

## DECLARATION

I hereby declare that the dissertation entitled “**Academic Procrastination among Adolescents in relation to Peer Pressure**” submitted in partial fulfillment of the requirement for the award of the degree of M.Ed. is entirely my original work and all ideas and references have been duly acknowledged. It does not contain any work for the any degree or diploma from any educational institution/university.

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## CERTIFICATE

This is to certify that Rajan Kumar Prasad has completed M.ED. Dissertation titled “**Academic Procrastination among Adolescents in relation to Peer Pressure**” under my guidance and supervision. To the best of my knowledge, the present work is the result of his original investigation. No part of the dissertation has ever has been submitted for any other degree or degree or diploma.

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Date:

Rajan Kumar Prasad

## ABSTRACT

*The present study was conducted to investigate into academic procrastination among adolescents in relation to peer pressure. Descriptive survey method was used in this study to obtain pertinent and precise information. The objectives of the study were to find out the difference in Academic procrastination among Male and Female adolescents; to find out the difference in peer pressure among male and female adolescents and explore the relationship between Academic procrastination and peer pressure among adolescents. The sample of present consisted of 282 adolescents. 282 adolescents were divided into 150 female and 132 male adolescents from Jalandhar and Kapurthala districts of Punjab. Schools were randomly selected from Jalandhar and Kapurthala districts. In this study, two standardized scale were administered. For collection of data the investigator used Academic procrastination scale which was developed by A.K. Kalia and Manju Yadav and Peer Pressure Scale developed by Sunil Saini and Sandeep Singh. The collected data was analyzed by using t-test and coefficient of correlation and results were interpreted. Bar graph was used as graphical technique. The results of the study revealed that gender does not play any significant role in determining academic procrastination among adolescents, gender play significant role in determining peer pressure among adolescents and relationship between academic procrastination and peer pressure among adolescents is not significant.*

**Keywords:** *Academic Procrastination, Peer Pressure*

## TABLE OF CONTENTS

DESCRIPTION	PAGE NO.
DECLARATION	I
CERTIFICATE	II
ACKNOWLEDGEMENT	III
ABSTRACT	IV
TABLE OF CONTENTS	V
LIST OF TABLES	VII
LIST OF FIGURES	VIII
LIST OF GRAPH	VIII
APPENDICES	IX

CHAPTER NO.	DESCRIPTION	PAGE NO.
<b>Chapter-I</b>	<b>Introduction Of The Problem</b>	<b>1-15</b>
1.1	Theoretical Orientation of The Problem	1
1.2	Significance of The Problem	13
1.3	Statement of The Problem	14
1.4	Operational Definition	14
1.5	Objective of The Study	14
1.6	Hypotheses of The Study	15
1.7	Delimitations of The Study	15
<b>CHAPTER-II</b>	<b>Methodology</b>	<b>16-24</b>
2.1	Research Method	16
2.2	Sampling	16
2.3	Tools	18
2.3.1	Academic Procrastination Scale	18
2.3.1.1	Description of Academic Procrastination Scale	18
2.3.1.2	Validity	18

2.3.1.3	Reliability	19
2.3.1.4	Scoring	19
2.3.2	Peer Pressure Scale	20
2.3.2.1	Description of Peer Pressure Scale	20
2.3.2.2	Validity	20
2.3.2.3	Reliability	22
2.3.2.4	Item Analysis	23
2.3.2.5	Administration	23
2.3.2.6	Scoring Procedure	23
2.4	Procedure of Data Collection	24
2.5	Statistical Techniques	24
<b>CHAPTER –III</b>	<b>Analysis And Interpretation</b>	<b>25-29</b>
3.1	Results Pertaining To Difference In Academic Procrastination Among Male And Female Adolescents.	25
3.2	Results Pertaining To Difference In Peer Pressure Among Male And Female Adolescents.	27
3.3	Results Pertaining To Relationship Between Academic Procrastination And Peer Pressure Among Adolescents.	29
<b>CHAPTER- IV</b>	<b>Conclusion, Recommendation, Suggestions And Limitations</b>	<b>30-32</b>
4.1	Conclusions	30
4.2	Recommendations	31
4.3	Limitation of The Study	31
4.4	Suggestions Further of Study	31

**Bibliography.**

**Appendices.**

## LIST OF TABLES

<b>Table no.</b>	<b>Description</b>	<b>Page no.</b>
2.1	List of School	17
2.2	Academic Procrastination Dimensions	18
2.3	Reliability of Academic Procrastination	19
2.4	Scoring Method of Responses	19
2.5	Positive And Negative Items	20
3.1	Showing Means Scores, SD, T-Value of Academic Procrastination Among Male And Female Adolescents.	26
3.2	Showing Means Scores, SD, T-Value of Peer Pressure Among Male And Female Adolescents.	27
3.3	Showing Co-Efficient of Correlation Between Academic Procrastination	29

### LIST OF FIGURE

<b>Sr. no.</b>	<b>Description</b>	<b>Page no.</b>
2.2	Showing Distribution of Sample.	17

### LIST OF GRAPH

<b>Sr. no.</b>	<b>Description</b>	<b>Page no.</b>
3.1	Showing Mean And S.D Value of Male And Female Adolescents Regarding Academic Procrastination	26
3.2	Showing Mean And S.D Value of Male And Female Adolescents Regarding Peer Pressure.	27



## **Appendices.**

- Academic Procrastination Scale (APS–KAYM) Hindi. (New) by A. K. Kalia and Manju Yadav (2013)
- Peer Pressure Scale by Sunil Saini and Sandeep Singh (2010)

## CHAPTER-I

### 1.1 Theoretical Orientation of the Problem

The word 'Adolescence' is derived from Latin word from "adolesecere" that means "to grow up" or "to mature". This is the age of developmental stage of transition from childhood to early adulthood. Adolescence starts at 11 years and it ends at the age of 19. In this stage adolescence begins with rapid physical changes and pursuit of independence and identity are prominent thoughts turn more logical, abstract, and idealistic, In this phase of life Adolescence is that period of years during which girls and boys move from childhood to adulthood mentally, emotionally, socially and physically.

Adolescence is a period of storm and stress, In this stage lot of problem crops up as 21<sup>st</sup> century is full of competition and many students face lots of problem in current educational setup. There are many problems which are prevailing in under developed countries. As India is especially underdeveloped country so majority of students are in facing financial problem and unable to manage their basic needs. Some of students are facing guidance problem. Guidance is that large processes in which respondents discover and develop own education, vocation, and psychological potentialities and thereby achieve an optimal level of personal happiness and social usefulness. Similarly lots of people in India are illiterate and unable to guide their children in right time.

Another problem is language barrier because India is the full of diversity and many languages are spoken in India. India has 22 official languages and the total number of mother tongues spoken in India is 1652. Language difficulties are cited as the most critical issues in Indian education system.

Another problem which very serious nowadays is teacher's insincerity. There exists lots of communication gap between students and teachers. Due to this gap, neither the teachers nor the parents are able to understand the students need; resultantly students enforce upon them their wishes. Generally there is communication gap, mistrust, lack of congenial relationship, and educational context unhealthy environment in present educational context.

In this modern age, students are facing lots psychological problems like feelings of frustration, anger, drug-related problems, poor impulse control, sadness and shame etc. It leads to development of psychological difficulties such as anxiety, depression, or low self-esteem, fatigue or chronic fatigue, headache and learning disabilities. Some time students are facing problem that is frequent change of teachers which leaves no room for the development of mutual understanding and respect for each other. The moment they start to understand each other, the teacher is changed.

Apart from all these problems, there is one more problem in education system especially on the part of student i.e. the habit of procrastination. Procrastination is one of greatest problem which basically means being slow or late about doing something that should be done. It means to delay to put off, prolong, defer doing something until a later time because respondent or subject does not want to do it, as respondent or subject is lazy. The word procrastination is derived from Latin word 'procrastinates' that means to put off, prolong, defer and stall students their work. The term procrastination is combination of two words. "pro" that means "forward" and "crastinus" means "tomorrow.

## **Procrastination**

Procrastination refers to putting off works which must be completed to a later time or delaying affairs or tendency of avoiding making a task and decision.

Procrastination is the avoidance of doing a task which needs to be accomplished. It is a practice of doing more pleasurable things in place of less pleasurable ones, or carrying out less urgent tasks instead of more urgent ones, thus putting off impending tasks to a later time. Sometimes, procrastination takes place until the "last minute" before deadline. Procrastination can lead to feelings of guilt, inadequacy, depression and self-doubt. Procrastination typically involves delaying to start of task until one experience distress about not performing the activity earlier.

Such individuals have the factor of procrastination that is the tendency of making excuses while working. They make excuses for not to do the work. They avoid doing the tasks because they don't have curiosity to do things in general or specific manner.

## **Academic Procrastination**

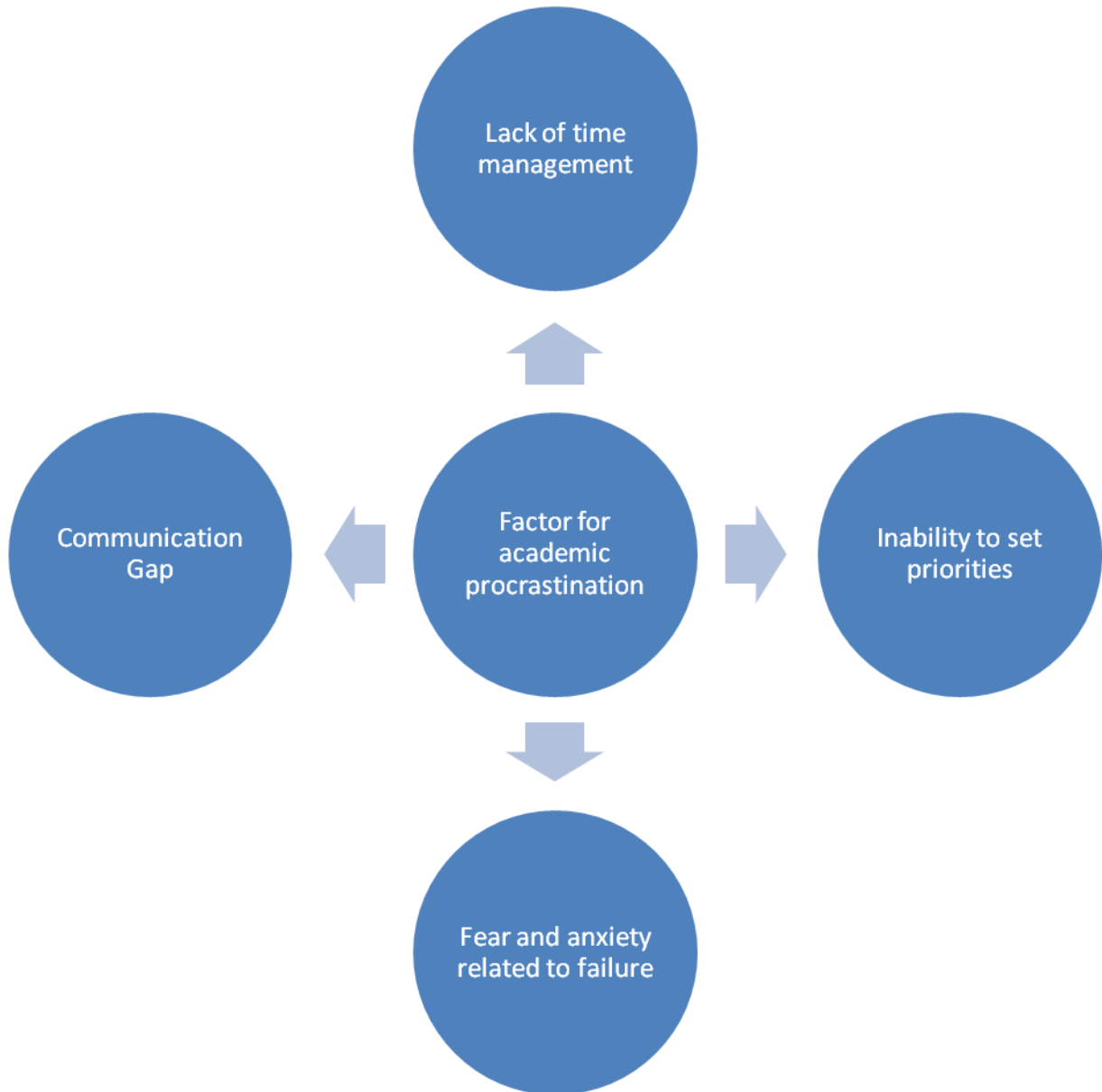
Academic procrastination refers to a common characteristic of making delay in completion of academic tasks which are given to the students by their teachers such as assignments, term papers, preparation for class test or exams. It usually happens due to improper time management, lack of sincerity, willingness and lack of motivation.

Academic procrastination is a particular form of procrastination that occurs in the academic situation. It involves knowing that one needs to carry out an academic task or undertake an academic activity, such as writing assignments, studying for examinations, finishing a school-related project, task or undertaking the weekly reading assignments, but for reason or another, failing to motivate oneself to do so within the expected time.

Students frequently procrastinate with regard to starting an assignment, and occasionally do miss the assignment time limit. Even if they meet the deadline, they are unable to dedicate enough time to develop the excellence of the assignment.

Society generally does not consider procrastination as a problem even though research revealed that at least twenty percent of people classify themselves as such (Marano, 2003). There are three identified types of procrastination behaviors. First one are arousal procrastinators who do so for the thrill or working at the last moment to complete a project or tasks. Avoiders are another type, who avoids either work due to fear of failure or out of the fear of success. The last type, are decisional procrastinators, who avoid the task by not making a decision. It relieves them of the responsibility of the outcome. Academic procrastinators also underestimate the time it takes to complete a project and believe that working ultimately will make them more creative, which they typically are not. Respondents who procrastinate have also claimed that their procrastination has significant impact on their scholastic standing, ability to comprehend class material and the overall quality of their lives.

**There are many factors responsible for the development of academic procrastination.**





Procrastinators are unable to manage their time wisely, due to being unaware of their priorities, objectives and goals. There is also a mood that overwhelms one when doing a certain task. It results in postponing doing homework or assignment for a certain date mentioned, while focusing on unproductive activities. So lack of time management is a major cause of academic procrastination. Procrastination is the result of interaction of behavioral, cognitive and affective components as Solomon and Rothblum (1984) conducted a study to find the relationship between academic procrastination frequency and cognitive-behavioral correlates. These results indicated that procrastination is not only a deficit in study habits or time management, but involves a

complex interaction of behavioral, cognitive, and affective components. Inability to set priorities is one of the most important causes of procrastination. Respondent do not do something because of don't have time to do so. If these statements feel true for respondent, then it is important to examine and reorganize their priorities, both in terms of task/event and time in relation to them. So that respondent needs to set their prioritizing and commitments.

Procrastination is affected by self efficacy as Klassen et al. (2007) studied that academic procrastination of undergraduate's low self efficacy to self-regulate predicts higher level of procrastination. Results revealed that although other self-variables are related to procrastination, self-efficacy for self-regulation is most predictive of procrastination tendencies. Fear and anxiety also causes procrastination. An individual in this category would spend more time worrying about forthcoming tests and projects rather than planing for it and completing it. There is a connection between procrastination and self oriented perfectionism as Mahammad et al., (2007) studied that academic procrastination- the role of positive and negative self-oriented perfectionism in terms of gender, specialty and grade. Results reveal that there was a positive correlation between academic procrastination and positive self-oriented perfectionism, while no significant correlation was determined between academic procrastination and negative self-oriented perfectionism.

There exist lots of communication gap between students and teachers nowadays. Due to this gap neither the teachers nor the parents come to understand the students need, resultantly they enforce upon them their wishes. Then how can be imagining good learning environment. There are lots of factor of communication gap like mistrust, lack of congenial relationship, and body language and tone, maintaining an attitude of utter disgust or hatred, a channel or system of communication. Its results is that students put off their work. The academic procrastination play important role among graduate students Jiao et al. (2011) examined that academic procrastination and the performance of graduate level cooperative groups in research methods courses. Results revealed that academic procrastination appears to play an important role among graduate students with respect to the performance of cooperative learning groups. Fear complex it very critical issues of low academic achievement of the students it refers to fear of success which prevents self-actualization or the realization of one's capability/capacity or potential. It is the fear of one's own greatness, the evasion of one's

destiny, or the avoidance of exercising one's talents such as emotions as acute stress reaction, anger, anxiety, fright, horror, joy, panic, and sadness. Like-exam phobia and mathematics phobia, it the root causes of academic procrastination. The degree of procrastination vary among difference lead to students as Khan et al., (2014) conducted study to see academic procrastination among male and female university and college students. Results revealed that the college students tend to procrastinate more than university students. Moreover, there is a significant difference found on academic procrastination between students of age below and above 20 years.

In this modern age, students are facing lots of psychological problems which are strong feelings of frustration, anger, sadness, shame can lead to psychological difficulties such as anxiety, depression, or low self-esteem, fatigue or chronic fatigue, headache and learning disabilities. And its compel students to procrastination. Procrastination is connected with locus of control on it has been found in one of the study conducted by Alkca (2015) on the self-handicapping behaviors of undergraduates in terms of academic procrastination, the locus of control and academic success. Results revealed a positively significant relationship between self-handicapping, the external locus of control and academic procrastination. Many institutes lack in learning aids like audio or visual aids. The only way to learn is to attend the teacher's lecture which is so boring & dry that it is much difficult for the student to listen the teacher as a result student lose their interest in studies.

Exam Phobia is a psychological condition in which people experience extreme stress, anxiety, discomfort and irrational fear during or before examination. It develops fear of failure, feeling of inadequacy, negative self talk, suicidal ideation, feeling of much mental pressure and also insomnia and drop out of the class so it is also causes of procrastination. Procrastination is predictable through academic motivation and basic psychological needs. Cavusoglu & Karatas (2015) conducted the study to find the relation of academic procrastination of undergraduates: Self-determination theory and academic motivation. The study revealed that procrastinated behavior is predictable through academic motivation and basic psychological needs. Also, academic motivation is predictable through basic psychological needs. Those students, who are not motivated, don't have intrinsic as well as extrinsic motivation. Because of this they are not interested in doing the things in an appropriate manner. Academic procrastination vary from strategic delay to dysfunctional procrastination Ylanne et al., (2015) conducted the study to see



academic procrastinations, strategic delayer and something betwixt and between. The results revealed that dilatory behavior can vary from strategic delay to dysfunctional procrastination, and that different factors are related to these various types of dilatory behavior. Those students who are shy and reserved in their nature are not able to ask about their queries which further become the cause of failure in their life.

Fear or failure is also one of the important causes of student's inhibition of talking risks. Such students are not initiative taking people. They don't have the curiosity to take risks for performing or discover the new avenues in their life. It is another cause of procrastination, Dusmez & Barut(2016) conducted study to examine rational behavior based on academic procrastination prevention training programme of effectiveness.. The results were interpreted in the light of the literature considering effects of rational emotive behavioral approach on academic procrastination. People of low self-efficacy have low self-confidence. They are not aware to their capabilities so they don't utilize their abilities in the appropriate manner. They are not able to perform the activities in an apt manner which makes them the personalities of low self-confidence that's why they are not able to take risks in their life. Because of low self-confidence they are not able to experience the new situation in their life and are deprived of new knowledge. They work at later time. Esmaeili & Monadi (2016) conducted study to identify the causes of academic procrastination from the perspective of male middle school students. The results revealed that the causes of procrastination among middle school students include the number of hours of attendance at school, role of parents and their use of positive and negative reinforcements; - sense of competition, and peer influence, fear of failure (perfectionism); and a preference for immediate factors over delayed ones. Kim et al., (2016) conducted study to see delaying academic tasks predictors of academic procrastination among Asian international students in American universities. Results revealed that college copes, avoidance coping, and language ability are the three strongest predictors of procrastination in Asian international students.

## Ways to Overcome Procrastination

There are certain ways, through which procrastination can be overcome such as

- **Instilling competence in students-** Procrastination as a form of incompetence has to be eliminated in order to cure it. Since incompetence is the opposite or lack of competence, the only way to eliminate it to replace it with competence.
- **Through effective time management** – Effective time management helps to overcome the habits of academic procrastination. If time management is well then everything goes on well time in systematic manner.
- **Inculcating ability to be well organized-** Some of the practical steps that will make students to be less procrastinated is for the students to be well organized by starting out small to accomplish the larger goal. In other words, a student may need to prepare a scale of daily preferences dividing major projects which seems overwhelming into little pieces. What is not done in one day can be added to the next day's list.
- **Critically examine the causes of procrastination** -The first stage is for counsellors to help students to look at themselves critically and analyze the distractive and incompetent attributes that negates their positive behaviors towards their academic achievement. It helps the respondent the overcome their procrastination.
- **Through learning method-** Learning method is also influenced by the method, a teacher employs in imparting knowledge to the students. Every child cannot be taught by the same method. If children are being taught under scientifically and psychologically relevant approach. Then children will take interest in learning subject. If teacher will be teach through play way method which involves learning by doing. Then automatically it will reduce academic procrastination.
- **Through good organizational set up/climate-**The organizational setup of the school overcome academic procrastination. The time table should be framed in according to the psychological principals. It should avoid fatigue and boredom. Difficult subjects should be taught in the morning. There should be interval after some time. The democratic organization promotes healthy atmosphere for learning. The participation on the part of the pupils should be active the pupil should not act as passive listener. It will definitely overcome academic procrastination.

- **Through positive attitude-** Attitude of a person influences his/her learning. An attitude is a predisposition to behave in a particular way towards a given object. If an individual is having positive attitude then he/she may learn quickly and effectively. Then people avoid to put off their task for next day or later time. If teacher can be ensure maximum and effective time learning on the part of their students then this can help the students in the formation of right and positive attitude towards work.
- **Through programmed instruction-** Programme instruction is a method in which pupil learns according to his speed and capacity. During this procedure a topic is divided into many subtopics. Then students are responsible for their own learning. And child learns according to his need, ability and capacity. Students don't feel that learning is imposing in nature. Programmed instruction reduces academic procrastination.
- **Attention toward physical disability-** The students who are visually impaired and are hearing impaired should be given front seats. The students who are weak and disabled children should be given the free periods in time-table for rest. They should be taught with various types of teaching methods and teaching aids. It will be helpful for academic procrastination.
- **Diagnostic and remedial teaching-** There are some students whose progress is irregular due to physical factors, habits, interest, purpose or environment background and procrastination. The causes of irregular progress also need to be found out special abilities and weakness, needs to be discovered and remedial action needs to be taken. Certainly it will be helpful to overcome academic procrastination.

## Peer pressure

### Peer

The word peer denotes to a person who belongs to the same age group (age, grade) or social group on the basis of status or the same abilities as other people in the a group.

In others words peer is one who have equal standing with another and belonging to the same societal group especially on the basis of age, grade, or status.

Pressure means the load of physical or psychological suffering. Pressure is the anxiety or urgency of matters demanding attention, e.g.-social pressure, peer pressure, family pressure and exam pressure

### **Peer Pressure**

Peer pressure is influence on people, or an individual who gets encouraged to follow others by changing their attitudes, values, or behaviors to conform to those of the influencing group or individual. Peer pressure and automatic thoughts affects each other. Yavuzer et al., (2014) conducted study to find relationship the role of peer pressure, automatic thoughts and self-esteem on adolescents' aggression. The results revealed that peer pressure and automatic thoughts are effective predictors in understanding adolescents.

During adolescence lot of things change for youngsters, like a new school and bodily changes. In this period many adolescents experience feelings of insecurity about their image and thereby feel dependent on the judgments of their peers. Peer pressure and school environment play significant role of academic performance Korir & Kipkemboi (2014) conducted study to explore the impact of school environment and peer influences on students' academic performance. Results revealed that the study established that school environment and peer influence made significant contribution to the students' academic performance.

For group members it is essential to feel a sense of psychological connection with each other, which is why behaviors and norms that facilitate and maintain such bounds and similarities between group members are extremely important. Temitope & Christy (2015) conducted the study of to find influence of peer group on academic performance of secondary school students. Results revealed that age, gender and religion difference does not matter in determent academic performance among secondary students.

Those adolescent who has lack of positive family interaction, peer pressure plays important role in their psychosocial development. There is significant relationship between peer pressure and parent adolescent conflict. Opara (2014) conducted study to find the predictive effectiveness of gender and Peer pressure on parents-adolescent. Results revealed that significant relationship between parent-adolescent conflict and gender. There is also significant relationship between peer pressure and parent adolescent conflict. Peer pressure can range from positive

effects to negative effects such as illegal behaviors. Many researcher points out at those adolescents who feel a strong need to get affiliated to a certain group, which can lead adolescents to engage in risky behaviors.

### **Types of Peer Pressure-**

There are two types of peer pressure:

- I. **Positive peer pressure-** Peer pressure help immature break down and examine their lifestyles. It serves to youths change their colleagues thinking design. Peer pressure really bring about positive change in their lifestyles. Great associate gathering assumes a key part in molding of immature identity. Some of good companion gather rouse their companions to change their life. So peer pressure effects positively.
- II. **Negative peer pressure-** Negative peer pressure is that where individuals are constrained to accomplishing something incorrectly numerous a periods, it so happen that young people are compelled to lead a specific sort of way of life because of companion pressure e.g. night outs with companions, smoking and medication habit.

### **Factors affecting Peer Pressure**

Peer pressure is affected by certain factors such as:

- **Positive role models** - Positive adult role models help solidify a student's path on the road to academic achievement. Be it an instructor, or somebody in the relatives, a good example can have a major effect. Setting elevated standards for students can make that understudy reconsider before participating in unsafe conduct that may "disillusion" his guide.
- **Parental participation**-No matter how parents look at it, when considered with different variables including human advancement, financial components, when even training of parent. Parental cooperation is the absolute most vital figure of scholastic accomplishment. Adolescents that have guardians who are included in their lives and by and large recognize what's happening at school will probably go to four year universities.

- **Educational as a value-** Students who understood that education was a mean to path something higher and believed that education was vital tend to do better in school, one may well argue that this manner again stems from parents, although teacher can cooperate an significant role as well.

## 1.2 Significance of the Problem

Adolescence is the phase of life which is characterized by rapid change in each and every aspect of individual development from biological to social change. With the onset of adolescent period there is an increase in elements that effects the shaping of an individual's objectives and goals. At this time adolescents spend their most of time with their peers and spend very less time with their family members. In this age adolescents have high expectations with their dreams and when adolescents fail to fulfill their targets they become frustrated. There are many reasons responsible for their failure, one of the prominent factor is the habit of procrastination. Procrastination means putting of the work for tomorrow. Means keeping the task pending for future.

Recently adolescents have developed withdrawal tendencies in themselves. They keep on postponing their task for future. This habit is known as academic procrastination. This academic procrastination is related to many factors like locus of control, self regulation, and achievement motivation. The present study is an endeavor to explore procrastination and the relationship of peer pressure with this.

The influence of peer pressure is exerts critical influence in the student's achievement. In this stage adolescents can be easily influenced by their group as it is during this stage the adolescents mingles with lots of friends and makes lots of friends.

Both academic procrastination and peer pressure are affected by the study habits, family, environment, anxiety and social circle. The study will be helpful to parents, teachers and counselors to support properly in right direction to carrier success, occupational competency, and better educational outcomes. The variable of peer pressure has been studied with academic performance, self-esteem and automatic thoughts etc and similarly academic procrastination has been studied with self efficacy, self- esteem, self-determination behavior, locus of control and achievement motivation etc. But there lies a research gap regarding the relationship between

academic procrastination and peer pressure that too in comparative nature in terms of gender differences. Keeping in mind all these points, the investigator resolved to undertake the present study.

### **1.3 Statement of the Problem**

The present study is an attempt to explore the academic procrastination among adolescents in relation to peer pressure. Therefore the present study is entitled as “Academic Procrastination among Adolescents in Relation to Peer Pressure”

### **1.4 Operational Definition**

#### **Academic Procrastination**

Academic procrastination refers to be slow or being late about doing something that should be done on priority basis. It is the avoidance of doing task or until the last minute before deadline leading forwards the development of feeling of guilt, inadequacy, depression and self doubt.

#### **Peer Pressure**

Peer pressure refers to the influence exerted by a peer group in encouraging a person to modify their attitudinal values in order to obey the rules of group norms.

### **1.5 Objective of the Study**

- I. To study the concept of academic procrastination.
- II. To study the concept of peer pressure.
- III. To find out the difference in academic procrastination among male and female adolescents.
- IV. To find out the difference in peer pressure among male and female adolescents.
- V. To explore the relationship between academic procrastination and peer pressure among adolescents.

## **1.6 Hypothesis of the Study**

- I. There exists no significant difference in academic procrastination among male and female adolescents.
- II. There exists no significant difference in peer pressure among male and female adolescents.
- III. There exist no significant relationship between academic procrastination and peer pressure among adolescents.

## **1.7 Delimitation of the Study**

- I. The present study was delimited to the sample of 282 adolescents only.
- II. The present study was confined to Jalandhar and Kapurthala districts only.



## **CHAPTER-II**

### **METHODOLOGY**

Methodology is the one of the most important aspects of any study. It gives various steps in conducting the research in a systematic and reasonable way. It is a well defined procedure, a plan of action for selecting collecting and analyzing the data effectively. It helps the researcher to proceed systematically while conducting the research and ultimately saves the researcher's money and time effort. It is necessary to adopt a systematic procedure to collect relevant data.

The selection of the method and specific design within that method depends upon the nature of the problem and research hypothesis and a kind of data that the problem entails. Keeping in the view the research problem, objective and research hypotheses, the descriptive survey method was used by the researcher for the present study.

#### **2.1 RESEARCH METHOD**

In the present study the descriptive survey method was used. The present study aimed to explore the relationship between academic procrastination and peer pressures among adolescents. The descriptive method has undoubtedly been the popular and widely used research method in the field of education. This method of research describes, records, analyses and interprets contents that exists in present situation.

#### **2.2 SAMPLING**

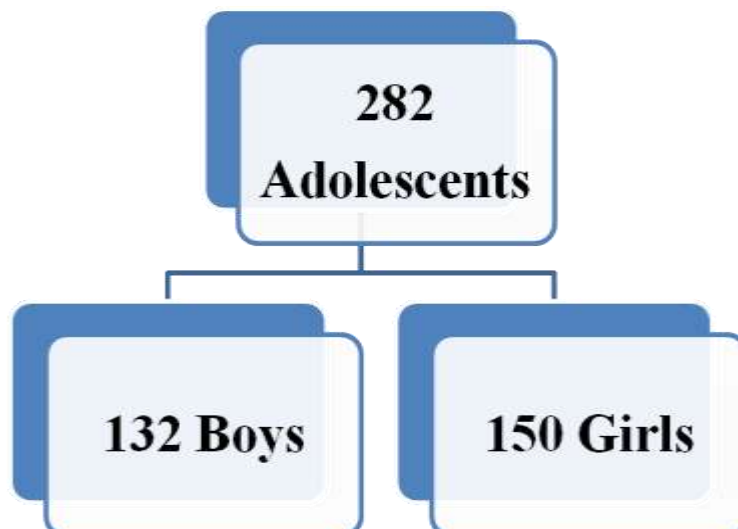
Sampling is a process by which a relatively small number of individuals or measures of individuals, object, or events are selected and analyzed in order to find out something about the entire population from which it is selected. In other hands sampling procedures provide generalization on the basis of a relatively small population of the population.

In the present study 282 adolescents were selected. For this stratified random sampling method was applied. In this type of sampling the investigator divided the population into two groups on the basis of equalization of sample. In this study the investigator divided the sample into two groups on the basis of gender like 150 girls and 132 boys.

**Table 2.1 Showing List of Schools**

Sr.No	Name of Schools	No. of students		
		Male	Female	Total
1	L.R.Doaba Senior Secondary School, Jalandhar City	15	0	15
2	Govt. Senior Secondary School, Nangal Majja	7	7	14
3	Govt. Senior Secondary School, Madhopur	10	3	13
4	Shree Parvati Jain co-edu Senior Secondary school, Jalandhar City	58	0	58
5	Govt. Senior Secondary school, Gandhi Camp, Jalandhar City.	11	14	25
6	Cantt Board Girls Senior Secondary. School, Jalandhar Cantt.	0	31	31
7	Govt. Senior Secondary school (Girls), Adarsh Nagar, Jalandhar city.	0	58	58
8	Govt. Model Senior Secondary School, Jalandhar. Punjab Armed Police Campus.	12	10	22
9	Senior Secondary Residential School for Meritorious Students, Jalandhar City.	19	27	46
<b>Total</b>		<b>132</b>	<b>150</b>	<b>282</b>

**Fig:-2.2 Showing Distribution of Sample.**



## 2.3 TOOLS

An instrument that is used by the investigator to gather or collect information or data to measures what the researchers intend to study is called as tool. Research tools are material that is necessary to perform research. In the present study following tools were used by the investigator.

1. Academic Procrastination Scale (APS–KAYM) Hindi. (New) by A. K. Kalia and Manju Yadav (2013)
2. Peer Pressure Scale by Sunil Saini and Sandeep Singh (2010)

### 2.3.1 ACADEMIC PROCRASTINATION SCALE

#### 2.3.1.1 DESCRIPTION OF ACADEMIC PROCRASTINATION SCALE

The academic procrastination Scale contains 25 items in all. Each item is provided with alternatives. Responses are obtained on the test booklet itself. It takes around 25 minutes for responding all the items.

**Table 2.2 Academic Procrastination Dimensions**

Code No.	Dimensions of Academic Procrastination	Items Numbers	Total
I.	Procrastination in Homework	1 to 10	10
II.	Procrastination in preparation for examination	11 to 16	6
III.	Procrastination in project work	17 to 21	5
IV.	Procrastination in co-curricular activities	22 to 25	4
<b>Grand total</b>			<b>25</b>

#### 2.3.1.2 Validity

The validity of the Academic procrastination Scale constructed was tested on the basis of face validity and content validity.

The scale was validated against the criterion of content validity. All the 29 items were presented to five judges (recognized professors in the department of Education and Psychology)

for their opinion and the items were found consistent with academic procrastination. Therefore, on the basis of face validity and content validity, it appears responsible to agree that Academic Procrastination scale measures degree of academic procrastination among adolescents.

### 2.3.1.3 RELIABILITY

Conceptually, in Layman’s terminology reliability is the degree of consistency between two measures of the same thing. To estimate reliability of academic procrastination scale, the split half method of estimating reliability was applied was administered to 100 male and female students in the age group 12to 17 years studying in secondary and senior secondary classes. The odd items verses even items were correlated using Spearman Brown Split half method and also method. The test-retest coefficient was .843 and Guttman’s Split half Coefficient was .713 suggesting the high reliability of the scale.

**Table 2.3 Reliability of Academic Procrastination**

	<b>Test-Retest</b>	<b>Guttman Split Half</b>
Academic Procrastination	.84	.71

### 2.3.1.4 SCORING

Each item is followed by five alternatives ranging from strongly agree, agree, neutral, disagree to strongly disagree. The options strongly agree, agree, neutral, disagree and strongly disagree carries scores 5, 4, 3, 2, and 1 are given to the positive items for strongly agree, agree, neutral, disagree and strongly disagree respectively. The scoring of negative items are done in reverse order. The highest score of the scale can be 125 and the lowest can be 25.

**Table 2.4 Scoring of the Responses.**

<b>Types of statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Positive Items	5	4	3	2	1
Negative	1	2	3	4	5

Items					
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**Table 2.5 Positive and Negative Items**

Statement	Item no.
Positive	1,2,5,6,7,8,10,12,14,17,18,19,20,21,22,24
Negative	3,4,9,11,13,15,16,23,25

### **2.3.2 PEER PRESSURE SCALE**

#### **2.3.2.1 DESCRIPTION OF PEER PRESSURE SCALE**

Peer pressure has been found to be related with many risky behaviors but the most deleterious link is with smoking, drinking, substance abuse, risky sexual behaviors, HIV risk, etc. During the past decade, there have been exponential increases in research finding the treatment and prevention outcome for HIV/AIDS. However, despite much funding, resources and time spent, there is no treatment for HIV/AIDS since its first infection in early eighties. Research has shown significant relation between peer pressure and HIV risk perception (Singh & Saini, 2007). Therefore, measurement of peer pressure is very important in teenagers who are most vulnerable to risk activities that put them vulnerable to antisocial behaviors and fatal disease like HIV infection. In the current study the authors have discussed empirical analysis of peer pressure scale on adolescent population. This age group is of particular interest since teenagers are most susceptible to Peer pressure.

#### **2.3.2.2 VALIDITY**

A tool is said to be valid if it measures what it claims to measure. The Validity of a measure is examined in a number of ways, viz., face validity, content validity, predictive validity,

- **FACE VALIDITY**-The face validity of an instrument is established when the items instrument are clearly and obviously related to the phenomenon being measured, when the items are relevant to the started condition or purpose of the instrument and when the items are based upon whatever knowledge is available at the time of construction ( Breakwell et al., 1995). The items of the peer pressure scale satisfy these conditions.
  
- **CONTENT VALIDITY**-Content validity refers to the adequacy with which a measure assesses the domain of interest; Content validity of the items was further established by using expert technique (Nunnaly, 1978). Initially 62 items were constructed to for the peer pressure scale. Both positive and negative worded items were included in the initial version. Four subject experts, senior professional with psychometrics background, evaluated the face and content validity of the scale. These experts were selected on the basis of their expertise in psychological test construction. The experts opined that the scale has good face validity and content validity.
  
- **CRITERION VALIDITY**-Criterion-related validity pertains to the relationship between a measure and another independent measure. Criterion validity evidence obtains when the measure being validated correlated with others measures that are designed to assess the related constructs ( Kazding, 1995; Campbell & Fiskem 1959). There are two types of criterion validity: (a) predictive validity, and (b) concurrent validity. For the current test, we assessed both predictive and concurrent validity.
  
- **PREDICTIVE VALIDITY**-To determine the predictive validity, the authors conducted a pilot study with peer pressure Scale with 25-items, and found highly significant relation with variable like HIV risk perception, alcohol and drug attitude scale. It was found that peer pressure was significantly correlated with HIV risk perception ( $r=0.22^{**}$ ) and attitude toward alcohol and drug abuse ( $r=0.22^{**}$ ). Both studies were conducted on sample of 200 adolescent boys and girls and the authors reported that coefficient of alpha for the scale was 0.80. Alpha coefficient tells us about how much variance a group of items had in common.

- **CONCURRENT VALIDITY**-A test has concurrent validity when the test gives an estimate of certain performance. Concurrent validity of a new test is calculated by finding their correlation with an established measure. When a new test is validated against previous established test, the established test is known as criterion. For the current study, peer pressure subscale of peer pressure and conformity Scale (Brown et al., 1986) was used to check the concurrent validity of the measure. To avoid the contamination of the responses on the new scale, the new scale was administered first than the other measure. There was a significant positive correlation ( $r=0.38^{**}$ ,  $R<.01$ ) between the two measures. Therefore the finding suggests that peer pressure scale is a valid measure for assessing peer pressure among adolescents.

### 2.3.2.3 RELIABILITY

Reliability is one of the most important characteristics of a tool which indicates how accurately a scale measure whatever it measure. The peer pressure scale is a reliable scale. There are two basic concerns with respect to reliability, consistency of items within a measure and stability of the measure over time. Although reliability may be calculated in a number of ways, the most commonly accepted measure is internal consistency reliability using Cronbach's Alpha (Price & Mueller, 1986).

- **INTERNAL CONSISTENCY**-Internal consistency refers to the homogeneity of the items in the measure or the extent to which item responses correlate with the total test score. Cronbach's Alpha assess whether all the items in a scale are measuring the same thing. The internal consistency of the scale was established by using Cronbach's alpha coefficient and a reliability of 0.79 was obtained for final 25 items. Nunnally (1976) suggested that an alpha of 0.76 should be the minimum acceptable standard for demonstrating internal consistency. Therefore, the scale has good reliability coefficient.
- **TEST-RETEST RELIABILITY**-Test-retest reliability is the index of measure's stability over time obtained by correlating the results from two occasions of assessment. For the analysis of test-retest reliability (temporal stability coefficient), 25-items scale was used on the same sample after a period of 60 days. The procedure for the retest session was identical to that used for the initial data collection. The coefficient of

temporal stability was measured by using Pearson product-moment correlation method, and internal consistency of the scores was measured by using Cronbach's alpha. The results obtained indicated high test-retest reliability (  $r=0.33^{**}$ ,  $P<.01$ ) and internal consistency ( $=0.77^{**}$ ).

#### **2.3.2.4 ITEM ANALYSIS**

At the primary level, descriptive item analysis was conducted and all the 53 items underwent reliability analysis to determine the internal consistency of the items (Andrew & Hatchm1999). The product moment correlation coefficients in item-to-item and item-to-total score were calculated. An item analysis was performed for each question, including bivariate correlations between all scale items and between each scale item and total score. High item-to-item correlation was observed and the item with correlation higher than 0.25 were selected for the final scale. The new instrument is considered to be reliable if it meets the criteria of inter-item correlation ( $r\geq.25$ ) and item-total correlation ( $r\geq.30$ ) (Nunnally & Bernstein, 1994). Keeping in mind the required criteria of inter-item correlation and item to total correlation, 11 items from item-to-item correlation, and 13 items from item-to-total correlation were deleted. The results of item analysis that scale is a reliable and valid.

#### **2.3.2.5 ADMINISTRATION**

The test can be administered individually as well as in a small group. It takes around 20 minutes to answer all the items of the scale. The instructions regarding the filling up of the scale have been given on the question sheet of the scale.

#### **2.3.2.6 SCORING PROCEDURE**

Peer pressure scale is a uni-dimensional scale which gives estimate of peer pressure in adolescents. It is a self report 5-point Likert scale measured on five categories, i.e., strongly disagree(5), Disagree(4), can't say(3), Agree(2), Strongly Agree(1). The score 1 represented the option 'strongly disagree' while option 5 on the scale represented the category 'strongly agree'. In order to avoid monotony on the part of the respondents, three items have also been introduced. Positive items are scored from 1 to 5 and negative or reverse items scored from 5 to 1. The



minimum and maximum score range in 25-125 high score is interpreted as high peer pressure and low score indicates less peer pressure.

## **2.4 PROCEDURE OF DATA COLLECTION**

Procedure is the path which is followed by the investigator to reach to the goal. It gives the systematic path to complete their goal. The ultimate success of research work greatly depends upon the design of the study. It avoids aimless wandering here and there, saves time and economizes the effort of researcher. It provides clear vision of the study.

The present study was conducted through descriptive survey method. In order to gather the data, stratified random sampling technique was used. The researcher collected the list of students from two districts mainly i.e Jalandhar and Kapurthala. For the collection of data the investigator personally approached the respondents and oriented of research work. Respondents were assured that the responses given by them will be kept confidential and be used for research purpose only. After giving a brief introduction to the students, the researcher got the questionnaires of academic procrastination and Peer pressure, filled up by them finally the data was tabulated and subjected to statistical analysis.

## **2.5 STATISTICAL TECHNIQUES**

Data turns meaningless unless analyzed and deduced by some statistical techniques to arrive at conclusion. In research process, statistical techniques are used for testing hypothesis with the help of statistical techniques the results become more accurate, quantified, and comparable.

In the present study t-test, (SD, mean) was applied to find out the difference in academic procrastination among male and female adolescents. Similarly again t-value was calculated to find out the difference in peer pressure among male and female adolescents. 'r' i.e. co-efficient of correlation was calculated to explore the relationship between academic procrastination and peer pressure among adolescents.

## CHAPTER-III

### ANALYSIS AND INTERPRETATION

The proceeding chapters of the study generally dealt with the theoretical orientation of the problem as well as review of the related literature and methodology which mainly covered sampling, description of the tools, and statistical technique, which were used to explore the data. The present chapter highlights the results, discussion, interpretation and recommendation of the study.

The explanation of results and its interpretation is considered to be the mainly important in the research as it verifies the hypotheses and thus leads to the final conclusion of the study. In this chapter, the collected data has been tabulated and subjected to statistical analysis. After the analysis the results were interpreted. The present study was conducted to find the relationship academic procrastination among adolescents in relation to peer pressure. On the basis of the results hypotheses were tested and conclusions were drawn.

#### **3.1 Results pertaining to difference in Academic Procrastination among Male and Female adolescents.**

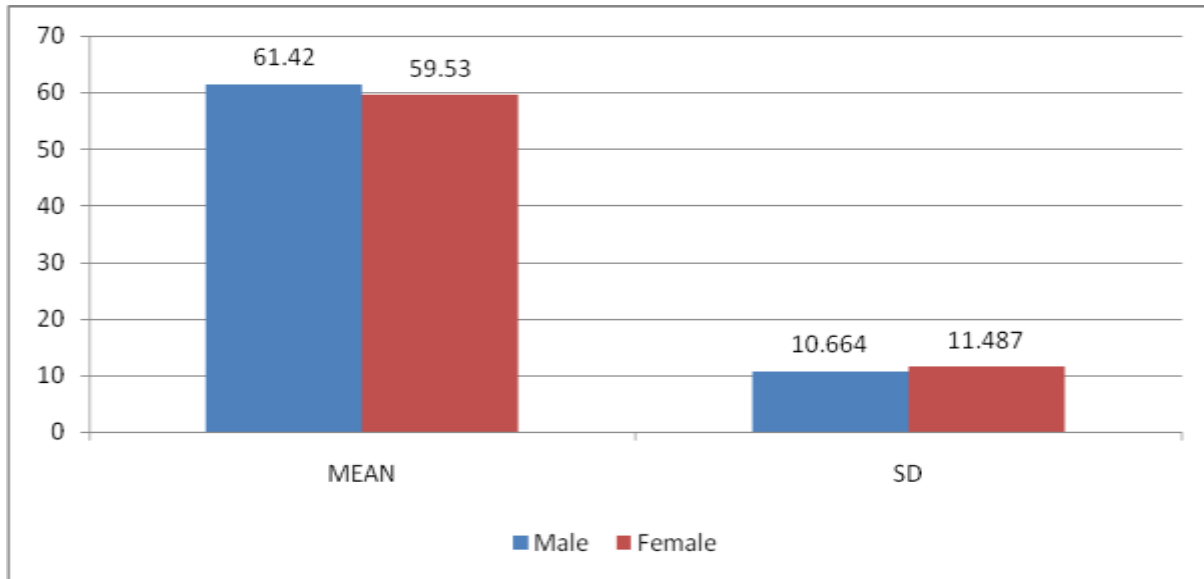
**Hypotheses: I.** There exists no significant difference in academic procrastination among male and female adolescents.

One of the objectives of the present study was to find out the difference in Academic procrastination among male and female adolescents. For this purpose a standardized questionnaire pertaining to Academic procrastination was administrated on 150 females and 132 males and their mean, standard deviation and t-test was computed. The results have been shown in under mentioned table.

**Table 3.1 Showing means scores, SD, t-value of Academic Procrastination among Male and Female Adolescents.**

Gender	N	Mean	S. D	t-value	p-value	Remarks
FEMALE	150	59.53	11.487	1.426	.155	Insignificant
MALE	132	61.42	10.664			

**Graph: 3.1 Showing Mean and SD value of Male and Female Adolescents regarding Academic Procrastination**



### **INTERPRETATION**

It is evident from the above mentioned table that mean score for academic procrastination among male and female adolescents came out to be 61.42 and 59.53 respectively. SD value found out to be 10.664 and 11.487 respectively. The calculated p-value for difference regarding academic procrastination among male and female adolescents comes out as .155 which is greater than 0.05 hence the difference stands insignificant. Therefore the hypothesis i.e. there exists no significant difference in academic procrastination among male and female adolescents is accepted.

This shows that there exists no significant difference in academic procrastination among male and female adolescents. Results reveal that gender does not play any significant role in determining academic procrastination among adolescents.

**3.2 Results pertaining to difference in Peer pressure among Male and Female Adolescents.**

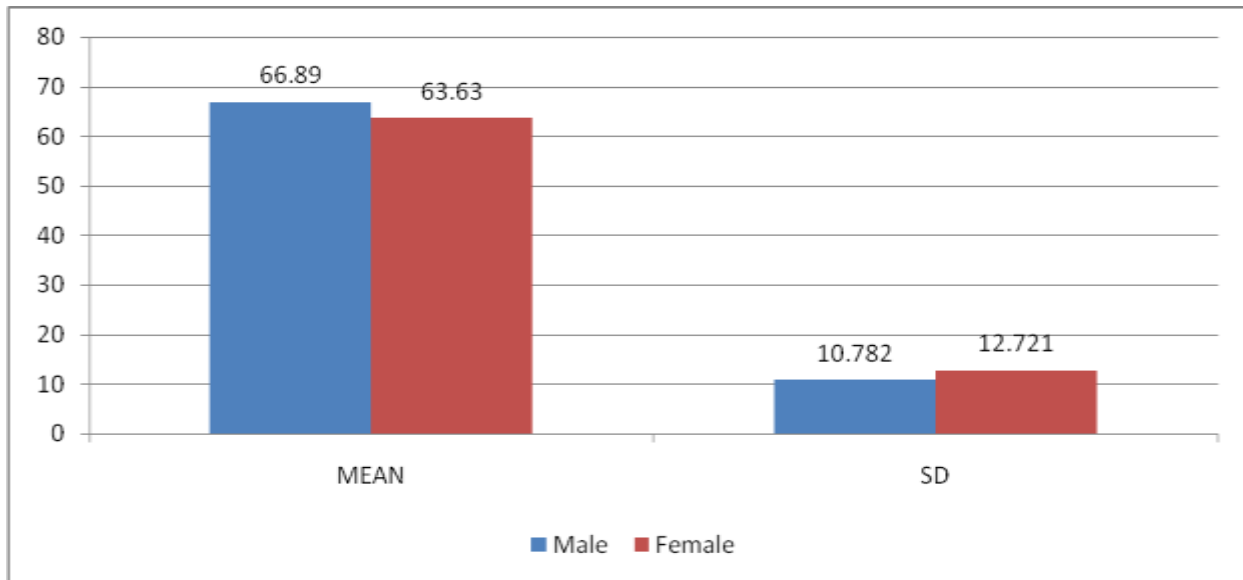
**Hypotheses: 2** There exists no significant difference in Peer pressure among male and female adolescents.

One of the objectives of the present study was to find out the difference in peer pressure among male and female adolescents. For this purpose standardized questionnaire pertaining to peer pressure was administrated on 150 females and 132 males and their mean, standard deviation and t-test was computed. The results have been shown in under mentioned table.

**Table 3.2 Showing means scores, SD, t-value of Peer pressure among male and female adolescents.**

Gender	N	Mean	S. D	t-value	p-value	Remarks
FEMALE	150	63.63	12.721	2.329	.021	Significant
MALE	132	66.89	10.782			

**Graph: 3.2 Showing Mean and SD value of Male and Female Adolescents regarding Peer Pressure.**



## INTERPRETATION

It is evident from the above mentioned table that mean score for peer pressure among male and female adolescents came out to be 66.89 and 63.63 respectively. SD value was found out to be 10.782 and 12.721 respectively. The p-value regarding difference in peer pressure among male and female adolescents came out as 0.021 which is less than 0.05 hence the difference stands significant. Therefore the hypothesis i.e. there exists no significant difference in Peer pressure among male and female adolescents is not accepted. This shows that there exists a significant difference in peer pressure among male and female adolescents. Results reveal that gender play significant role in determining peer pressure among adolescents. It is clearly evident from mean value which is 66.89 and 63.63 respectively for male and female adolescents which makes it clear that male adolescents are more influenced by peer pressure as compared to female adolescents.

### 3.3 Results pertaining to relationship between Academic Procrastination and Peer Pressure among Adolescents.

**Hypotheses: 3.** There exist no significant relationship between Academic procrastination and peer pressure among adolescents.

One of the next objectives of the present study was to explore the relationship of adolescents with respect to Academic procrastination and peer pressure. For this the investigator applied correlation. Results were obtained and data was tabulated to statistical analysis. The results have been presented in the table given below.

**Table 3.3 : Showing Co-efficient of Correlation between Academic Procrastination and Peer Pressure.**

Variable	N	Coefficient of co-relation	Remarks
Academic procrastination	282	.081	Weak Positive
Peer pressure			

#### **Interpretation**

From the above mentioned table it is clearly evident that the 'r' value regarding relationship between academic procrastination and peer pressure is found out to be 0.081, which is more than 0.05 hence the null hypothesis is accepted. It shows that there lies weak positive correlation between academic procrastination and peer pressure among adolescents. Hence the hypothesis i.e. there exists no significant relationship between academic procrastination and peer pressure is accepted. It shows relationship between academic procrastination and peer pressure among adolescents is not significant.

## CHAPTER- IV

# CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR THE FURTHER STUDY

### 4.1 Conclusion

The final step of research demand critical and logical thinking for summarizing the findings of the study and comparing them with the hypothesis formulated in the beginning. Conclusions are vital for an investigation as they provide a finishing touch and critical review of the entire work. In the present study the researcher has tried to explore the relationship between academic procrastination and peer pressure in adolescents. On the basis of scores, results were obtained and following conclusions were drawn:

- The hypothesis that there exists no significant difference in academic procrastination among male and female adolescents is accepted. This shows that gender does not play any significant role in academic procrastination. As per the investigator's opinion such results came out as male and female may have equal inability to set priorities and may suffer from exam phobia, psychological problems and may lack in time management skills as well.
- The hypothesis that there exists no significant difference in peer pressure among male and female adolescents is not accepted. Results revealed that gender plays very important role in determining peer pressure among adolescents. It is quite evident from mean values also that mean value is high in case of male students. As per the investigator's opinion such results came out because peer circle of males are larger than females. Males interact more with their peer in comparison to their counterparts. Due to this the peer pressure is higher in males in comparison to females.
- The hypothesis that there exists no significant relationship between academic procrastination and peer pressure among adolescents is accepted. As per the investigator's opinion such results came out as academic procrastination is related to self but peer pressure is concerned with the impact of others behavior. Therefore there

is no significant relationship between academic procrastination and peer pressure among adolescents.

#### **4.2.1 Recommendations**

The present study can prove beneficial for the students studying at senior secondary level. This study would help to provide information for curriculum designers and class room teachers in order to utilize relevant approaches to enhance academic achievement of students so as to avoid academic procrastination among them. As per the results of the study peer pressure have been found more in case of male students in response to this, the study highlights the need of fulfilling responsibility on the part of teachers and family members as well to render proper guidance to these adolescents as these are the formative years of their personality development and any deviation or negative peer influence may ruin their path of success. The study also highlights that reasons of prevalence of academic procrastination among adolescents may be also explored and necessary modifications in curriculum transaction strategies may be undertaken by educational policy makers as well.

#### **4.3 Limitations of the Study**

Research has always some limitations. This is especially true in the case of survey studies because at the time of data collection, any individual may try to conceal his/her negative aspects. The investigator considered the following limitations in the present study.

1. The present study has been conducted in Jalandhar and Kapurthala districts only.
2. The present study was conducted on the sample of 150 female and 132 male adolescents only.
3. The time constraint was also a limiting factor in conducting the present study.

#### **4.4 Suggestions for Further Study**

Research is a never ending process. Every investigator after completing the research work becomes aware of the areas in which further research is needed and naturally feels motivated to indicate areas which may be taken up for the research by other investigator. The present study was undertaken to study academic procrastination among adolescents in relation to peer pressure.



The researcher by virtue of his experience in the field of the study offer following suggestions for further research that could be undertaken by prospective researchers.

1. Similar study can be conducted at large scale covering the entire state of Punjab and also covering all districts of a particular state.
2. The study may be replicated to national level also.
3. The study may be replicated in relation to the other variable like emotional adjustment, self concept and social maturity.
4. The peer pressure may be studied with other variable such as academic achievement, anxiety level, value orientation and social acceptability.
5. The academic procrastination may be studied with other variables such as home environment, academic resilience.
6. Similar study can be conducted in terms of students from different locales like students from urban and rural background.
7. Similar study can be conducted in terms of students from government and private schools..
8. Likewise study with same variables may be conducted on hostellers and day scholars also

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