INTRODUCTION

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One of the strongest contributing factor to development of a nation is citizen’s access to quality education. The maximum development of human resources is possible only through education. The twenty first century education promises optimal benefits of education for all as against the traditional purpose of preparing students to meet the societal needs. Hence, many attempts are going on in the field of education to develop the full potential of students. Education is a pillar of modern society and as such it is the backbone to creating active participant in a nation’s development. It is not the amount of information that is put into one’s brain, but it is the character making, life making and man making process. Education promotes and enhances the outlook and behavior of an individual in a civilized society.

Learning outcome is a strong indicator of quality of education that a student receive. Many factors like motivation, study skills, interest, environment etc., result in better learning outcome. Whereas some other factors like procrastination, anxiety, stress etc., adversely affects learning outcome. According to Ferrari, Johnson and McCown (1995), Academic Procrastination behavior is the behavior of avoiding academic duties which cause students have academic failure. Procrastination is the disease eating away at student productivity. Students are committed with various activities in their academic life. Due to some additional responsibilities they tend to forget or fail to complete their tasks. In today’s educational settings, students in universities are compelled to engage with various curricular and co-curricular
activities in a short duration. For instance writing assignment, preparation for seminar presentation, attending the internal as well external examination for different subjects and so on. In these circumstances, procrastination appears and students tend to postpone their academic work. At the same time some students deliberately postpone their work due to their involvement in extra curricular activities, lack of interest and laziness. Generally, it is witnessed that Academic Procrastination affects students learning outcomes.

The behavior of Academic Procrastination is quite common among students. Students cannot show their real performances in learning processes and they fail because of procrastination behaviors. So many reasons can be identified a student become procrastinator. Solomon and Rothblum (1984) identified evaluation anxiety, perfectionism, difficulty making decisions, dependency and help seeking, task aversiveness, lack of self confidence, laziness, lack of assertion, fear of success, feeling overwhelmed and poor time management, rebellion against control, risk taking and peer influence are the major reasons of procrastination. These factors are intense during adolescence period.

Human beings are not rational beings, but, rather, rationalizing beings and strive to maintain ideal self-image. When contradict the concept of real self and ideal selves, create a kind of mental tension called Cognitive Dissonance. When one experience Cognitive Dissonance, feel uncomfortable and upset. Cognitive Dissonance is a stressful psychological process in which the brain is conflicted about one’s actions because whatever he does go against his beliefs. In order to decrease these bad feelings, explain actions that go against idea of ideal selves, giving reason
and excuse to why he did the things that he did. A common bad behavior we rationalize for ourselves is procrastination, or the action of delaying or putting off doing something. Procrastination is a bad behavior regarding work ethic that is often rationalized by people to relieve Cognitive Dissonance; it is problematic to justify our bad behaviors because regardless of giving reason, the behavior isn’t any less reprehensible. But we can reduce every bad behaviors through Self Compassionate attitude to a great extent.

Self Compassion is defined as a healthy sense of self-acceptance, indicates the acceptance and adoption of unpleasant aspects of life and includes caring and compassionating of self in the face of perceived difficulties and failures. Self Compassion means emotional acceptance of what happens in a moment in human. According to Neff (2003) Self Compassion involves interaction among the following three components that can be useful for: Self-kindness vs self-judgment (which tend to have a vision for their care compared to judgments about their traumatic judgment), common humanity versus isolation (feeling that some times, all men may fail and because of this failure should not be discontinued relationships with others), mindfulness versus over identification (being aware of the current experiences, in a way that it would not be under the extreme influence of certain emotions). Research show that, Self Compassion is associated with procrastination. Effort has been made to identify the role of Self Compassion on Academic Procrastination and indicates that Procrastination is largely associates with lower level of Self Compassion (Williams, Stark & Foster, 2008).
Leary and colleagues (2007) found that individuals who were higher in Self Compassion demonstrated less extreme reactions, less negative emotions, more accepting thoughts, and a greater tendency to put their problems into perspective. Self Compassionate people are less likely to ruminate about or else suppress their negative thoughts and emotions (Neff, 2003a; Neff, Kirkpatrick, & Rude, 2007). Moreover, Self Compassion is directly associated with psychological strengths such as happiness, optimism, wisdom, personal initiative, and emotional intelligence (Heffernan, Griffin, McNulty, & Fitzpatrick, 2010; Hollis-Walker & Colosimo, 2011; Neff, Rude, et al., 2007). It is also linked to increased motivation, health behaviors, positive body image, and resilient coping (Albertson, Neff, & Dill-Shackleford, 2014; Allen, Goldwasser & Leary, 2012; Breines & Chen, 2012; Sbarra, Smith, & Mehl, 2012). To date, however, research and interventions have not taken potential gender differences into account in terms of understanding Self Compassion, a major deficit in our understanding. There is reason to hypothesize gender differences in Self Compassion, though it is unclear in which direction.

In short Cognitive Dissonance and Self Compassion have significant role in the procrastination behavior. Research findings indicate that Cognitive Dissonance increases Academic Procrastination whereas Self Compassion decreases Academic Procrastination, Williams, Stark and Foster (2008); Milgram et al (1995). So the Cognitive Dissonance must be reduced and at the same time Self Compassion must be improved among students to reduce the habit of Academic Procrastination.
Need and Significance of the Study

In search of better understanding of the Academic Procrastination, the relationships of the different variables were investigated. As a consequence new concepts and issues are coming into focus. The role of Cognitive Dissonance is found significant among adolescent, Shah and Janjua (2012). Higher Secondary School students are attracted by different values or attitudes which are contradicting in nature. They are driven by different forces and create cognitive inconsistency.

Of the number of variables identified, the centre of attention remain the behavioral problem of adolescent is Academic Procrastination. During the phase of development, adolescents begin to transition from childhood to adulthood. Issues of independence, identity, sexuality, and relationships define this developmental stage. Emotional problems, mood disorders, anxiety disorders, and thought disorders as well as psychosocial disorders, may develop or first become apparent during adolescence. Suicide is a major cause of death for this age group. Other causes of death include accidents, unintentional injuries, and homicide.

Adolescence is a time for developing independence. So they exercise their independence by questioning and sometimes breaking the rules. Parents and doctors must distinguish occasional errors of judgment from a degree of misbehavior that requires professional intervention. The severity and frequency of infractions are guides. For example, regular drinking, frequent episodes of fighting, truancy, and theft are much more significant than isolated episodes of the same activities. Other major issues include deterioration of performance at school and running away from
home. Of particular concern are adolescents who cause serious injury or use a weapon in a fight.

Because in the age of adolescents they wish much more independent but they are often out of the direct physical control of adults. In these circumstances, adolescents' behavior is determined by their own moral and behavioral code. Parents guide rather than directly control the adolescents' actions. Adolescents who feel warmth and support from their parents are less likely to engage in risky behaviors. Adolescence is a time of physical, cognitive, social, and emotional growth and change. Being adolescents, higher secondary students are facing so many emotional, sociological and psychological problems. Inconsistency in parental attitudes, conflict between parental norms of behavior and peer norms etc. heightens the emotions of adolescents. It is a type of anti motivation where in individuals decides not to move towards carrying out and finishing a chosen academic task. When they fail to achieve success they commit suicide, leave home and give up education. The present scenario of adolescents clearly shows that the condition of our youth is significantly deteriorating.

Adolescents are experience hallucinations. Since they may have contradictory views of their internal experience, their experience of auditory hallucinations, and the reality of their experience as stated by their treatment providers. It leads to psychosis. So the main causes of psychosis is Cognitive Dissonance. Most of the people addicted to the blue whale game are adolescents. The creator of the game traps into the emotional vulnerability and it leads to high Cognitive Dissonance. The two different cognition create unpleasant situation in the
cognitive field of individual. This intensity of this inconsistency is manifested through suicide. Feeling detached from the parents, teachers and friends they find pleasure in completing the game. They think completing the game is the ultimate goal of life. The theory behind the game is those who are addicted to the game are biological waste and they should be eliminated from the earth. But at the end they are asked to commit suicide. All these incidents are the indication of challenges that adolescents are facing.

The influence of these problem can be seen in their academic matters also. One of the major problem in academic setting is Academic Procrastination. Academic Procrastination is a voluntary delay of the completion of an academic task within the expected or desired time frame despite expecting to be worse off for the delay. It involves knowing that one needs to carry out an academic activity or undertake an academic task, such as studying for examinations, writing a term paper, finishing a school related projects, or undertaking the weekly reading assignments, but for one reason or another, failing to motivate oneself to do so within the expected time frame. This can be create an emotional discomfort. So Procrastination is simply the behavioral output of many psychological variables like Cognitive Dissonance and Self Compassion.

Cognitive Dissonance is the confusing mental condition when one’s belief is contradicting with behavior. It may be the contradiction between actins or belief/attitude or between two actions or between two belief/attitude. In adolescents the Cognitive Dissonance is found in learning related matters. For eg. The students know they need to work hard to achieve success but at the same time they tend to be
lazy. Here their knowledge is contradicting with actions. This habit is quite common among learners. But at the same time adolescents are conscious about themselves. They are kind and Self Compassionate. Self Compassion is defined as a healthy sense of self-acceptance, indicates the acceptance and adoption of unpleasant aspects of life and self and include caring and compassionating of self in the face of Perceived difficulties and failures. Self Compassion means emotional acceptance of what happens in a moment in human. When talking about compassionate of people toward each other, this subject is considered evident. But about Self Compassion concept, it is different. At first glance, Self Compassion and compassion for others seems a little more complicated. In fact, it is no difference between Self Compassion and compassion for others (Germer, 2009).

Self Compassion’s driving force is love not fear. And so, because you love and value yourself, you’re more likely to make choices that lead to well-being in the long term. Self Compassion allows us to see our weaknesses in a safe and nurturing way, thus paving the way for improvement. So we can work on getting better, not out of fear but out of a desire to be happy, healthy and thriving. Self Compassionate people are more oriented toward personal growth, more intrinsic motivation and more likely to formulate specific plans for reaching their goals. Self Compassionate peoples they do things because they want to learn and grow, not to validate themselves or impress others. Self Compassionate people are more oriented toward growth and more likely to get real about their goals by creating specific plans to achieve them. Their attitude helps them to save their self-efficacy beliefs, allowing them to quickly set sails on new ventures after failure. They also have more intrinsic
motivation and pursue learning rather than performance goals, meaning they’re driven by the healthy desire to learn and grow, rather than an unhealthy desire to escape self-punishment or get external validation. Because they are not terribly afraid of failure, they engage in less self-handicapping behavior like procrastination.

Studies suggest that Self Compassion influences Academic Procrastination. Hajiazizi, Amirhossein and Robert (2015), conducted a study The Relationship between Self Compassion and Academic Procrastination Being Mediated by Shame and Anxiety. Results from the path analysis indicated that the participants’ reported level of Self Compassion was negatively associated with their level of Academic Procrastination; that is, the higher their level of Self Compassion, the lower their reported level of Academic Procrastination. Self Compassion is being compassionate towards oneself a student who is Self Compassionate find pleasure in achieving success. So that he never procrastinate and try to reduce dissonance.

Milgram et al (1992) conducted a study to what degree are Cognitive Dissonance and procrastination related. The result revealed that there exist positive correlation between these two variables. But the investigator could not locate studies examining the cross – over effect of Cognitive Dissonance and Self Compassion on Academic Procrastination. Moreover, research in this area indicates that the concept of Cognitive Dissonance and Self Compassion are interwoven and calls for further clarification.

This tempted the investigator to take up a study on the topic influence of Cognitive Dissonance and Self Compassion on Academic Procrastination among Higher secondary school students of Kerala.
Statement of the Problem

The present study entitled as “INFLUENCE OF COGNITIVE DISSONANCE AND SELF COMPASSION ON ACADEMIC PROCRASTINATION AMONG HIGHER SECONDARY SCHOOL STUDENTS OF KERALA”.

Definition of Key Terms Used

The key terms used in the study are defined below for their meaning in the study.

Cognitive Dissonance

Cognitive Dissonance is a condition that happens when an individual hold two “inconsistent cognitions”. Cognition means “any knowledge, opinion, attitude or belief about the environment, about oneself or about one's behavior”

(Festinger, 1957)

In the present study the same definition is taken into consideration related with academic activities and it is measured through Cognitive Dissonance scale.

Self Compassion

It describes a compassionate attitude towards oneself characterized by acceptance of one’s perceived shortcomings, inadequacies, failures, and suffering as being part of the human condition. (Neff, 2003b).
For the present study, it is operationally defined as the compassionate attitude towards oneself characterized by acceptance of one’s perceived shortcomings, inadequacies, failures, and suffering and it is measured through Self Compassion scale prepared and standardized by the investigator with the help of supervising teacher based on the three components viz., self kindness, common humanity, mindfulness.

**Academic Procrastination**

Academic Procrastination defined as an irrational delay in the academic task due to the contradiction between intention and action, which leads to negative consequences for the procrastinator. (Binder, 2000)

In the present study Academic Procrastination is a voluntary delay of the Completion of an academic task (writing a term paper, studying for examinations, finishing a school related project, or undertaking the weekly reading assignments) within the expected or desired time frame despite expecting to be worse off for the delay and it is measured by Academic Procrastination scale prepared and standardized by the investigator with the help of supervising teacher based on the components Evaluation anxiety, Perfectionism, Poor time management, Dependency and help seeking, Lack of self confidence, Laziness, Lack of assertion and Peer influence.

**Higher secondary school students**

Pupils studying in standards XI, and XII are theoretically higher secondary school pupils.
Objectives of the Study

1. To find out the extent of Cognitive Dissonance, Self Compassion (Total score and Component wise) and Academic Procrastination among higher secondary school students of Kerala.

2. To find out whether there exists any significant difference in Cognitive Dissonance, Self Compassion (total score and component wise) and Academic Procrastination among higher secondary school students based on relevant sub groups viz. gender, locale, type of management and stream of their study.

3. To find out the main effects of Cognitive Dissonance and Self Compassion on Academic Procrastination among higher secondary school students for the total sample and relevant sub groups.

4. To find out the first order interaction effects of Cognitive Dissonance and Self Compassion on Academic Procrastination among higher secondary school students for the total sample and relevant sub groups.

5. To develop regression equation to predict Academic Procrastination from Cognitive Dissonance and Self Compassion.

6. To develop regression equation to predict Academic Procrastination from Self Kindness, Common Humanity and Mindfullness.

Hypotheses of the Study

1. There exist significant gender difference in the mean scores of Cognitive Dissonance, Self Compassion(total score and component wise) and Academic Procrastination among higher secondary school students.
2. There exist significant locale difference in the mean scores of Cognitive Dissonance, Self Compassion (total score and component wise) and Academic Procrastination among higher secondary school students.

3. There exist significant management difference in the mean scores of Cognitive Dissonance, Self Compassion (total score and component wise) and Academic Procrastination among higher secondary school students.

4. There exist significant difference in the mean scores of Cognitive Dissonance, Self Compassion (total score and component wise) and Academic Procrastination among higher secondary school students based on stream of study.

5. The main effect of Cognitive Dissonance and Self Compassion on Academic Procrastination among higher secondary school students is significant for total sample.

6. The main effect of Cognitive Dissonance and Self Compassion on Academic Procrastination among higher secondary school students is significant for boys.

7. The main effect of Cognitive Dissonance and Self Compassion on Academic Procrastination among higher secondary school students is significant for girls.

8. The main effect of Cognitive Dissonance and Self Compassion on Academic Procrastination among higher secondary school students is significant for rural students.
9. The main effect of Cognitive Dissonance and Self Compassion on Academic Procrastination among higher secondary school students is significant for urban students.

10. The main effect of Cognitive Dissonance and Self Compassion on Academic Procrastination among higher secondary school students is significant for government students.

11. The main effect of Cognitive Dissonance and Self Compassion on Academic Procrastination among higher secondary school students is significant for aided students.

12. The main effect of Cognitive Dissonance and Self Compassion on Academic Procrastination among higher secondary school students is significant for HSE students.

13. The main effect of Cognitive Dissonance and Self Compassion on Academic Procrastination among higher secondary school students is significant for VHSE students. 

14. The first order interaction effect of Cognitive Dissonance and Self Compassion on Academic Procrastination among higher secondary school students is significant for total sample.

15. The first order interaction effect of Cognitive Dissonance and Self Compassion on Academic Procrastination among higher secondary school students is significant for boys.

16. The first order interaction effect of Cognitive Dissonance and Self Compassion on Academic Procrastination among higher secondary school students is significant for girls.
17. The first order interaction effect of Cognitive Dissonance and Self Compassion on Academic Procrastination among higher secondary school students is significant for rural students.

18. The first order interaction effect of Cognitive Dissonance and Self Compassion on Academic Procrastination among higher secondary school students is significant for urban students.

19. The first order interaction effect of Cognitive Dissonance and Self Compassion on Academic Procrastination among higher secondary school students is significant for government students.

20. The first order interaction effect of Cognitive Dissonance and Self Compassion on Academic Procrastination among higher secondary school students is significant for aided students.

21. The first order interaction effect of Cognitive Dissonance and Self Compassion on Academic Procrastination among higher secondary school students is significant for HSE students.

22. The first order interaction effect of Cognitive Dissonance and Self Compassion on Academic Procrastination among higher secondary school students is significant for VHSE students.

23. There is significant individual and combined contribution of Cognitive Dissonance and Self Compassion on Academic Procrastination among higher secondary school students of Kerala for total sample.

24. There is significant individual and combined contribution of Self Kindness, Common Humanity and Mindfulness on Academic Procrastination among higher secondary school students of Kerala for total sample.
Variables Selected for the Study

The independent and dependent variables selected for the present study are the following.

Independent Variables

Two independent variables were selected for the study. They are.

- Cognitive Dissonance
- Self Compassion

Dependent Variables

- Academic Procrastination

Basal Variables

Basal variables selected for the study are gender, locale stream of study and type of management of schools.

Methodology

The methodology of the study has been outlined as below.

Design of the study

The investigator used survey method to study the influence of independent variables Cognitive Dissonance and Self Compassion on dependent variable Academic Procrastination. The survey method comes under the purview of descriptive study.
Sample

The present study is conducted on a representative sample of 1001 higher secondary school students selected from Kerala. Due weightages were given to the relevant subgroups of the population such as gender, type of management, stream of study and locale of the institution. Stratified sampling technique is used for the present study.

Tools

All the variables were measured using standardized tools acceptable reliability and validity. Scale of Cognitive Dissonance, Self Compassion and Academic Procrastination were developed and standardized by the investigator. The tools are the following

(i). Cognitive Dissonance scale (Koya H M P & Shimimol P.S, 2015)
(ii). Self Compassion scale (Koya H M P & Shimimol P.S, 2015)
(iii). Academic Procrastination scale (Koya H M P & Shimimol P.S, 2015)

Statistical Techniques Used

The main statistical techniques employed for the present investigations are given below:

(i). Two tailed test of significance of difference between mean scores of large independent samples.
(ii). Two way ANOVA with 3x3 factorial design
(iii). ANOVA followed by scheffe’s test of post hoc comparison
(iv). Multiple Regression Analysis
**Scope and delimitation**

The main purpose of present investigation is to explore how Cognitive Dissonance and Self Compassion influence Academic Procrastination of higher secondary school students. For this study appropriate tools constructed and standardized by the investigator. With the help of appropriate tools the required data were collected from a stratified sampling of 1001 higher secondary school students of Kerala state to make the study more objective and precise. Analysis of the data was done with utmost care. Since the sample of the study includes various students from different districts. The results can be generalized. The influence of the study may provide valuable suggestions for educators and administrators.

Though possible precautions were taken to obtain reliable and generalisable results, the investigator would like to point out certain limitations likely to enter into the study.

The present study is delimited to the following aspects.

1. Selection of the independent variables for the study is confined to two major variables viz., Cognitive Dissonance and Self Compassion.
2. Even though the population for the study is higher secondary school students, sample was confined to students studying standard XI only.
3. Selection of a few schools across the state intended for data collection may not be representative of all institutions in the state.
4. The generalisability of the study will be limited to the extent of the nature of the tools and sample selected.
Organization of the Research Report

The report of the study is organized in five chapters. The details incorporated in each chapter are as follows:

**Chapter I** includes a brief introduction of the problem, need and significance of the study, statement of the problem, definition of key terms, variables of the study, hypotheses and objectives methodology, scope and limitations of the study.

**Chapter II** presents a brief theoretical outline of variables and a summary of the review of related studies.

**Chapter III** includes the methodology of the study in detail, this chapter comprises description of method used, variables, tools used for the data collection, sample for the study, data collection procedure, and statistical techniques used for analysis.

**Chapter IV** deals with the statistical analysis of data and interpretation of the results.

**Chapter V** contains a brief view of summary of the study, major findings and conclusions of the study. It also presents detailed report on educational implications of the study and suggestions for further research.

Report is followed by the references and a series of appendices pertaining to this study.