

EXECUTIVE SUMMARY OF THE PROJECT

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TITLE OF THE PROJECT: **ACADEMIC PROCRASTINATION AMONG PRE SERVICE TEACHERS**

Academic procrastination is regarded as a dispositional trait that can have particularly serious consequences for students, whose lives are characterised by frequent deadlines. Ellis and Kuaus (2002) regard it as an “interactive dysfunctional and behaviour avoidance process”, characterised by the desire to avoid an activity, the promise to get it later, and the use of excuse making to justify the delay and avoid blame. The study is stated as Academic Procrastination among Preservice Teachers. The present study is conducted on a representative sample of 300 teacher Students selected from different districts of Kerala. ***Procrastination Assessment Scale for Students*** (Solomon and Rothblum, 1994) is used as the tool to measure academic procrastination of pre service teachers. This is the most popular tool to measure procrastination behaviour at various levels. Study reveals that preservice teachers show moderate to higher level of academic procrastination. There is no gender difference in Academic Procrastination among Prospective teachers. There is a difference between Government and Aided Teacher students in their Procrastination behaviour. There is a difference between Rural and Urban Prospective teachers in their Procrastination behaviour for total score in Academic Procrastination scale.

In short, Academic Procrastination is not influenced by gender but influenced by Type of Management and Locality of institutions. Special emphasis must be given to modify curriculum and teaching methods to reduce Procrastination behaviour. Evaluation system and graduate level entrance examination must be reoriented to reduce Procrastination behaviour. Counselling facilities must be provided to reduce Academic Procrastination of teacher students. Developing motivation and interest and creating collaborative and competitive environment will be helpful for avoiding this behaviour among teachers.