

Procrastination Behaviour, Stress Tolerance, and Study Habits: A Cross-Culture Analysis

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ABSTRACT

The study 'Procrastination Behaviour, Stress Tolerance, and Study Habits' attempts to fill some gap of cross culture analysis in two places: Kerala and Abu Dhabi, since there are large numbers of Indians in Abu Dhabi. A student showing procrastination behaviour in a school setting is likely to be stressed out with poor study habits. Data were analysed using the statistical techniques; such as Test of significance (t-test) of the difference between means for large independent sample, Product-moment coefficient of correlation – person r. The results of this research revealed that students of U.A.E. have a lower level of stress tolerance, when compared to those from Kerala, but no significant difference was observed with procrastination behaviour and study habits.

Keywords: Academic achievement, learning behaviour, procrastination, stress tolerance, study habits

INTRODUCTION

“Time and tide waits for none”, this proverb stands correct in today’s competitive world. Time is irreplaceable and irreversible. The way we elect to spend our time determines the quality of our lives. As far as an

individual is concerned, time has a major role to play. So, all students should be aware of it, and try to properly schedule time. One who fails to do so ends up losing. Most of the time students are found to procrastinate because of their lack of awareness on how to schedule time properly. Very few studies have been done to understand students’ Procrastination Behaviour, Stress Tolerance, Study Habits, and Academic Achievement. This study attempts to fill this gap by looking at Kerala and Abu Dhabi, since a huge percentage of Abu Dhabi population is from India. Again, this is a large-scale study conducted in this area.

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Procrastination behaviour, as noted above, means postponing or putting off doing something until a future date. It also implies a failure to initiate or complete a task. The phenomenon of procrastination has received attention from various researchers in recent years. It is considered as an unfavourable behaviour. It has its own role in the field of education. A student showing procrastination behaviour in a school setting is likely to continue this attitude to other organizational settings. It therefore becomes essential to identify the procrastinators and give them guidance to change the behaviour. The present study deals with the procrastination behaviour of students of Class X and Class XII. According to Morris (1978), for Harris and Sutton (1983), "Procrastination is an act of putting of a task that either the local person or other role senders expect to be done at the present time". Solomon and Rothblem (1986) have described, "Procrastination as the act of needlessly delaying tasks to the point of experiencing subjective discomfort". Lay (1986), considers "Procrastination as the tendency to delay that, which is necessary to reach some goal". The term "Stress Tolerance" refers to a person's ability to withstand stress without becoming seriously impaired (Carson & Butcher, 1992, p. 144) if a person is marginally adjusted, the slightest frustration or pressure may be highly stressful. A person who is generally unsure of his/her adequacy and worth is much more likely to experience threats than a person who is generally confident and secure. Stress tolerance is the "ability to handle

emotionally charged situations and to resist turn out in demanding environments". A habit is an automatically learned behaviour pattern that enables an individual to handle specific types of environmental situations easily. The student who has acquired good study habits has developed a behaviour, which enables him or her to sit down and begin working on his or her assignments with minimum concentration. Habit permits to attend to routine pattern connected with settling down to work without having to give them much thought. The term "Study Habits" indicates the score yielded by the Study Habits Inventory (Tussing, 1962). Study Habits is defined as, to help the students see some areas in which successful student differs from those who are doing well as they should. The student is able to see his or her learning behaviour compared with other student patterns.

Most students face serious threat due to the lack of awareness on how to perform well academically. Students who are low in conscientiousness typically have poor study habits and lack of self-discipline and control. These students can be found partying or watching videos the night before exams. Students who lack conscientiousness seem to lose their notes, books, and assignments, have trouble settling down to study, and give up quickly when the material is difficult. In short, students who are under stress can cause a big loss to the nation. The critical requirement is to sweep out stress from student's brains. Therefore, the need to identify stress tolerance of students and explore the various factors like

procrastination behaviour, stress tolerance and study habits becomes important.

LITERATURE REVIEW

Anxiety is one of the causes for procrastination. Students are particularly fearful of tests and other situations in which their performance is evaluated. Low conscientiousness also is the basis for academic procrastination. Students who are low in conscientiousness typically have poor study habits and lack of self-discipline and control. Lack of planning is the common fault among students who procrastinate. Planning has a few simple components that need to be thoughtfully combined; awareness of time, events, and resources (Robert, 1997). Those who procrastinate are vulnerable to stress as a result of their lower self-esteem and perceived inability to cope and to control their lives. Flett, Blankstein and Martin (1995), studied procrastination and stress and found that people who score high on procrastination also report feeling hassled. In addition, they report that their hassles are persistent and have an impact on their lives. They feel unable to cope and are upset about their situation. Studies also show that these feelings of stress are related to the depression that is so often associated with procrastination. Feelings of constant stress are related to overall psychological adjustment and life satisfaction. Mc Dermott (1996), did a nationwide study of developmental and gender prevalence for psychopathology in childhood and adolescence. The study indicated that boys and girls express their

adjustment problems somewhat differently, especially during middle adolescence. Troubled boys usually externalize their turmoil through rebellious and disobedient behaviour; whereas girls are more likely to internalize distress by withdrawing socially, complaining of somatic complaints or feeling tense, depressed or moody. For most teenagers, positive life events and supportive relationships with family members, other adults and peers serve as an emotional buffer during hard times (Frey & Roethlisberger, 1996). Kleijin & Topman (1994), conducted a study on cognition, study habits, text anxiety and academic performance. The Study Management and Academic Results Test (SMART) were developed to measure study and examination related cognitions, time management and study strategies. This questionnaire was used in three prospective studies, together with measures for optimism and test anxiety. In the first two studies done among 253 first year students enrolled in four different faculty, the highest significant correlations with academic performance were found for SMART scales. In a replication study among 156 first year medical students at a different university, the same pattern of result was observed. A step wise multiple regression analysis, with academic performance as a dependent variable, shown significant correlations only for the SMART Test Competence and Time Managements. Gonzales, Cauce, Friedmen, and Mason (1996), conducted a study on family, peer, and neighbourhood influences on academic achievement among African-American adolescents.

Using a 1- year prospective design, this study examined the influence of family status variable (family income, parental education, and family structure), parenting variable (maternal support and restrictive control), peer support, neighbourhood risk on the school performance of 120 African-American junior High School students. In addition to main effects of these variables, neighbourhood risk was examined as a moderator of the effects of parenting and peer support. Family status variables were not predictive of an adolescent school performance as indexed by self-reported grade point average. Maternal support at Time 1 was prospectively related to adolescent grades at Time 2. Neighbourhood risk was related to lower grades, while peer support predicted better grades in the prospective analysis. Neighbourhood risk also moderated the effect of maternal restrictive control and peer support on adolescent grades in prospective analysis. These findings highlight the importance of an ecological approach to the problem of academic achievement within the African-American community.

From the above literature, it can be seen that hardly any investigation has been done in this area and the following hypothesis are formulated for further investigation based on the above-mentioned variables.

H1. There is a significant difference between students in Kerala and United Arab Emirates based on the variables, Procrastinations Behaviour and Study Habits.

H2. There will be significant correlations among Procrastinations Behaviour, Stress Tolerance, Study Habits, and Academic Achievement for Kerala and United Arab Emirates samples.

MATERIALS AND METHODS

The major variables in this study are Procrastinations Behaviour, Stress Tolerance, Study Habits, and Academic Achievement. The data for these variables were collected from students of Class X and Class XII of Thiruvananthapuram and Abu Dhabi. The data were analysed using the following statistical techniques. Test of significance (t-test) of the difference between means for large independent sample, Product-moment coefficient of correlation – person r.

Sample selection and survey administration

Stratified sampling has been used to select the sample for the investigation. Researcher divides the entire population into different strata based on the location of the school, then randomly selects the final subjects proportionally from the different strata. The sample for the study has been drawn from Higher Secondary Schools of Thiruvananthapuram district, Kerala, and from Higher Secondary Schools of Abu Dhabi, U.A.E. The population for the study consists of students (male and female) from class X and class XII.)

The following representation was made in the sample. Initially, the total sample size was 500. Out of these 500 around 250

students from Abu Dhabi and 250 students from Thiruvananthapuram were taken. The students were from Class X and Class XII and in the age group of 15 years to 18 years. Equal importance was given to both male and female students. The sample included members of all the three main religion groups, viz., Hindus, Christians and Muslims. The students in both culture (U.A.E. culture and Kerala culture) were following the same system of education. Of this targeted 250 students only 210 students were selected to maintain the homogeneity of the group.

Table 1

Categories of male and female students in Thiruvananthapuram on the basis of the class in which they are studying

Class	Male Students	Female Students	Total
X	50	59	109
XII	48	53	101
Total	98	112	210

In Table 1, the sample of 98 male students, 50 study in Class X and 48 study in Class XII. Similarly of 112 female students 59 study in Class X and 53 study in Class XII. Female students are slightly more in number than the male students.

Table 2

Categories of male and female students in Abu Dhabi on the basis of the class in which studying

Class	Male Students	Female Students	Total
X	61	59	120
XII	43	47	90
Total	104	106	210

In Table 2, the sample of 104 male students, 61 study in Class X and 43 study in Class XII. Similarly of 106 female students 59 study in Class X and 47 study in Class XII. Female students are slightly more in number than the male students.

MATERIALS

It is necessary to adopt or evolve a systematically relevant and valid procedure to collect essential data. In the absence of adequate tools, the investigator has to develop the same for the purpose of research. A brief description of the materials is given below:

Procrastination Behaviour Inventory

An inventory was used to measure the procrastination behaviour of school students studying at or above High School level. This inventory covers five aspects or areas where students may generally show procrastination behaviour. They are examination, assignment, sports and games, extra-curricular activities, and time management. For a positive item, a score of 5, 4, 3, 2 or 1 was awarded for A, B, C, D, or E respectively. For a negative item, the procedure was reversed i.e. a score of 1, 2, 3, 4, or 5 was awarded for A, B, C, D or E respectively.

Examples of Items are:

- a) *I always see that the assignments are submitted much before the due date*
- b) *I complete all my assignments in time*

Item Analysis

Mathew's Analysis Table (Mathew, 1982) was used for item analysis. The table gives item criterion correlation (Phi-coefficient) and percentages of tested marking the keyed answer (P value). The items were selected from those with highest correlation values and medium (in middle range) P values. Thus, items having a correlation value of 0.30 and above, and P value of 0.22 to 0.54 were chosen as the final items. The final scale considers 20 items of a total of 32 items.

Reliability

To deduce the reliability of the test Split-Half method was used. The test was split into two halves on the basis of scores on the odd and even items of the test. When the two-half screen was obtained for each person, it was correlated using Pearson-Product Moment method. The reliability of half test was found to be 0.74 (N=60). Using Spearman-Brown formula, the reliability of the test was found to be 0.85.

Validity

Studies have shown that procrastination behaviour was positively and significantly related to external locus of control (Trice & Milton, 1987). Considering this correlation was seen between the test and Locus of Control Scale (Sony & Sananda Raj), for this both the test was administered to a fresh sample of 50 Class X and Class XII students. The correlation was found to be 0.84. This shows that the test has concurrent validity.

A systematic examination of the test content showed that the test covers a representative sample of the behaviour domain to be measured. The content validity was built into the test from the outset through the choice of appropriate items, done through and systematic examination of relevant test books and consultation with subject matter experts.

AN INDEX OF STRESS TOLERANCE (STUDENT VERSION)

The test consisted of 20 items (statements) relevant to elicit students' stress tolerance level. All the items in the test were in the form of self-descriptive statements. In the draft test, there were 30 items. The test contains an equal number of positive (favourable) and negative (unfavourable items) items, and was administered to a sample of 350 individuals. "Mathew Item Analysis Table" (Mathew, 1982) was used for Item Analysis. The table gives item criterion correlation (Phi coefficient) and percentage of tested marking the keyed answer (P value) from the P values at the tails of distribution according to the criterion.

For doing analysis, response sheets were arranged in the ascending order, in order to select the top and bottom 100 subjects, who represent the high and low groups respectively. Counter 100 answer sheets having the highest criterion score, which constitute the upper tail. Similarly, 100 answer sheets having the lowest score forming the lower tail. For each item, the number of sample tested giving the keyed answers (items having a weightage of 4 &

5) was counted. The cases are 100 in each tail (upper and lower tail) so the number of persons making the keyed answers is in the form of percentage. Thus, the total number of sample tested for each item in the upper group (PU) and lower group (PL) was found out. From the table Phi-coefficient (Item Criterion Correlation) and P value for corresponding PL and PU for each item was noted.

Reliability

Split-half reliability method was used to estimate the reliability of the test. The test was split into two equal halves on the basis of odd items and even items (odd-even reliability method). A correlation coefficient between the 2 halves was found using Pearson Product-Moment Formula. Thus, the half test reliability coefficient of 0.7 was estimated. The reliability of the whole test was found out using Spearman Brown Formula. Thus, reliability coefficient of 0.82 was obtained. This index of reliability shows that the test is highly reliable. This value of reliability is significant at 0.01 level.

Validity

The validity of the test was estimated with the help of empirical or criterion related validity, and determined by correlating the present scale with "Stress Tolerance Inventory" of Balagangadharan (1998), as reported in the manual (Sananda Raj & Reshmy, 1999). Both the tests were administered to a sample of 40 subjects and the correlation coefficient was estimated

as 0.72. This index of validity shows that the test is an adequately valid, the value of validity coefficient being significant at 0.01 level.

STUDY HABITS SCALE (REVISED)

The scale consisted of 20 items (statements) to elicit responses of students 'study habits'. The scoring was done as follows. A score (weightage) of 5, 4, 3, 2, or 1 was given to the category A, B, C, D, or E respectively in the case of a positive item. The weightage was in the reverse order for a negative item, i.e., 1, 2, 3, 4, or 5 was given for A, B, C, D, or E respectively. The scores for the separate items were then summed to obtain the Study Habits Scale score of the individual. The maximum obtainable score was 100 and minimum was 20.

Reliability

The test-retest reliability of the scale is reported to be +0.92, on a sample of 75 students, with a time interval of one month. The odd even reliability was found to be +0.95 after correlation for alternation, calculation on a scale of 60 students.

Validity

Validity of the scale had been established by correlating the scores of the scale with the scales of Attitude towards Academic Work and Achievement motivation and the validity coefficient were found to be +0.84 and +0.79 respectively. This indicates that the scale is reliable and valid for measuring study habits of students.

PERSONAL DATA SCHEDULE

The investigator developed a Personal Data Schedule to collect data regarding relevant variables. The variables such as class studying, sex, place of study, educational qualification of parents, occupation of parents, total monthly income of the parents, order of birth, number of brothers and sisters, religion, and percentage of marks obtained in the previous examination.

RESULTS AND DISCUSSION

Comparison of Students in Kerala and U.A.E. for the variable Procrastination Behaviour

For the variable Procrastination Behaviour, the mean value for the students in Kerala is

50.50 and the standard Deviation is 9.40. The mean value for students in U.A.E. for the variable is 48.69 and the standard deviation is 10.06. The t-value obtained is 1.904. The details of the t-test are shown in Table 3.

For the variable procrastination Behaviour, the mean value for students in Kerala is 50.50 and the SD is 9.40. The mean value for the students in UAE for the variable is 48.69 and the SD is 10.06. The 't' value obtained is 1.904. The details of the 't' test is given below.

Table 3

Data and results of the t-test for the variable procrastination behaviour: Comparison of students in Kerala and U.A.E.

Sl.No	Group	N	Mean	Standard Deviation	t-value
1	Kerala	210	50.50	9.40	1.904
2	U.A.E.	210	48.69	10.06	

Note: The t-value is not significant statistically

In Table 3, the results indicate that there is no significant difference between students of Kerala and U.A.E. for the variable Procrastination Behaviour. This shows that even if there is Procrastination Behaviour among students of Kerala and U.A.E., it might be in equal amount.

Comparison of Students in Kerala and U.A.E. for the variable Stress Tolerance

For the variable Stress Tolerance, the mean value for the students in Kerala is 60.14 and the Standard deviation is 9.34. The mean value for the students in U.A.E. for the variable is 59.39 and the Standard deviation is 9.15. The t-value obtained is 4.158. The details of the t-test are given in Table 4.

Table 4

Data and results of the t-test for the variable stress tolerance: Comparison of students in Kerala and U.A.E.

Sl.No	Group	N	Mean	Standard Deviation	t-value
1	Kerala	210	60.14	9.34	4.158*
2	U.A.E.	210	56.39	9.15	

Note: The t-value is not significant statistically

In Table 4, the results indicate that there is significant difference between students of Kerala and U.A.E. for the variable Stress Tolerance, and still different if culture is considered. Students of Kerala have more level of stress tolerance compared to the students of U.A.E. The present study shows that students studying at U.A.E. have low tolerance level. The children of U.A.E. have very less chances of facing stressful situation. They are overprotected by their parents and so hardly have to face any problems. This makes them more

susceptible to stressors, and very less tolerant to stressful situation (Carlson & Butcher, 1998).

Comparison of Students in Kerala and U.A.E. for the variable Study Habits

For the variable Study Habits, the mean value for the students in Kerala is 69.89 and the Standard deviation is 9.53. The mean value for the students in U.A.E. for the variable is 69.00 and the Standard deviation is 11.30. The t-value obtained is 0.873. The details of the t-test are given in Table 5.

Table 5

Data and results of the t-test for the variable study habits: Comparison of students in Kerala and U.A.E.

Sl.No	Group	N	Mean	Standard Deviation	t-value
1	Kerala	210	69.89	9.53	0.873
2	U.A.E.	210	69.00	11.30	

Note: The t-value is not significant statistically

In Table 5, the results indicate that there is no significant difference between students of Kerala and U.A.E. for the variable Study Habits. This shows that the study pattern followed by both the group might be the same or efficient enough.

Comparison of Students in Kerala and U.A.E. for the variable Academic Achievement

For the variable Academic Achievement, the mean value for the students in Kerala is 65.83 and the Standard deviation is 10.77.

The mean value for the students in U.A.E. is -0.995. The data and results of t-test are for the variable is 67.05 and the Standard deviation is 14.11. The t-value obtained given in Table 6.

Table 6

Data and results of the t-test for the variable academic achievement: Comparison of students in Kerala and U.A.E.

Sl.No	Group	N	Mean	Standard Deviation	t-value
1	Kerala	210	65.83	10.77	-0.995
2	U.A.E.	210	67.05	14.11	

Note: The t-value is not significant statistically

In Table 6, the results indicate that there is no significant difference between students of Kerala and U.A.E. for the variable Academic Achievement. The level of achievement is the same for both groups. The culture variation, the difference in the environment of the school is not creating any difference between the students in the academic achievement. This is in contradiction to the study done by Varghese and Govinda (1993), which stated that environment variation such as classroom environment, school setting and location of the school affects the academic achievement of students.

CORRELATION ANALYSIS

To find out the extent of relationship existing among the four major variables – Procrastination Behaviour, Stress Tolerance, Study Habits, and Academic Achievement, Correlation analysis is applied.

Correlation Analysis of the variables in Kerala Culture

The correlation coefficients existing among the four variables in the Kerala culture are given in Table 7.

Table 7

Correlation matrix of the four variables in Kerala culture

Sl.No	Variable	1	2	3	4
1	Procrastination Behaviour	()	-0.422*	-0.571*	-0.238*
2	Stress Tolerance	--	()	+0.420*	+0.060*
3	Study Habits	--	--	()	+0.284*
4	Academic Achievement	--	--	--	()

The correlation coefficients given in Table 7 are discussed below:

Correlation between Procrastination Behaviour and Stress Tolerance

In Table 7, the correlation between the variables Procrastination Behaviour and Stress Tolerance of the students in Kerala is -0.422, which is significant at 0.01 level. This indicates that there is a marked or substantial negative relationship between the two variables.

Research shows that many people who procrastinate suffer from stress. Those who procrastinate are vulnerable to stress as a result of their lowered self-esteem and perceived inability to cope and to control their lives (Onwuegbuzie, 2000b). This study stands in support to the findings that there is negative correlation between Procrastination Behaviour and Stress Tolerance.

Correlation between Procrastination Behaviour and Study Habits

The correlation between the variables Procrastination Behaviour and Study Habits of students in Kerala is -0.571, which is significant at 0.01 level. This indicates that there is a marked or substantial negative relationship between the two variables.

Tussing (1962), has stated that procrastination behaviour can influence study habits negatively. The higher the procrastination behaviour the poorer the study habits and, inversely, the better the study habits the lower the procrastination

behaviour, which results. Academic procrastinators have a low conscientiousness and low conscientiousness typically lead to poor study habits (Rorer, 1983).

Correlation between Procrastination Behaviour and Academic Achievement

The correlation between the variables Procrastination Behaviour and Academic Achievement of students in Kerala is -0.238, which is significant at 0.01 level. This indicates that there is a marked or substantial negative relationship between the two variables. Good performance academically is possible with proper study procedure. Many times, students fail to perform well not because they lack motivation, or because they are of lower intelligence level. But it is because they have a tendency to putting off their work without any reason; then they are procrastinating (Steel, 2010). The negative low correlation shows that in the case of students in Kerala, a low relationship exists between their academic achievement and their non-procrastination behaviour.

Correlation between Stress Tolerance and Study Habits

The correlation between the variables Stress Tolerance and Study Habits among students in Kerala is +0.420, which is significant at 0.01 level. This indicates that there is a marked or substantial positive relationship between the two variables.

If the level of stress tolerance is high, then the students tend to follow better time management procedure, which is very

much related to the good study habits. It has been found that stress impairs learning (Deshpande, 1978; Van Eerde, 2003). Here, in the case of students of Kerala, a positive correlation exists between stress tolerance and study habits.

Correlation between Stress Tolerance and Academic Achievement

The correlation between the variables Academic Achievement and Stress Tolerance of students in Kerala is +0.060, which is not significant. This indicates that there is no relationship between the two variables.

Student with low levels of stress tolerance tended to perform poorly academically. It has been found that stress impairs learning (Deshpande, 1978). But, there are studies, which prove that students under stress perform much better (Lazarus, et al., 1952). Often the level of academic achievement can either cause frustration, conflict, pressure and anxiety, which contribute to the level of stress tolerance (Heckhausen, 1967 & Izutsu et al., 2003). But, here no significant correlation has been

found between the two-variable academic achievement and stress tolerance.

Correlation between Study Habits and Academic Achievement

The correlations between the variables Study Habits and Academic Achievement of students in Kerala is +0.284, which is significant at 0.01 level. This indicates that there is low relationship between the two variables.

Good performance means high academic achievement. High achievement or good performance academically, is always possible only with a proper 'study habit'. It is in the absence of a proper study procedure that the students fail to achieve the maximum within the limited schedule (Tussing, 1962).

Correlation Analysis of the Variable in U.A.E. Culture

The correlation coefficients existing among the four variables in the U.A.E. sample are given in Table 8.

The correlation coefficient given in Table 8 is discussed below.

Table 8
Correlation matrix of the four variables in Kerala culture

Sl.No	Variable	1	2	3	4
1	Procrastination Behaviour	()	-0.386*	-0.632*	-0.308*
2	Stress Tolerance	--	()	+0.385*	+0.248*
3	Study Habits	--	--	()	+0.506*
4	Academic Achievement	--	--	--	()

Correlation between Procrastination Behaviour and Stress Tolerance

In Table 8, the correlation between the variables Procrastination Behaviour and Stress Tolerance of students in U.A.E. is -0.386, which is significant at 0.01 level. This indicates that there is low negative relationship between the two variables. Procrastination behaviour of students always makes them do work under pressure. Students who procrastinate tend to postpone the work they have to do for a future date, resulting in hectic workload in the end. This creates a stressful situation in the end (Flett, 1996). The lesser the procrastination behaviour the lower will be the level of stress tolerance.

Correlation between Procrastination Behaviour and Study Habits

The correlation between the variables Procrastination Behaviour and Study Habits of the students in U.A.E. is -0.632. This indicates that there is a marked or substantial negative relationship between the two variables.

The low conscientiousness of academic procrastinator always leads to poor study habits (Robert, 1997).

Correlation between Procrastination Behaviour and Academic Achievement

The correlation between the variables Procrastination Behaviour and Academic Achievement of the students in U.A.E. is -0.308, which is significant at 0.01 level.

This indicates that there is a low negative relationship between the two variables.

Whatever be the reason the end result will be lower academic achievement. Good performance academically is not possible if there is procrastination behaviour (Tussing, 1962).

Correlation between Stress Tolerance and Study Habits

The correlation between the variables stress tolerance and study habits of the students in U.A.E. is +0.385, which is significant at 0.01 level. This indicates that there is low positive relationship between the two variables.

If the level of stress tolerance is high, then students tend to follow the good time management procedure, which is very much related to good study habits. It has been found that stress impairs learning (Deshpande, 1978). Here, students of U.A.E. show a low positive correlation for the variables stress tolerance and study habits, which is in support of the above study.

Correlation between Stress Tolerance and Academic Achievement

The correlation between the variables Stress Tolerance and Academic Achievement of the students in U.A.E. is +0.248, which is significant at 0.01 level. This indicates that there is low positive relationship between the two variables.

Students with low level of stress tolerance tend to perform poorly academically. Often

the level of academic achievement can either cause frustration, conflict, pressure, and anxiety, which contributed to the level of stress tolerance (Heckhausen, 1967).

Correlation between Study Habits and Academic Achievement

The correlation between Study Habits and Academic Achievement of students in U.A.E. is +0.506, which is significant at 0.01 level. This indicates that there is substantial or marked positive relationship between the two variables.

Good performance means high academic achievement. It is in the absence of a proper study procedure, that the students fail to achieve the maximum within time schedule (Tussing, 1962). Jamuar (1961) & Brunstein (2004) conducted studies in which they found that study habits are positively related to academic achievement in students.

CONCLUSION

The fundamental basis of education seems to be purposeful training of children with a view of preparing them to shoulder the responsibilities required for normal adult life. Students have to face academic demands, such as answering questions in class, preparing for examinations, showing progress in school subjects, understanding what the teacher is teaching, competing with other class-mates, and fulfilling teachers' and parents' expectations. It is clear that in such situations students are under pressure from all sides. Competition has increased so much that the best and topper is always successful. To be the best,

one has to be a high academic achiever, which is possible only with a very good and systematic procedure. Procrastination Behaviour of students influences their goals negatively. Low level of stress tolerance also affects their academic performance. The present investigation was intended to study these variables on two groups of students coming from two different cultures – one group living in U.A.E. and, the other group living in Kerala. The study was entitled: “Procrastination Behaviour, Stress Tolerance, and Study Habits: A Cross Culture Analysis.” The findings of the present investigation are as follows:

1. Students studying in Kerala and U.A.E. showed no significant difference in Procrastination Behaviour.
2. Students studying in Kerala showed significantly higher level of Stress Tolerance in comparison to those in U.A.E.
3. Students studying in Kerala and U.A.E. showed no significant difference in their Study Habits.

The limitations of the study were, Intelligence and its relationship with variables such as, Procrastination Behaviour, Stress Tolerance, Study Habits, and Academic Achievements, were not been done in the present study. In future studies these aspects can be included. This study made use only X grade and XII grade students. It is suggested that further studies may be conducted using college students or students studying for professional courses.

Academic implications

The study revealed that students of U.A.E. have a lower level of stress tolerance, when compared to the students in Kerala. They face many difficulties as they go for higher studies, have to face competitive examinations, and get admission for better courses. The fear of failure and stressfulness can only impair their performance.

It is generally accepted by those who favour the concept 'individual difference' that 'study' is an individual matter; it is also true that methods which suit some students may not suit others; and also, that the methods which are appropriate for one subject need not necessarily be the same for another subject. It should be understood there are some general principles that will enable a student to work out schemes of study more effectively. Many students fail because they might have never learned how to study effectively, how to keep away procrastination behaviour, and how to achieve better level of stress tolerance.

Implications for Practice:(Teachers, school administers, policy makers, NGO's etc)

In a classroom, students vary in many respects, viz., physically, psychologically, and socially. Some of the students may be from poor social environment. Teachers should identify children with poor study habits, having procrastination behaviour and low level of stress tolerance, and try to find the reasons for their problems. This requires greater personal attachment

between teachers and students. The teacher needs to keep a good rapport with parents of students also, and give them suggestions to overcome difficulties faced in school. In other words, the teacher should help the students in all possible ways to develop positive feelings and to avoid unnecessary anxieties. To enrich the academic achievement of students in Kerala the teacher should provide additional learning experiences and remedial measures. This can be done within the structure of the classroom system.

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