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Personal Determinants Based Analysis of Workplace Procrastination among School Heads in AJ&K

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ABSTRACT

Aim of the Study: The study determined the analysis of school heads' personal determinants of workplace procrastination in the secondary/higher secondary schools of Azad Jammu and Kashmir.

Methodology: The population of this study covered all the 277 schools' heads in public and private secondary/higher secondary schools in district Poonch AJ&K. Questionnaire was the instrument used for data collection. The result yielded 0.743 Alpha coefficients value. This coefficient value indicates that the instrument was reliable for the study. The instrument was administered directly to the respondents by the researcher. Researcher used SPSS to analyze the data and applied t-Test and ANOVA to get the required results.

Findings: The findings of the study indicated that school heads' procrastination level is high. The study also revealed that heads of private schools procrastinate more than public school heads. Furthermore, principals procrastinate more than headmasters/headmistresses does. While there was no significant difference found in the procrastination of heads with respect to their gender, qualification and experience.

Conclusion: It is recommended that education department may organize seminars, workshops, and training programs to reduce academic and personnel procrastination and increase the productivity of employees from time to time. It might be organized on regular basis and preferred to arrange it locally so that maximum individuals could be benefitted.

Keywords: Comparison, Personal Determinants, Procrastination, Workplace, School Heads, Age, Gender.

Introduction

The headmaster/principal is the administrative executive of a secondary/higher secondary school. He/she supervises the school's management, and equally carries the responsibility to ensure the successful administration of institute. He/she is responsible for coordinating all the activities involving instructional direction, economic and record managing, communication, policymaking, incentive provision, human resource improvement, community relationships, adherence to statutory supplies, conflict management

and consistency, and organizing school plant. The head in a school system is the skilled leader and chief custodian who incorporates the roles of management, instructional and subject supervisor. Therefore, the growth and development of schools largely depends on the heads' proficiency and efficiency.

School heads have a diversity of dispositions, capabilities and personality traits; it is clear that it can have a direct impact on their performance. As Gurr, Drysdal and Mulford (2005) stated that personality traits of most of the heads promotes the student's proficiency. The competence of school head to execute well in the administration services notably depends on his/her personality traits. The personality traits of a head consist of his/her sector, designation, gender, age, years of experience as head and qualification.

According to Onubuleze (2018) gender, age, qualification, and experience of a school head is very significant and it has a significant impact on the school management.

The word "procrastination" combines the Latin words "pro" for "ahead" and "crastinus" for "belonging to tomorrow" (Ferrari & Tice 2000). Steel (2007) defines procrastination as willingly delaying an anticipated course of action even though supposing to be worse off as a result of the delay. Procrastination is not an atypical characteristic in the context of a rational choice framework; rather, it is a typical action that is compelled by an analytical assessment of observed prices and profits (Zarick and Stonebraker, 2009).

Comert and Donmez (2019) define procrastination as the unjustifiable suspension of beginning, carrying out, and maintaining a task, even when a person has the necessary resources, abilities, or authorization to complete that duty. Milgram and Tenne (2000) labeled procrastination as a trait or behavioural propensity to delay activities, postpone decisions, or work, among other things.

Based on the descriptions given above, procrastination is the deliberate, pointless, or useless postponement of starting, carrying out, and finishing a work, even when the individual has the necessary resources, power, and capacities to do so, and the development of a pattern of that behaviour. There are times in people's lives when they put off performing their tasks. However, not all deferring actions could be regarded as being inefficient. There is a definite criterion to interpret a behavior as procrastination. For instance, as to Tuckman (2013) says procrastination is an outcome of the blend of three conditions: one's uncertainty about finalizing a task, one's shortage of skill, to abandon a person's comfort zone, and one's image of one's personal mistake to external features. If an assignment could not be accomplished or postponed owing to the absence of essential influence and means, the action cannot be interpreted as procrastination (Ferrari & Díaz-Morales 2007).

Study Objective

The objective of the research was as under:

1. To compare the personal determinants (Sector, Designation, Gender, Age, Qualification, and Experience) and workplace procrastination of school heads.

Hypothesis

H_{01}: The personal determinants of school heads do not predict their procrastination

Literature Review

A population's demographics are its quantitative statistics, while demographic factors are those that relate to individual characteristics like age, gender, socioeconomic class, level of education, family, race, and ethnicity (Elliot and Shepherd, 2006). According to Simon (2012) demographic elements are those that have to do with people's personal traits, like their age, gender, social standing, degree of education, and family.

The development of human capital depends on education. The standard of education in a nation affects the quality of its human resources. Education is the only way to increase an individual's productivity and

efficiency, which is a prerequisite for sustainable economic development (Nasir and Nazli 2010). According to Awan (2014) particularly in the twenty-first century, education is crucial to the rise and fall of nations. It is mostly caused by the growth of international rivalry in technology and education. The primary requirement for any country's success is this competitive atmosphere. Awan (2011) claims that Pakistan's educational system differs from those of all other nations, but when we separate them, we find two main types of educational systems: private and public schools. Private schools are currently receiving widespread popularity in Pakistan and guarantee the nation's ongoing progress. Private sector during the 1990s and 2000s grew to become a significant provider of educational services in Pakistan, both in terms of absolute in regard to the public sector. One piece of evidence relates to the growth of private schools, which climbed by 69% while public schools' number only increased by 8%. For nearly 6 million kids' educational requirements in 2000, were provided by private sector. This figure climbed to 12 million in 2007–08, equal to 34% of total enrollment. In private educational institutions during this time, the number of teachers also doubled. According to Awan and Saeed (2014) private educational institutions are essential to not only eliminating illiteracy but also raising the level of both students and teachers by fostering better academic environments. Awan (2012) reported that the private sector made a significant contribution to the eradication of illiteracy in emerging economies. If private schools were run effectively, they might also raise the educational bar in Pakistan. According to Awan (2012) the Soviet Union's educational system was destroyed after its disintegration in the late 1990s due to the lack of private educational institutions. The Soviet Union's public education system was also destroyed when it fell apart collapsed.

As the administrative leader of the secondary school, the Headmaster/Headmistress/Principal supervises the effective and efficient use of both human and physical capitals towards the accomplishment of educational goals. Peretomode (2001) reinforcing the role of the school principal, proposed that the school is both a formal organization and a social system. As with any formal organization, it requires the usage of administrative elements to function well. Some of these components include unambiguous statements of goals and objectives, a clear command structure, delegation of responsibility, division of labour, and effective coordination of various responsibilities including staff development and student personnel duties. The principal is often in charge of coordinating the activities at secondary schools. For the purpose of ensuring that the school is properly operated in terms of the welfare of the staff and students as well as discipline, the principal is appointed based on qualifications and seniority.

Ensuring that the instructional programs of the school are carried out effectively is one of the responsibilities of every secondary school principal. He or she makes sure that there is adequate infrastructure and equipment for schools, that academic records are kept up to date (both legally and informally), and that classrooms are conducive to learning (Arop, Owan, and Agunwa, 2019; Madukwe, Owan, and Nwannunu, 2019; Ukpabio and Ekere, 2018). The tasks of the head of the school are summed up in five areas – education program formulation and execution, employee capacity building, student relations, communal relations and financial management (Ekpiken & Ukpabio, 2014). In addition to these, the principal must focus on important aspects of school administration such as monitoring the teaching-learning process, making decisions, resolving conflicts, coordinating, keeping records, controlling funds, maintaining the building, maintaining good public relations, and adhering to legal requirements (Owan, 2018; Stoner, 2002). This suggests that the management of human and material resources is just another burden placed on secondary school administrators.

The majority of educational research now takes gender into account as a crucial factor. Biological sex, or the condition of being male, female, or intersex, sex-based social structures (including gender roles and other social roles), or gender identity can all be used to define gender depending on the situation (Richard, 2007). As a unique cultural pattern of behaviour, gender is caused by the sexes. Both male and female cultural traits are mentioned (Nnachi, 2007). The socially manufactured differences between men and women, and between male and female, are referred to as gender (Ayodeji, 2009). This includes variations in roles, conduct, and expectations as well as the interaction between men and women and the gendered

division of labour. Gender also conveys the significance and mannerisms associated with the concepts of masculine and feminine (Ayodeji, 2009). According to Bryce, Chang, Angus, Arnold, Farrell and Roberts (2010) gender is a sex that is socially manufactured, whether it be female or male. Haig, MacMillan and Raikes, (2011) defined gender is the assortment of traits that distinguish between masculinity and femininity in terms of their physical, mental, and behavioural qualities. The differentiation between females and males based on anatomical differences is frequently discussed (Bruce and Yearley 2014). According to Afolabi (2012) the word "gender" has been used in a variety of contexts to refer to a group of qualities that are traditionally connected to maleness and femaleness. According to Becker (2013) a person's gender is defined as the attitudes, feelings, and actions that a particular society identifies with their biological sex.

The gender of school heads has been shown to have a weakly inverse link with occupational maladjustment and performance (Anyanwu, 2009). In other words, occupational maladjustment and marital dysfunction change or intensify depending on gender. Because of this, gender differences demonstrate how individuals react to new jobs. Women are more suited for the office than men are, as seen by the success of clerical employees in their new positions and in terms of their marital roles. Research has revealed, among other things, that while male and female directors' administrative abilities in the management of secondary schools did not differ much, those of their supervisory roles varied greatly between men and women (Wagbara, 2004).

Another survey discovered important links between the gender of the principal and the completion of secondary school administration activities (Onubuleze, 2018). According to a recent analysis, only professionally experienced female leaders are associated with higher management quality, proving the presence of barriers to female advancement (Martinez, Molina-Lopez, and Cabo, 2020). Another study discovered gender differences in principals' educational leadership based on the source of authority, as well as the promotion of educational leadership through partnerships between principals and teachers (Shaked, Glanz, and Gross, 2018).

Age should be taken into account when choosing school principals, according to other research that showed how much age affected a principal's ability to do their job (Mukinya, 2013; Okpe, 2010). These studies neither recommended nor identified the age class of principals that policymakers should hire in order to deliver quality services at a greater rate of performance. To close this gap, a recent study found that principals of different ages showed minor variations in their self-reported knowledge limitations and administrative performance shortcomings. More precisely, principals 61 years or older tend to demonstrate better leadership behaviour than those between 31 and 40, 51 and 60, and 41 to 50 in that order (Tu, 2019).

A subsequent review found that the concept of applying standards for quality assurance and the organizational efficacy based on the actual qualifications of the principals were found to have no meaningful associations (Momoh and Osagiobare, 2015). More recently, it was found that principals' educational backgrounds had a negligible impact on how well they managed the school procurement process (Kirianki, 2017) and integrated ICT into school administration (Mutisya, Mulwa & Mwania, 2017).

Another survey found an insignificant relationship between principals' professional credentials and managerial expertise, but suggested that principals use their managerial abilities and competencies to ensure the successful operation of their leadership position, thereby improving academic quality of teaching and learning (Mohammed, Edu, and Etoh, 2020). Eyike (2001) discovered that highly qualified leaders performed better than non-professionals in their jobs. This supported the findings of Opdenakker and Damme (2006), who discovered that instructors with a bachelor's degree in education outperform those without. However, none of the research referenced focused on the waste of school resources depending on the educational or professional backgrounds of principals. Consequently, it should be intriguing to learn the prevalence of abuse among principals from various educational qualification levels

is a need that this study aims to fill. E&SE department AJ&K is now recruiting employees through NTS and PSC to ensure the quality of education in institutions.

Some studies have found a strong correlation between a principal's years of experience and the degree of their operational effectiveness (Ibian, 2005; Mukinya, 2013). It has been proven that experienced principals operate from a broader and more sophisticated body of knowledge as a result of their years of working experience, which has given them strong forms and styles for effective administration, counselling, supervision, and assessment of instructors below them (Fadekemi and Isaac, 2011). Another study revealed a substantial correlation between a principal's years of experience and students' academic achievement; particularly, schools run by a principal with more experience had the greatest outcomes (Okpalugo, 2008).

The literature is divided on the impact of experience on administrative performance, though. According to the findings of Feyisa, Ferede and Amsale (2016), principals' experience is not a reliable indicator of how effective their leadership is. The finding of their study agree with those of a different study that stated that principals with fewer years of experience displayed better mean ratings in their leader behaviors, even if the differences were not statistically significant (Tu, 2019). Despite the fact that study found no significant relationship between demographic characteristics of professional experiences and collaboration skills and learning, values and behaviors were connected to context (Jeffers, 2013).

A survey also found that teachers have a more positive opinion of principals who have more experience and/or better training (Borden, 2011). In 2017, Kirianki discovered that the principals' experience influences their procurement expertise and that the principals used their knowledge, abilities, and experience to increase the capacity of their schools to conduct ethical procurement. Another study's findings revealed that the number of years of expertise of principals had a significant influence on how they implemented education in public high schools. (Arop, 2018). The more eager managers are to incorporate information into their tasks, the more educators invest resources into the programmes, and experienced representatives continue to increase teacher buy-in at the school level, the less knowledge motivated more experienced administrators are in general (Yoon, 2016). Another study found a definite link between the experience of school leaders and the use of ICT (Mutisya et al., 2017).

The pleasure principle was defined by Sigmund Freud's psychoanalytic theory of personality as the usual pursuit of instant pleasure (satisfaction) and avoidance of pain (Snyder and Lopez, 2007). But it's possible that there is more to the procrastinator's conduct that meets the eye.

Procrastinators are people who have a clear idea of what they want to achieve, are capable of doing it, are attempting and making plans to do it, but either fail to do it or put it off excessively. Instead of completing the more important task, the procrastinator typically works on the less important tasks or wastes time on unimportant activities or pleasures. Most of the time, people who procrastinate maintain themselves prepared to work but don't actually do it Yaakub (2000).

The two main causes of procrastination, as according Burka and Yuen (2008), are fear of failure and fear of success. They discussed a number of frequent excuses for avoiding success, including the notion that success is risky, too demanding, or off-limits. Some people may become discouraged by the reality that achieving success requires a lot of work, dedication, and time if they feel they are not up to the challenge (such as success demands too much). Second, a lot of procrastinators assume that their drive to succeed will be criticized or penalized, and they also believe that they must deal with any potentially problematic connections that may result from that success (such as the idea that success is harmful). Last but not least, some people who procrastinate may think that they are essentially flawed, a belief that is so deep-seated that it prevents them from experiencing true achievement or accomplishment in life (such as achievement is off-limits). Burka and Yuen (2008) concentrated mostly on perfectionism when addressing the fear of failure. They contended that people who procrastinate frequently are perfectionists who aim for accomplishments that are, in their opinion, incredibly doable.

Asio and Riego (2021) in their study examined the procrastination patterns and demographic characteristics of staff members of an institution of higher education in Central Luzon, the Philippines. The study also determined the connections between the two factors and the employee procrastination predictions. A person's attitude and behavior at work are negatively impacted by procrastination. As a result, both the organization and its constituents will suffer. In this study, selected employees from an institution of higher education in Central Luzon, the Philippines, had their demographic characteristics and procrastination levels evaluated. A modified McCkloskey (2011) questionnaire was employed in the study as the instrument, which had a descriptive-correlational design. The poll, which the researcher conducted using convenience sampling, had a total of 70 participants. According to the survey, there were an equal number of administration office and faculty respondents. Both groups of respondents were male-dominated, between the ages of 21 and 30, single, and had between one and five years of experience. The respondents frequently engage in procrastination, according to their replies. Procrastination and civil status furthermore had a tangential relationship. A significant predictor of procrastination, according to regression study, is age and civil status. Based on the previous findings, the researcher came to the conclusion that certain demographic characteristics influence an employee's procrastination. Last but not least, the study made some useful recommendations that will help the company's workers as well.

The current study by Joubert (2015) investigated whether academic procrastination and academic performances are significantly correlated among South African high school students. It also investigated if some personality qualities are linked to procrastination more than others. Finally, it looked into the associations between academic procrastination and gender, age, the number of siblings, place of residence, and the study's subjects' home countries. 349 high school students (12–19 years old; 167 males; 180 females; and 2 students whose gender was not known) made up the research sample. The Ten-Item Personality Inventory (TIPI), the Tuckman Procrastination Scale (TPS), and the Personal Information Questionnaire (PIQ) were used to gather the data. Procrastination and academic success were revealed to be significantly inversely correlated. Procrastination had no statistically significant association with gender, age, locality, or the number of siblings. However, there was no statistically significant relationship between procrastination and extraversion or agreeableness. Additionally, it was discovered that procrastination had a substantial negative relationship with conscientiousness and psychological stability. Procrastination and Openness to Learning had a negative relationship, which was an oddity in the current study. It is hypothesized that this finding may be because the TIPI is unable to evaluate all of the components of each Big Five Factor domain, or it may be related to the requirement for intellect.

Procrastination, according to Bozkus (2020) is the needlessly postponing of beginning, finishing, and sustaining a task, even when the individual in question has the necessary resources, expertise, or power to carry out that activity. The amount of work that school principals must complete can be overwhelming, which may result in a delay in getting things done. For schools to be operated more effectively, principals should possess a variety of management skills. The principals' personal characteristics, decision-making methods, and leadership styles are among these traits. School principals should also have their management resourcefulness assessed along with their workload and procrastination to see how it affects the other variables. Procrastination behavior is positively impacted by the commitment of principals to achieving their objectives. The first section of the paper discusses how procrastination has been conceptualized in the literature.

The topic of procrastination among administrators is then discussed, with special attention paid to how workloads and managerial resourcefulness have been considered in previous research. This study makes use of the survey approach to try and ascertain the connections between school principals' procrastination, workloads, and management resourcefulness. The management resourcefulness scale, the role-based workload scale, and the procrastination behavior scale for school administrators were incorporated on an online form that was used to gather data. 300 school principals' responses were examined. The results show that school principals procrastinate a lot, think they have a light task, and lack adequate managerial resourcefulness. It has been found that when principals' workloads and managerial creativity rise, so do

their procrastination rates. According to this study, innovative management techniques kept principals from feeling overburdened by their workload and reduced their propensity to put things off. The study also found that male principals of schools are more task-oriented than female ones. Branch, education, region, and seniority were all considered to be equal.

The study conducted by Nguyen, Steel and Ferrari (2013) characterized procrastination as a self-regulatory failure whose costs are debatable. This section defines its effects at work. Researchers evaluated 22,053 people using a sample from the Internet in terms of their sex, employment position, and length of employment, income, occupational attainment, and procrastination level. Elevated levels of procrastination increase the risk of being unemployed or working part-time rather than full-time, lower earnings, and shorter employment durations. Additionally, sex's connection to these work variables is partially mediated by procrastination. Women clearly have an advantage in the workplace because they procrastinate less than males do. In the US alone, there should be 1.5 million fewer women working full-time if women procrastinated equally to males. Researchers also investigated procrastination at a designated spots to identify the factors in the job. The findings are in line with the gravitational theory, which states that procrastinators are much less likely to be retained in positions that demand higher degrees of motivating abilities. Nevertheless, there was some evidence to suggest that jobs may encourage procrastination. Jobs with lesser intrinsic rewards are more likely to be held by procrastinators. The academic staff was found to "frequently" engage in procrastination and to "agree" that they are productive at work, according to the study. When the academic staff was divided up by sex, civil status, and years of service, it was discovered that there were considerable disparities in their procrastination levels and work productivity. According to the study, there is not much of a direct correlation between academic staff members' levels of procrastination and their level of work productivity. The researcher gave several implications for the institution to take into consideration based on the aforementioned results.

Research Methodology

Research Design

The current study was descriptive in nature and the researcher used the quantitative approach to get results since it depends on values estimated with numbers and examined with statistical methods. Comparative research design was used in this study in light of the fact that the investigation is for the acquisition of comparison between school heads' personal determinants and workplace procrastination. This design was used to get more information about personal determinants of heads on workplace procrastination.

Population & Sample

The population for collecting data was all the heads of public and private sector high/higher secondary schools (male and female) of district Poonch AJ&K. 125 heads of public high/higher secondary schools and 152 heads of private sector high/higher secondary schools were the population of research study. Stratified random sampling was used to make two strata of the population for the equal participation of both sectors public and private. The researcher took the sample of 203 school heads from the whole population 277 in which public school heads were 94 and private school heads were 109. For the equal participation of both sectors with respect to their population sampling number 277 was divided.

Data Collection Tool

For the purpose of data collection to make observations and to draw the thinking of selected population, researcher has used self-developed questionnaire. The researcher in current study used questionnaire having two parts. The first part computed the demographic information of school heads including sector, designation, gender, age, academic qualification and experience. The second part of questionnaire was designed to measure the procrastination of heads. The data was collected from the respondents using a 5-point Likert scale. Questionnaire was consisted of 19 statements. Each statement consisted of 5 point

likert scale, in which heads were asked to rate each statement based on Strongly Disagree (SDA), Disagree (DA), Undecided (UD), Agree (A) and Strongly Agree (SA).

Reliability and Analysis

The reliability of the procrastination questionnaire was measured by Cronbach's Alpha statistical technique. The value of alpha was found 0.743, which showed that the instrument was appropriate for conducting the survey. Data collection procedure was made by the ways of personal visits, and personal contact. However, the study was quantitative, the researcher used Statistical Package for Social Sciences (SPSS) version 25.0 to analyze the data collected by questionnaire. The researcher applied t-test and ANOVA to get results.

Results

Table 1: *Independent sample t-test analysis regrading heads' sector and procrastination*

Sector	N	M	SD	df	t	Sig
Public	94	24.3936	2.68496			
				201	-2.637	0.009
Private	109	25.3028	2.22571			

Table 1 shows the independent sample t-test of sector and heads' procrastination. This table described that there was statistical difference in the mean scores of public (N=94, M=24.3936, SD=2.68496) and private sector school heads (N=109, M=25.3028, SD=2.22571) as t(201)= -2.637, p=0.009<0.05. Above table also indicated that heads of private schools procrastinate more than public school heads.

Table 2: *Independent sample t-test analysis regrading heads' designation and workplace procrastination*

Designation	N	M	SD	df	t	Sig
Headmasters/Headmistresses	68	23.9853	2.58868			
				201	-3.765	0
Principals	135	25.3333	2.31155			

Table 2 reveals the clear results of "independent sample t-test". It was made evident that the mean scores for Headmasters and Headmistresses (N=68, M=23.9853, SD=2.58868) and Principals (N=135, M=25.33333, SD=2.31155) as t(201) = -3.765, p=0<0.05 differed statistically. Above table also described that Principals procrastinate more than Headmaster/Headmistress does.

Table 3: *Independent sample t-test analysis regrading heads' gender and workplace procrastination*

Gender	N	M	SD	df	t	Sig
Male	118	25.1102	2.45571			
				201	1.548	0.123
Female	85	24.5647	2.50451			

Table 3 shows the independent sample t-test of gender and heads' procrastination. This table shown that there was insignificant difference in the mean scores of male (N=118, M=25.1102, SD=2.45571) and female school heads (N=85, M=24.5647, SD=2.50451) as t(201) = 1.548, p=0.123>0.05.

Table 4: *Age wise Procrastination of Heads*

Variable	Age	Mean	SD	F	df	P
	20-30 years	25.1111	1.96705			
	30-40 years	24.8333	2.25619			
Procrastination				2.528	202	0.04
	40-50 years	25.5357	2.50791			
	50-60 years	24.3333	2.68255			

Table 4 ANOVA was conducted to compare school heads' procrastination with respect to their age. It reveals that there was a significance difference in the procrastination between ages 20-30 years (M= 25.1111, SD=1.96705), 30-40 years (M= 24.8333, SD=2.25619), 40-50 years (M= 25.5357, SD=2.50791), and 50-60 years (M= 24.3333, SD=2.68255) of school heads; F (202) =2.528, *p*= 0.04<0.05. Moreover, heads of age 40-50 years procrastinate more than other age groups.

Table 5: *Qualification wise Procrastination of Heads*

Variable	Qualification	Mean	SD	F	df	P
	B.A/B.Sc.	25.5714	0.70097			
	M.A/M.Sc.	24.7143	0.20816			
Procrastination				0.876	202	0.454
	M.Phil.	25.2162	0.39732			
	Ph.D.	25.4	0.24495			

The above table 5 displays the comparison of school heads' procrastination regarding their qualification. It revealed that there was no significant difference in the mean scores of heads' qualification B.A/B.Sc. (M= 25.5714, SD=0.70097), M.A/M.Sc. (M= 24.7143, SD=0.20816), M.Phil. (M= 25.2162, SD=0.39732), and Ph.D. (M= 25.4, SD=0.24495) with respect to procrastination; F (202) =0.876, *p*= 0.454>0.05. Hence, qualification does not affect procrastination.

Table 6: *Experience wise Procrastination of Heads*

Variable	Experience	Mean	SD	F	df	P
	Less than 5 Years	24.92	2.64837			
	5-10 Years	24.9318	2.25572			
Procrastination				0.103	202	0.958
	10-15 Years	24.6563	2.39097			
	More than 15 Years	24.9221	2.5791			

Table 6 demonstrated the comparison of school heads' procrastination with respect to their work experience. It shows that there was insignificant difference in procrastination between experiences less than 5 years (M= 24.92, SD=2.64837), 5-10 years (M= 24.9318, SD=2.25572), 10-15 years (M= 24.6563, SD=2.39097), more than 15 years (M= 24.3333, SD=2.5791) of school heads, as F (202) =0.103, *p*= 0.958>0.05. Hence, there is insignificant difference in procrastination of heads with different job experiences.

Discussion

The objective of the study was "To compare the personal determinants (Sector, Designation, Gender, Age, Qualification and Experience) of heads and workplace procrastination". Researcher drew several findings here, firstly, it was found that heads of private schools procrastinate more than public school heads. The reason may be that there is no proper monitoring mechanism in majority of private schools. They work absolutely free or independently. They do not report directly to any higher authority as it is usually observed in public schools. There may be another reason, as due to job insecurity they are not found taking as much interest. Lack of resources and workload pressure could also be the reason behind existing issue.

Researcher also found that principals procrastinate more than headmaster/headmistress does. It indicates that increase in rank/position makes the individuals more habitual of procrastination. With increase in rank, a person should show more responsibility but researcher found opposite results. Hence, it can be concluded that school administrators frequently put off starting, finishing, or maintaining their jobs. Principals are higher in rank than headmasters/headmistresses are and usually headmasters/headmistresses

are promoted as principals on the basis of their seniority. As per the findings of current study, there is the evidence that higher would be the rank, more would be the procrastination.

This result was in contrast to one of the researches (Yavuz & Ozdemir, 2003), but it supported the findings in earlier investigations (Odhiambo, 2001; Tirop, 2003). The apparent procrastination by the school leaders, however, has been the focus of earlier contradictory study. The Comert and Donmez (2018) study serves as an example of how perceived procrastination by school principals and instructors may have distinct results.

As far as gender, based segregation is concerned, no difference was found in the procrastination of school heads regarding gender. This finding is identical to many studies. Some evidences are as follow: Yavuz and Ozdemir (2013) conducted study on school principals' procrastination levels. They were unable to identify any appreciable gender disparities among principals in this study. In their investigation of the perceived procrastination of school principals, Comert and Donmez (2019) discovered comparable findings. Similar findings have been made regarding gender, with some researchers finding no difference in procrastination between men and women (Yavuz and Ozdemir, 2013) and others discovering that women procrastinate less than males (Donmez and Comert, 2019). Contrary to it, some researches revealed that women being less task-oriented have been challenged by some scholars (Durmuş, 2001).

It was found that age is also a crucial factor and interestingly procrastination fluctuates with increase in age. Heads with the ages between 20-30 and 40-50 were found practicing comparatively more procrastinating skills while heads between 50-60 years were found having the least procrastination followed by the age group between 30-40 years. Researcher found that heads of age 40-50 years procrastinate more than other age groups. It supported the stance that age is a factor, which increases procrastination attitude. It can be concluded that mid ages usually reduce the efficiency and commitment. There could be numerous reasons as lack of interest, social responsibilities, workload etc. Results of current study regarding head's age and procrastination is contradictory to the study of Adio and Popoola (2010) who found that personnel between the ages of 40 and 49 showed the highest level of professional dedication, while those between 20 and 29 showed the lowest level of devotion. This study is somewhat identical to the study of Malik (2012) who observed that age of a person could enhance the person's performance since age and experience goes together.

Conclusion

Based on analysis of data the study concluded that heads of private schools procrastinate more than public school. Principals procrastinate more than Headmaster/Headmistress does. No difference found in the procrastination of school heads regarding gender. Either there was a male or female, they showed same kind of results. Heads of age 40-50 years procrastinate more than other age groups. There was no significant difference in the procrastination of heads with respect to their qualification and experience.

Recommendations

Based upon our findings and conclusions, the researcher recommend the following recommendation:

1. Government may devise a proper mechanism to monitor private schools as well. They might be bounded to follow a proper structure, devised by concerned officials. They might also be included in trainings, seminars and workshops conducted at national and international level.

2. Education department may organize seminars, workshops, and training programs to reduce academic and personnel procrastination by principals and increase the productivity of employees from time to time. It might be organized on regular basis. It may be preferred to arrange it locally so that maximum individuals could be benefitted.

3. The administration may also promote organizational commitment, trust, and loyalty since the organization's vision, mission, and goals guide every employee. There might also be a plausible

reward/ incentive system for mid age school heads so that faculty and personnel can enjoy and see their significance in the organization.

4. E&SE department may explore and understand procrastination behavioral patterns and devise effective management methods to reduce their negative effects on the employees' lives and work habits.

5. E&SE department may also explore the possibility of shortening the working days in a week and longer working hours for the day to provide a longer time for rest and leisure as it is being done in federal institutes.

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