.

The present study, titled *A Correlational Study Between Academic Procrastination and Learning Styles of Secondary School Students of District Kulgam of Jammu and Kashmir*, was designed to examine the patterns of procrastination and learning preferences among adolescents in this region. Specifically, the study aimed to assess the level of academic procrastination among male and female students, explore the relationship between procrastination and different learning styles, and determine whether significant gender-based differences exist in mean scores of both academic procrastination and learning styles [11-12]. Through these objectives, the research sought to provide a clearer understanding of how learning behaviors and procrastination tendencies interact and whether gender plays a defining role in shaping these factors among secondary school students in Kulgam.

Hypotheses of the Study
The study was guided by the following hypotheses: first, that there would be no significant relationship between academic procrastination and learning styles among secondary school students of District Kulgam, Jammu and Kashmir; second, that no significant difference would exist in the mean scores of academic procrastinations between male and female students; and third, that no significant difference would be found in the mean scores of learning styles between male and female students.

Operational definitions of the terms used In the present study, academic procrastination refers to the scores obtained by the sample subjects on the *Academic Procrastination Scale* developed by Kalia and Yadav, while learning style refers to the scores obtained by the sample subjects on the *Learning Style Scale* developed by Kaur and Kaur. The term secondary school students refers to students studying in classes 9th to 12th in face-to-face mode in various secondary schools of district Kulgam, Jammu and Kashmir, during the year 2024.

Delimitations of the Study
The present study was delimited to secondary schools situated in District Kulgam and was restricted to a sample of 100 secondary school students only.

Methodology of the study
The present study employed a detailed and systematic procedure to achieve its objectives, as outlined below:

Design of the Study
A descriptive research method, specifically the survey design, was adopted for the study to accomplish the stated objectives.

Population of the Study
The population comprised all secondary school students of District Kulgam, Jammu and Kashmir, who were enrolled in classes 9th to 12th during the academic year 2024.

Sample
The sample consisted of 100 secondary school students, including 50 male and 50 female students, selected through a simple random sampling technique (chit method). The sample was drawn from 10 schools, which were chosen through convenience sampling. The distribution of the sample across schools is presented in the table below.

S.No.	Name of the School	Sample Chosen
01	Simanania Public School Kulgam	10
02	GHSS Kulgam	10
03	Decent Public High School Kulgam	10
04	GHSS Kelam	10
05	Sheikhul Aalam Public School	10
06	Montessoti Public School Khudwani	10
07	DPS Kulgam	10
08	GHS Qaimoh	10
09	GHSS Brazloo	10
10	GHSS Damhal Hanjipora	10
	Total	100

Sample Chosen
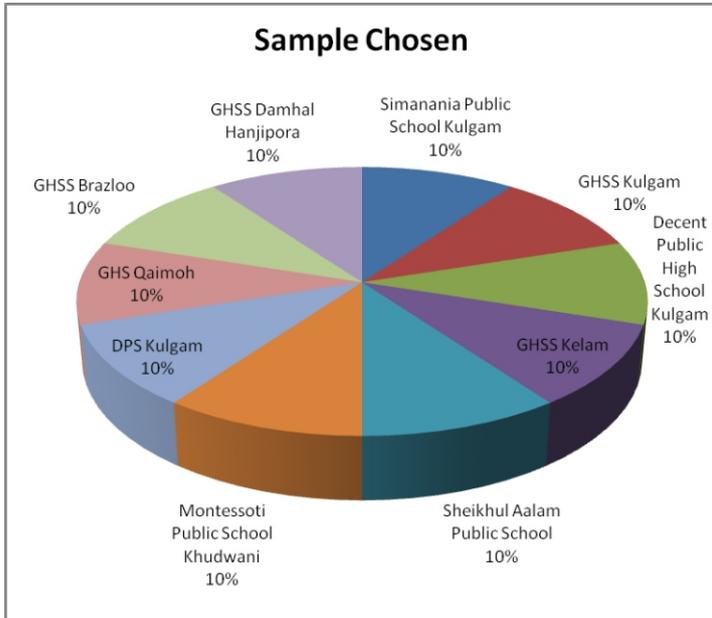
Tools for the present study
In accordance with the objectives of the study, the following standardized tools were employed:
1. *Academic Procrastination Scale* developed by Kalia and Yadav.
2. *Learning Style Scale* developed by Kaur and Kaur.

Description of the Tools
The tools used in the present investigation were standardized instruments. The *Academic Procrastination Scale* developed by Kalia and Yadav comprises 25 items in total. The scoring pattern of this scale is as follows in the table. The *Learning Style Scale* developed by Kaur and Kaur was also administered to assess the learning styles of the selected sample.

Category	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

The Learning Style Scale consists of 92 items in total. The scoring pattern of the scale is;

Category	Always	Sometimes	Never
Positive	3	2	1
Negative	1	2	3

Procedure of data collection
The data for the present study was personally collected by the researcher from secondary school students of 10 selected schools in District Kulgam. Prior permission was obtained from the principals of the respective schools before administering the tools. Data collection was carried out during the months of March, April, and May 2024 on different days. At the time of administration, the researcher introduced herself to the students, explained the objectives of the study, and provided necessary instructions regarding the tools [13-14]. The students were assured that their responses would be kept strictly confidential and used solely for research purposes.

Data analysis
The data collected for the present study were analyzed using percentages, the *t*-test, and correlational analysis.

Data analysis, interpretation, and findings of the study
First Objective of the Study
The first objective of the study was *"to examine the level of academic procrastination among male and female secondary school students of District Kulgam, Jammu and Kashmir."*

The data pertaining to this objective were analyzed using percentage analysis, and the results are presented in Table 1.1 below.

Table 1.1 shows the Norms for Interpretation and Classification of Raw Scores for all Dimensions

Range of Academic Procrastination Score	Interpretation (Category)	Male	Female
68 and Above	High Academic Procrastination	22	19
29-65	Moderate Academic Procrastination	26	25
Up to 28	Low Academic Procrastination	02	06

From Table 1.1, it is evident that among male secondary school students of District Kulgam, 22 students exhibited high academic procrastination, 26 students exhibited moderate academic procrastination, and only 2 students exhibited low academic procrastination. In comparison, among female secondary school students, 19 students exhibited high academic procrastination, 25 students exhibited moderate academic procrastination, and 6 students exhibited low academic procrastination.

Second Objective of the Study
The second objective of the study was *"to examine the relationship between academic procrastination and learning styles of secondary school students of District Kulgam, Jammu and Kashmir."* The data related to this objective were analyzed using Pearson's coefficient of correlation, and the results are presented in Table 1.2 below.

Table 1.2 Shows the statistics related to Correlation between Academic Procrastination and Learning Styles

Correlations		Academic Procrastination	Learning Style
Academic Procrastination	Pearson Correlation	1	.091
	Sig. (2-tailed)		.368
	N	100	100
Learning Style	Pearson Correlation	.091	1
	Sig. (2-tailed)	.368	
	N	100	100

From Table 1.2, it can be observed that the coefficient of correlation (*r*) between the mean scores of academic procrastinations and learning style is 0.091. The corresponding *p*-value (0.368) is greater than 0.05, indicating that the relationship is statistically insignificant. This suggests that there is no significant correlation between academic procrastination and learning style among secondary school students of District Kulgam [15-16]. Hence, the null hypothesis stating that "there is no significant correlation between mean scores of academic procrastinations and mean scores of learning style" is accepted.

Third Objective of the Study
The third objective of the study was *"to examine the differences in mean scores of academic procrastinations among secondary school students of District Kulgam with respect to their gender."* The data pertaining to this objective were analyzed using the *t*-test, and the results are presented in Table 1.3 below.

Table 1.3 shows different values of independent sample t-tests between male and female high school students towards academic procrastination

Gender	N	t-value	Df	Sig.(2-tailed)	Level of Significance
Male	50	.771	98	.442	Not Significant at 0.05 level
Female	50				

From Table 1.3, it is evident that the calculated *t*-value is 0.771 with degrees of freedom (df) = 98, and the two-tailed significance value is 0.442, which is greater than the 0.05 level of significance. Hence, the result is not statistically significant at the 0.05 level.