

## A Study to Evaluate the Effectiveness of a Structured Teaching Program on Knowledge Regarding Academic Procrastination and its Management Using Cognitive Behavioral Therapy Techniques Among Higher Secondary School Teachers in a Selected School

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### ABSTRACT

Academic procrastination is a frequent issue among students, often under-recognized or ineffectively addressed by teachers. This study evaluates the effectiveness of a structured teaching program (STP) in enhancing teachers' knowledge of academic procrastination and its management using cognitive behavioural therapy (CBT) techniques. A quantitative evaluative design with pre-test and post-test was conducted among 50 higher secondary school teachers. The findings reveal significant improvement in knowledge post-intervention, affirming the utility of CBT-based STP in teacher education.

**Keywords:** Academic procrastination, cognitive behavioural therapy, structured teaching program, higher secondary teachers, knowledge improvement

### 1. INTRODUCTION

Academic procrastination is characterized by chronic delays in task initiation or completion, leading to poor academic outcomes and emotional distress. Higher secondary students, due to academic pressure, are highly prone to such behaviours. Teachers, as immediate academic guides, can play a critical role in identifying and managing these tendencies. Unfortunately, many educators lack formal training in behavioural strategies such as CBT, which addresses maladaptive behaviours by altering thought patterns and actions.

Structured teaching programs incorporating CBT can empower teachers with strategies to mitigate procrastination in students, fostering better classroom performance and emotional well-being.

#### STATEMENT OF THE PROBLEM

A study to evaluate the effectiveness of a structured teaching program on knowledge regarding academic procrastination and its management using cognitive behavioural therapy techniques among higher secondary school teachers in a selected school.

### 2. OBJECTIVES

1. To assess existing knowledge regarding academic procrastination among higher secondary school teachers.
2. To evaluate the effectiveness of a structured teaching program in improving knowledge using CBT techniques.
3. To determine the association between pre-test knowledge scores and selected socio-demographic variables.

#### HYPOTHESES

- **H1:** There is a significant difference between pre-test and post-test knowledge scores.
- **H2:** There is a significant association between pre-test knowledge scores and selected socio-demographic variables.

#### RESEARCH METHODOLOGY

- **Approach:** Quantitative evaluative
- **Design:** One-group pre-test post-test

- **Sample Size:** 50 teachers, **Sampling Technique:** Purposive
- **Setting:** Higher secondary school.
- **Tool:** Structured questionnaire (30 MCQs), reliability  $r = 0.8$  (split-half method)
- **Scoring:**
  - Inadequate: <10
  - Moderate: 11–20
  - Adequate: >20

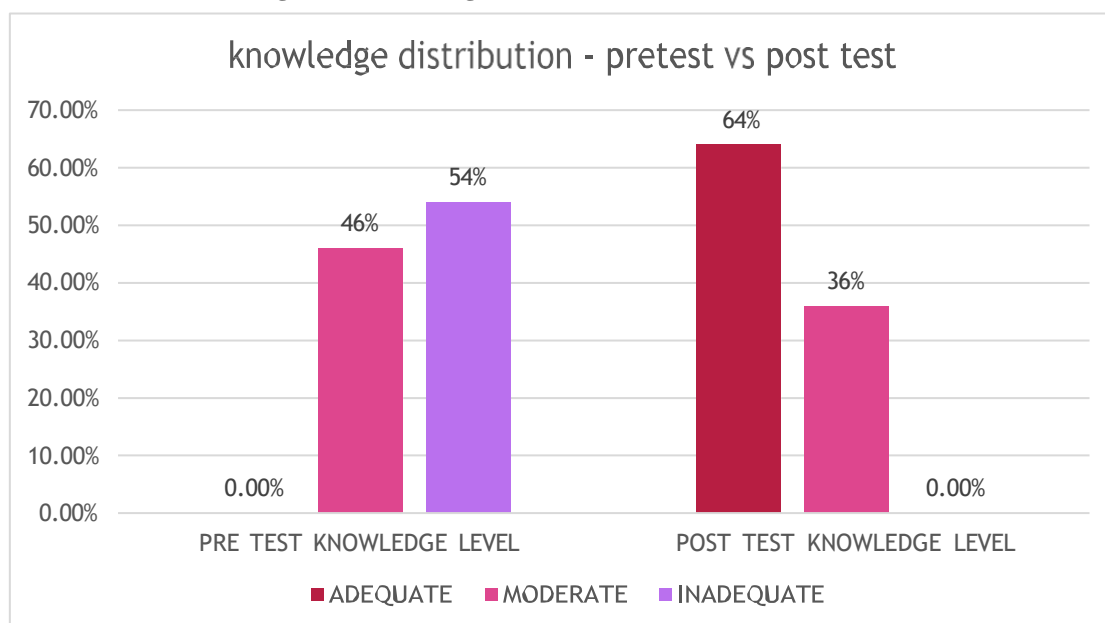
**Data Collection:** Pre-test conducted, followed by the STP on CBT and academic procrastination Post-test was done after 7 days using the same questionnaire to evaluate the effectiveness of structured teaching programme.

## RESULTS AND ANALYSIS

### Knowledge Levels Before and After STP

Knowledge Level	Score Range	Pre-Test (n=50)	Post-Test (n=50)
Inadequate	<10	27 (54%)	0 (0%)
Moderate	11–20	23 (46%)	18 (36%)
Adequate	>20	0 (0%)	32 (64%)

**Figure 1: Knowledge Distribution – Pre-test vs Post- test**



Here is the **diagrammatic representation** of the knowledge levels **before and after** the structured teaching program (STP):

- **Pre-Test** knowledge levels:
  - 54% had **Inadequate Knowledge**
  - 46% had **Moderate Knowledge**
  - 0% had **Adequate Knowledge**
- **Post-Test** knowledge levels:
  - 0% had **Inadequate Knowledge**

- 36% had **Moderate Knowledge**
- 64% had **Adequate Knowledge**

This clearly demonstrates that the Structured Teaching Program (STP) was effective in significantly improving the teachers' knowledge about academic procrastination and its management using CBT techniques.

#### Paired t-Test Analysis

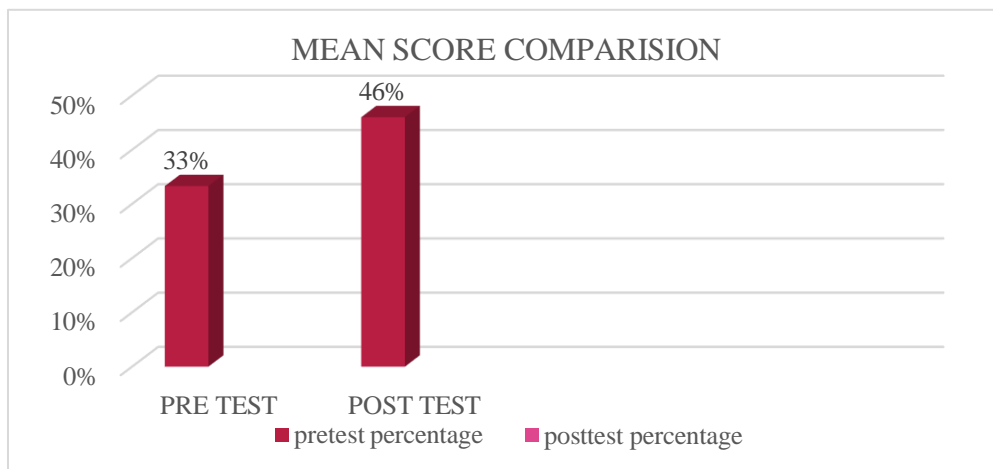
Comparison	t-Value	Table Value	Significance
Pre vs Post	19.16	2.001	P < 0.05 (Significant)

#### Comparison of Mean Scores

Phase	Mean	SD	Mean %
Pre-Test	10	3.68	33.3%
Post-Test	19.92	3.77	66.4%

**Difference in Mean %:** 33.18%

**Figure 2: Mean Score Comparison**



Here is the **bar chart** comparing the **mean percentage scores** of knowledge levels between the **pre-test** and **post-test** phases. This visual further confirms that the **Structured Teaching Program (STP)** had a **significant positive impact** on improving teachers' knowledge.

#### Association Between Knowledge and Demographic Variables

Variable	Chi-Square (X <sup>2</sup> )	Significance
Age	3.06	NS
Gender	0.46	NS
Education	0.27	NS

Variable	Chi-Square (X <sup>2</sup> )	Significance
Experience	13.02	Significant
Income	5.89	NS
Residence	1.8	NS
Knowledge Source	13.4	Significant

### 3. DISCUSSION

The structured teaching program demonstrated a strong effect on improving teachers' knowledge. Post-intervention, most participants moved from inadequate or moderate knowledge to adequate knowledge levels. The significant t-value supports the effectiveness of CBT-oriented training. Experience and prior exposure to related content significantly influenced baseline knowledge, suggesting that targeted educational interventions are highly valuable.

### 4. CONCLUSION

- STP significantly enhanced teachers' knowledge of academic procrastination and its CBT-based management.
- CBT strategies were effective content for professional development.
- Integrating such psychological frameworks into teacher education is essential for fostering timely interventions for student procrastination.

### 5. RECOMMENDATIONS

- Integrate CBT modules into ongoing teacher training programs.
- Conduct follow-up studies for knowledge retention and student behavioural impact.

Expand sample size for wider generalizability.

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