"A study to assess the effectiveness of Cognitive Behavior Therapy on level of Procrastination among first year under graduate arts and science college students, Puducherry".

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ABSTRACT
Procrastination is the deliberate and unnecessary delay or postponement of something despite knowing that doing so will result in negative consequences. The term comes from the Latin word procrastinatus, which evolved from the prefix pro-, which means "forward," and crastinus, which means "of tomorrow." Human behaviour is frequently habitual. It is a common human experience to put off mundane tasks or even important tasks such as attending an appointment, submitting a job report or academic assignment, or discussing a stressful issue with a partner. This study was conducted to to assess the effectiveness of Cognitive Behavior Therapy on level of Procrastination among first year under graduate arts and science college students, Puducherry. the design was Pre- experimental research design one group pre – test and post – test design. The setting of the study was conducted in Perumthalaivar Kamaraj arts and science college and Kalitheerthal Kuppam, Puducherry. Totally 50 all students of first year under graduate arts and science college students by using Randomized sampling Technique. Assesses the 20 items of Procrastination Scale (Lay, 1986) Questionnaire to assess the level of Procrastination. The study result show that In pre – test were assessment the level of procrastination 41(82%) had moderate level of procrastination, and 9(18%) had low level of procrastination, none of them comes under high level of procrastination. After administration of cognitive behavior therapy the post- test level of procrastination 37(74%) of students comes under low level of procrastination, 13(26%) in moderate level of procrastination. The pre-test mean value was 56.86. the paired 't' test overall value is 7.246 is statistically significant at the level of procrastination.

I. INTRODUCTION

"Do not put off till tomorrow what can be put off till day- after – tomorrow just as well"
Mark Twain

Procrastination is the deliberate and unnecessary delay or postponement of something despite knowing that doing so will result in negative consequences. The term comes from the Latin word procrastinatus, which evolved from the prefix pro-, which means "forward," and crastinus, which means "of tomorrow." Human behaviour is frequently habitual. It is a common human experience to put off mundane tasks or even important tasks such as attending an appointment, submitting a job report or academic assignment, or discussing a stressful issue with a partner. Although it is commonly perceived as a negative trait due to its negative impact on productivity and is frequently associated with depression low self-esteem guilt and inadequacy, it can also be viewed as a prudent response to certain demands that may present risky or negative outcomes or necessitate waiting for new information to arrive. Academic procrastination was defined as leaving academic tasks, such as preparing for exams and doing homework, to the last minute and feeling discomfort out of this. It is described as intentionally delaying one's tasks on academic concerns in fear of making blunders, delaying a task that needs to be completed and bad time management. Some authors opined that "lack of commitment, lack of guidance and encouragement, inappropriate time management skills, emotional stress, social problems, overconfidence, and illness commonly appeared in students" educational life leading to procrastination.

Cognitive behavioral therapy (CBT) is a type of psychotherapeutic treatment that teaches people how to identify and change destructive or disturbing thought patterns that influence their behavior and emotions. It primarily focuses on changing the automatic negative thoughts that can contribute to and exacerbate emotional

problems, depression, and anxiety. A Cognitive Behavior Counseling experiment was conducted to help students find the right mindset and overcome the problem of procrastination. Cognitive Behavior Therapy (CBT) is a counseling approach that helps people identify and change negative thinking patterns and behaviors with cognitive restructuring

A global emotional report. According to the study's findings, more people felt stressed, sad, angry, and worried in 2020 than at any other point in Gallup's global tracking. In some highlights of the survey that four in 10 adults said they had experienced worry is (40%) or stress (40%). Less than three in ten (29%) had experienced physical pain, while one in four or more had experienced sadness (27%) or anger (24%). Nearly 190 million people were significantly more stressed in 2020 than the previous year. The world in 2020 was a sadder, angrier, more worried, and more stressed-out place than it had been in the previous 15 years.

II.   REVIEW OF LITERATURE

Yajun Zhang, et, al (2022) conducted study on Metacognition and Academic Procrastination: A Meta-Analytical Examination in explaining and predicting procrastination. Fifty-nine relevant articles involving a total of 23, 627 participants. Using the robust variance estimation, results showed significant small effect sizes of metacognition for passive procrastination (-.28), but not for active procrastination (-.03). In particular, metacognitive belief that regulation were significantly associated with passive procrastination; however, metacognition (regardless the types) was not significantly associated with active procrastination. After controlling for all proposed moderators (grade level, individualistic index, and gender), no significant moderation effects were found in the overall metacognition-active procrastination relationship or metacognition-passive procrastination relationship. The implications of the findings were discussed.

STATEMENT OF THE PROBLEM:

"A study to assess the effectiveness of Cognitive Behavior Therapy on level of Procrastination among first year under graduate arts and science college students, Puducherry".

OBJECTIVES:
▪   To identify the level of procrastination among first year under graduate arts and science college students.
▪   To evaluate the effectiveness of cognitive behavior therapy on reducing the Procrastination level among first year under graduate arts and science college students.
▪   To associate the level of procrastination among first year under Graduate arts and science college students with their selected demographic variables.

HYPOTHESIS:
▪   H1 - There is a significant difference in the level of procrastination before and after administration of cognitive behavior therapy among first year under graduate college students.
▪   H2 - There is a significant association between the level of procrastination among first year under graduate students with the selected demographic variables.

III.   MATERIAL AND METHODS

The chapter describes the research methodology followed a study to assess the effectiveness of Cognitive Behavior Therapy on level of Procrastination among first year under graduate arts and science college students, Puducherry". it deals with research approach, research design, setting of the study, population, criteria for sample selection, sample size, sampling techniques development and description of the tool for data collection, content validity, piolet study, procedure for data collection and statistical analysis.

SECTION: A

It consists of 17 Demographic variables such as Age, Gender, Religion, Marital status, Type of family, Family income, Medium of instruction in school, Residence, Occupation of father, Occupation of Mother, Education of father, Education of mother, Type of dietary pattern, Order of birth, Number of siblings, Any associated with medical illness, Sources of distraction.

SECTION: B

It consists of Standardized questionnaire to assess the level of procrastination among first year under graduate arts and science college students. It has consists of 20 statement in lay procrastination scale. It is standardized questionaries was validated by experts from nursing. After that expert accepted this questionnaire for assessing the effectiveness of cognitive behavior therapy on level of procrastination among first year under graduate arts and science college students.

SCORING INTERPRETATION

LEVEL OF PROCRASTINATION	SCORE
Low level of procrastination	<50%
Moderate level of procrastination	51 – 75%
Severe level of procrastination	>75%

RESEARCH APPROACH
A Quantitative research approach was adapted for this present study.

RESEARCH DESIGN
A Pre- experimental research design one group pre – test and post – test design was adapted for this study.

SETTING OF THE STUDY
The study was conducted by Perumthalaivar Kamaraj arts and science college and Kalitheerthal Kuppam, Puducherry. This college was started in the year of 1998. This college is 1.2 kms away from Sri Manakula Vinayagar Nursing College. In this college totally first year under graduate 250 students are there. Only 50 students in B.Com were meeting the selection criteria of the study.

POPULATION
College students at Perumthalaivar Kamaraj arts and science college and Kalitheerthal Kuppam, Puducherry.

SAMPLE
Sample of the study in First year under graduate arts and science college students who met the inclusion criteria.

SAMPLE SIZE
 The sample size was calculated to be 41 using Open Epi Version 3.01 **(n= [DEFF*Np (1-P)]/[(d2 /Z21--α 2*(N-1)+p*(1-p)]**) where **"p"** was considered maximum of **89.3%,** absolute precision of 5%, 95% confidence interval and alpha error of 5%. The availability of samples i,e 41 sample round off 50samples.

SAMPLING TECHNIQUE
Randomized sampling technique was adapted for this present study.

CRITERIA FOR SAMPLE SELECTION:

INCLUSION CRITERIA
- Who are willing to participated in the study.
- Both Male and Female first year under graduate students.
- Student with the age group of 17 – 19 years.
- Under graduate first year students of arts and science.

EXCLUSION CRITERIA
- Student with physically challenged.
- Student not willing to participate.
- Student having the good level.

STUDY DURATION:
After getting clearance from Sri Manakula Vinayagar Medical College and Hospital ethical committee the study will be undertaken for 6 weeks.

VARIABLES:
- **Independent variable:** Cognitive Behavior Therapy
- **Dependent variable:** Level of Procrastination

IV.   RESULT

The frequency and percentage wise distribution of level of procrastination among first year under graduate arts and science college students. In pre – test were assessment the level of procrastination 41(82%) had moderate level of procrastination, and 9(18%) had low level of procrastination, none of them comes under high level of procrastination.

After administration of cognitive behavior therapy the post- test level of procrastination 37(74%) of students comes under low level of procrastination, 13(26%) in moderate level of procrastination. The pre-test

mean value was 56.86. the paired 't' test overall value is 7.246 is statistically significant at the level of procrastination at the level of procrastination. This shows effectiveness of cognitive behavior therapy and reduction in the level of procrastination. It is believed that the effectiveness of cognitive behavior therapy was achieved by the following ways.

It shows that paired t – test to evaluate the effectiveness of cognitive behavior therapy on level of procrastination first year under graduate arts and science college students. In pre – test and post – test over all mean different value of level of procrastination is 13. 74. The paired t test overall value is 7.246 which is statistically highly significant at the level of p< 0.000**. Also Family Income status was statistically significant at p< 0.005* and Sources of Distraction status was statistically significant at p<0.002*. This shows effectiveness of cognitive behavior therapy reducing the level of procrastination among first year under graduate arts and science college students.

The result revealed that there is no variables found to be significantly associated with the pre – test level of procrastination.

It seems that there will be a significant difference in the level of procrastination before and after administering of cognitive behavior therapy among first year under graduate arts and science college students. Hence hypothesis (H2) is accepted at the level of p<0.001 highly significant.

Table 1: Frequency and percentage wise distribution of demographic variables among first year under graduate arts and science college students.

SL. NO	DEMOGRAPHIC VARIABLES	FREQUENCY (N)	PERCENTAGE (%)
1	**Age in years**		
	A) 17 To 18 Years	44	88
	B) 19 To 20 Years	2	4
	C) 21 To 22 Years	4	8
2	**Gender:**		
	A) Male	29	58
	B) Female	21	42
3	**Religion:**		
	A) Hindu	49	98
	B) Muslim	0	0
	C) Christian	1	2
	D) Others	0	0
4	**Marital Status:**		
	A) Married	2	4
	B) Unmarried	48	96
5	**Type of Family**		
	A) Nuclear Family	27	54
	B) Joint Family	23	46
6	**Family Income:**		
	A) Less Than 5,000	12	24
	B) Rs. 6,000 To 10,000	24	48
	C) Rs.11,000 To 15, 000	11	22
	D) Above 20,000	3	6
7	**Medium of Instruction In School:**		
	A) English	42	84
	B) Tamil	8	16
	C) Others	0	0
8	**Residence:**		
	A) Rural	44	88
	B) Urban	6	12
9	**Occupation of Father:**		
	A) Coolie	37	74
	B) Self- Employee	5	10
	C) Government Employee	4	8
	D) Unemployment	1	2
	E) Private Employee	3	6
10	**Occupation of Mother:**		
	A) House Wife	37	74
	B) Coolie	9	18
	C) Self-Employee	1	2

	D) Government Employee	0	0
	E) Private Employee	3	6
11	**Education of Father**		
	A) Illiterate	10	20
	B) Primary	19	38
	C) Secondary	18	36
	D) Graduate	3	6
	E) Above Graduate	0	0
12	**Education of Mother:**		
	A) Illiterate	11	22
	B) Primary	24	48
	C) Secondary	14	28
	D) Graduate	0	0
	E) Above Graduate	1	2
13	**Type of Dietary Pattern:**		
	A) Vegetarian	2	4
	B) Non – Vegetarian	6	12
	C) Both	42	84
14	**Order of Birth**		
	A) First Born	23	46
	B) Second Born	24	48
	C) Third Born	3	6
	D) Twins	0	0
15	**Number of Siblings**		
	A) Nil	9	18
	B) One	24	48
	C) Two	12	24
	D) More Than Two	5	10
16	**Any Associated With Medical Illness**		
	A) Diabetes Mellitus	2	4
	B) Hypertension	5	10
	C) Cardio Vascular Disease	0	0
	D) Respiratory Problem	18	36
	E) Neuropathy	0	0
	F) Nephropathy	0	0
	G) Anemia	10	20
	H) Nil	15	30
17	**Sources of Distraction**		
	A) Love	7	14
	B) Mobile Usage	22	44
	C) House Hold Work	12	24
	D) Part Time Job	9	18

Figure:3.3 represents Percentage distribution level of procrastination among first year under graduate arts and science college students by Family income.
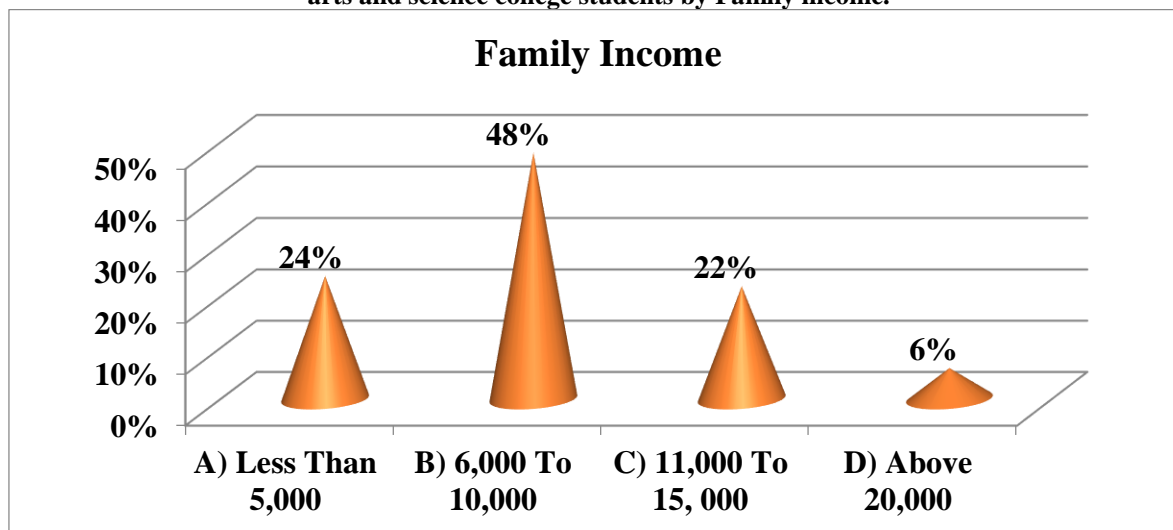
Figure:3.17 represents Percentage distribution level of procrastination among first year under graduate arts and science college students by Sources of Distraction.

Sources of Distraction

- A) Love — 14%
- B) Mobile Usage — 44%
- C) House Hold Work — 24%
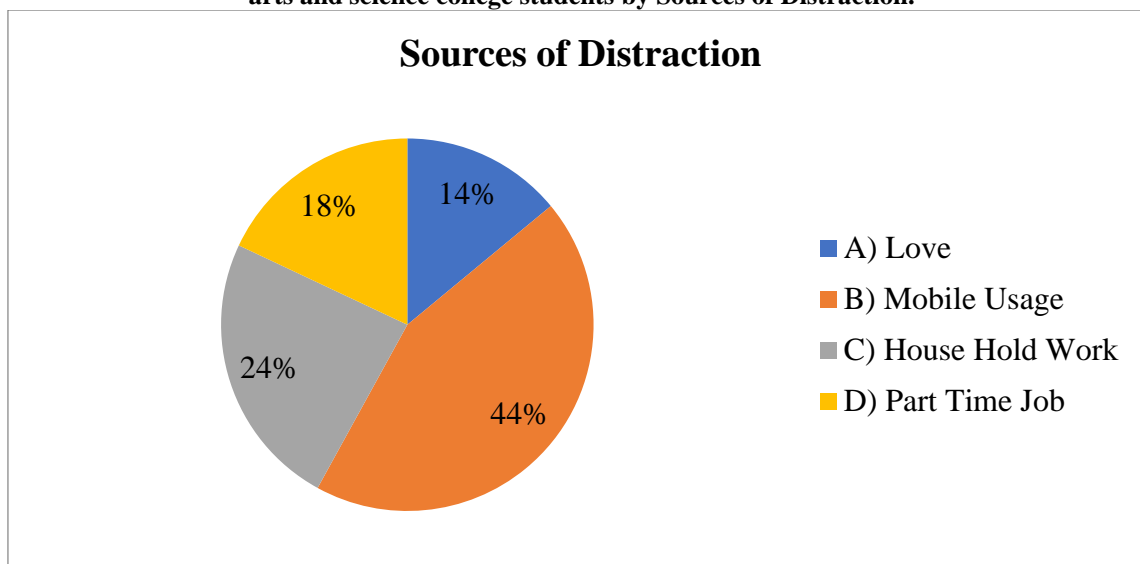- D) Part Time Job — 18%

Table 2:- Frequency and percentage wise distribution of pretest and post -test of the level of procrastination among first year under graduate arts and science college students.
**(N=50)**

LEVEL OF PROCRASTINATION	PRETEST		POST TEST	
	N	%	N	%
Low level of procrastination	9	18	37	74
Moderate level of procrastination	41	82	13	26
High level of procrastination	0	0	0	0
Mean Standard deviation	56.86 ± 6.999		43.12 ± 9.888	

Table - 3: Effectiveness of Cognitive Behavior Therapy on reducing the level of procrastination among first year under graduate arts and science college students.   (N=50)

GROUP	TEST	MEAN	STANDARD DEVIATON	MEAN DIFFERENCE	't' VALUE Paired -t test	df	'p' VALUE
LEVEL OF PROCRASTINATION	**Pretest**	56.86	6.999	13.74	7.246	49	**0.000** HS
	Posttest	43.12	9.888				

***-p < 0.001 highly significant , NS-Non-Significant.*

FIGURE – 4: Mean and Standard deviation of regarding level of procrastination on effect of cognitive behavior therapy among first year under graduate arts and science college.

Effectiveness of cognitive behavior therapy on reducing the level of procrastination among first year under graduate students
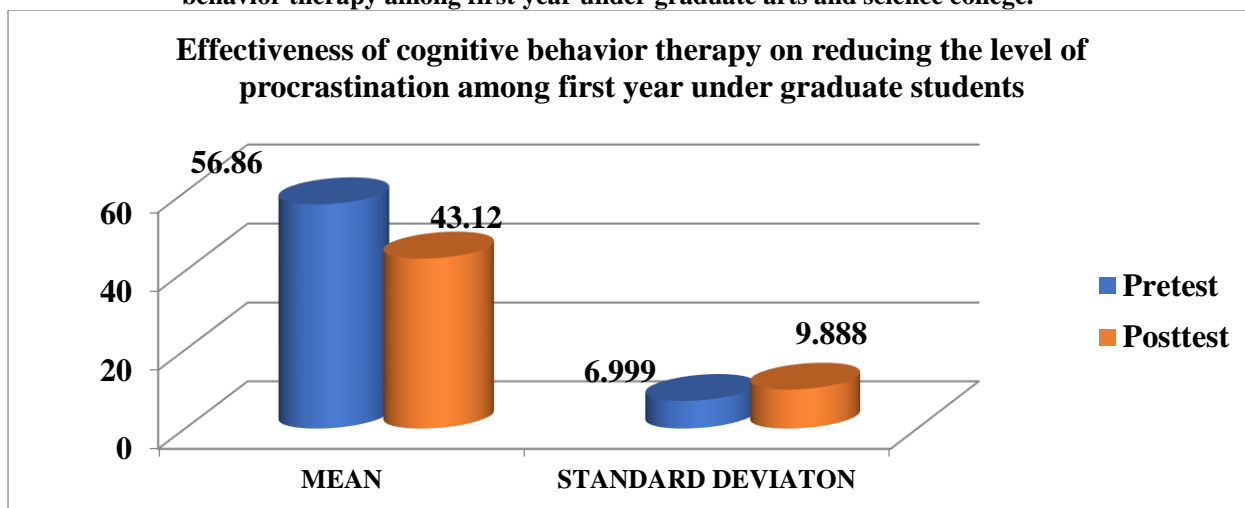
Table –5: Association between the Post-test level of procrastination among first year under graduate arts and science college students with their selected demographic variables.

(N=50)

SL. NO	DEMOGRAPHIC VARIABLES	POST TEST LEVEL OF PROCRASTINATION						Chi-square X^2	Df	p-value
		LOW		MODERATE		HIGH				
		N	%	N	%	N	%			
1	**Age in years**							1.92	2	0.382 NS
	A) 17 To 18 Years	33	89.2	11	84.6	0	0			
	B) 19 To 20 Years	2	5.4	0	0	0	0			
	C) 21 To 22 Years	2	5.4	2	15.4	0	0			
2	**Gender**							0.910	1	0.340 NS
	A) Male	20	54.1	9	69.2	0	0			
	B) Female	17	45.9	4	30.8	0	0			
3	**Religion**							0.359	1	0.549 NS
	A) Hindu	36	97.3	13	100	0	0			
	B) Muslim	0	0	0	0	0	0			
	C) Christian	1	2.7	0	0	0	0			
	D) Others	0	0	0	0	0	0			
4	**Marital Status**							0.732	1	0.392 NS
	A) Married	2	5.4	0	0	0	0			
	B) Unmarried	35	94.6	13	100	0	0			
5	**Type of Family**							0.402	1	0.526 NS
	A) Nuclear Family	19	51.4	8	61.5	0	0			
	B) Joint Family	18	48.6	5	38.5	0	0			
6	**Family Income**							**7.022**	**3**	**0.005 S***
	A) Less Than 5,000	9	24.3	3	23.1	0	0			
	B) Rs. 6,000 To 10,000	21	56.8	3	23.1	0	0			
	C) Rs. 11,000 To 15, 000	5	13.5	6	46.2	0	0			
	D) Above 20,000	2	5.4	1	7.7	0	0			
7	**Medium of Instruction In School**							0.005	1	0.944 NS
	A) English	31	83.8	11	84.6	0	0			
	B) Tamil	6	16.2	2	15.4	0	0			
	C) Others	0	0	0	0	0	0			
8	**Residence**							0.309	1	0.578 NS
	A) Rural	32	86.5	12	92.3	0	0			
	B) Urban	5	13.5	1	7.7	0	0			
9	**Occupation of Father**							4.59	4	0.332 NS
	A) Coolie	29	78.4	8	61.5	0	0			
	B) Self- Employee	4	10.8	1	7.7	0	0			
	C) Government Employee	2	5.4	2	15.4	0	0			
	D) Unemployment	1	2.7	0	0	0	0			
	E) Private Employee	1	2.7	2	15.4	0	0			
10	**Occupation of Mother**							3.98	3	0.263 NS
	A) House Wife	27	73	10	76.9	0	0			

	B) Coolie	8	21.6	1	7.7	0	0			
	C) Self-Employee	1	2.7	0	0	0	0			
	D) Government Employee	0	0	0	0	0	0			
	E) Private Employee	1	2.7	2	15.4	0	0			
11	**Education of Father**							0.712	3	0.870 NS
	A) Illiterate	8	21.6	2	15.4	0	0			
	B) Primary	13	35.1	6	46.2	0	0			
	C) Secondary	14	37.8	4	30.8	0	0			
	D) Graduate	2	5.4	1	7.7	0	0			
	E) Above Graduate	0	0	0	0	0	0			
12	**Education of Mother**							3.02	3	0.389 NS
	A) Illiterate	8	21.6	3	23.1	0	0			
	B) Primary	18	48.6	6	46.2	0	0			
	C) Secondary	11	29.7	3	23.1	0	0			
	D) Graduate	0	0	0	0	0	0			
	E) Above Graduate	0	0	1	7.7	0	0			
13	**Type of Dietary Pattern**							2.60	2	0.272 NS
	A) Vegetarian	2	5.4	0	0	0	0			
	B) Non – Vegetarian	3	8.1	3	23.1	0	0			
	C) Both	32	86.5	10	76.9	0	0			
14	**Order of Birth**							1.30	2	0.522 NS
	A) First Born	16	43.2	7	53.8	0	0			
	B) Second Born	18	48.6	6	46.2	0	0			
	C) Third Born	3	8.1	0	0	0	0			
	D) Twins	0	0	0	0	0	0			
15	**Number of Siblings**							5.60	3	0.133 NS
	A) Nil	6	16.2	3	23.1	0	0			
	B) One	15	40.5	9	69.2	0	0			
	C) Two	11	29.7	1	7.7	0	0			
	D) More Than Two	5	13.5	0	0	0	0			
16	**Any Associated With Medical Illness**							2.47	4	0.650 NS
	A) Diabetes Mellitus	1	2.7	1	7.7	0	0			
	B) Hypertension	4	10.8	1	7.7	0	0			
	C) Cardio Vascular Disease	0	0	0	0	0	0			
	D) Respiratory Problem	13	35.1	5	38.5	0	0			
	E) Neuropathy	0	0	0	0	0	0			
	F) Nephropathy	0	0	0	0	0	0			
	G) Anemia	9	24.3	1	7.7	0	0			
	H) Nil	10	27	5	38.5	0	0			
17	**Sources of Distraction**							**11.41**	**3**	**0.002 S***
	A) Love	5	13.5	2	15.4	0	0			
	B) Mobile Usage	16	43.2	6	46.2	0	0			
	C) House Hold Work	8	21.6	4	30.8	0	0			
	D) Part Time Job	8	21.6	1	7.7	0	0			

*-p < 0.05 significant, *-p < 0.001highly significant, NS-Non significant

The table 4 depicts that the demographic variable, ***Family Income and Sources of Distraction*** had shown statistically significant association between the Post-test level of procrastination among first year under graduate arts and science college student with their selected demographic variables.

The other demographic variable had not shown statistically significant association between the Post-test level of procrastination among first year under graduate arts and science college student with their selected demographic variables respectively.

V. CONCLUSION AND RECOMMENDATIONS

The study conducted among the 50 first year under graduate arts and science college students by administering cognitive behavior therapy showed that the intervention helped in reducing the level of procrastination in good range and found to be one of the helpful interventions in reducing the level of procrastination among first year under graduate arts and science college students implemented for the study.

IMPLICATION OF THE STUDY:

The result implies that among first year under graduate arts and science college students and level of procrastination. After the structured teaching module the reduced the academic procrastination among first year under graduate arts and science college students.

NURSING PRACTICE:

The nurse being a professional care giver has an ingrained responsibility to look after first year under graduate arts and science college students. The students having low and moderate level of procrastination due to some causes such as anxiety, anger, shame, dissatisfaction, sadness, feeling of pressure, feeling of guilt, feelings of discomfort, mobile phone, fatigue, sleep disorder, physical problem such as neck pain, role conflict, fear of failure, spend the time on tasks such as watching television or seeking joy or pleasure anger. So the nurse working in the hospital and the clinical setting can understand about causes of the problem and practice them psychological intervention like cognitive behavior therapy techniques in order to improve the behavior changes.

NURSING EDUCATION:

• The mental health nursing curriculum needs to strengthen in order to enable the first year under graduate arts and science college students to learn about full aspects of cognitive behavior therapy techniques and nurse educators when planning and instructing nursing students.

• To provide opportunities for students and to gain skill in practice cognitive behavior therapy techniques so that future nurses need trained to handle the problems.

NURSING ADMINISTRATORS

• Nurse administration can make necessary policies to implement the nursing care thought the cognitive behavior therapy techniques.

• Nurse administrators can organize the service education program and conduct awareness programme regarding cognitive behavior therapy techniques.

NURSING RESEARCH

Number of students are being conducted to assess the different aspects of academic procrastination problems in first year under graduate arts and science college students. Nursing studies are comparatively less in this field. The need for further research increases as the problem in arts and science college students are becoming explored and evidence -based nursing practice is also gaining importance. A different study has to be conducted further to evaluate the effect of cognitive behavior therapy interventions in reducing the level of procrastination among first year under graduate arts and science college students.

RECOMMENDATIONS

• This study could be conducted for the smaller group of populations with various different settings.

• It is also recommended that the cognitive behavior therapy also be carried out along with other interventions such as interview sessions, daily activity worksheet, behavior activity, cognitive behavior therapy techniques (relaxation technique, deep breathing exercise, meditation).

• The study can be replicated with large samples for better generalizations.

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