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ACADEMIC PROCRASTINATION AND SELF-EFFICACY AMONG COLLEGE STUDENTS

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Abstract

The study was conducted among 240 students studying in different colleges in Kollam and Thiruvananthapuram districts in Kerala, who were administered psychological measures like Academic procrastination scale (Tuckman, 1991) and General Self-Efficacy Scale (Schwarzer and Jerusalem, 1995). Purposive sampling method was employed to select samples. The collected data was statistically analyzed using product moment correlation and independent sample 't' test. The result showed an inverse relationship between academic procrastination and self-efficacy. The results further state a significant difference among males and females on academic procrastination and self-efficacy. Specifically, males tend to procrastinate more than females and females have more self-efficacy than males. Moreover, there is no significant difference found on academic procrastination and self-efficacy between professional and non-professional college students based on course of their study.

KEY WORDS

Academic Procrastination, Self-Efficacy, Professional College student, Non-Professional College students

INTRODUCTION

Every single human being either working or non-working has to complete numerous tasks during a day for an effective performance but for certain reasons completion of these required tasks is often delayed. This general tendency of delaying or postponing different tasks is referred as procrastination. Procrastination dominates all areas of behavior and action but the most general form is academic procrastination which occurs in the academic settings. It is about having the knowledge that a student has to complete one or more tasks or administer any activity. The vast scientific and technological development, which, happened during the short period, has contributed and made positive and negative effects in all aspects of life. These developments cause the change in student goals and priorities and in the way of dealing with their academic duty.

The procrastinator knows what he wants to do and has the willingness to accomplish these planned tasks, but he postponed its completion. Procrastination has internal and external negative effects. Internal negative effects include tension, regret and self-blame. External negative effects include hinder the vocational and academic progress, the loss of opportunities, and strained relations. Hence, the students who have a strong tendency to procrastinate get low scores on the tests and show weakness in the academic achievement than students who do not procrastinate. Academic procrastination can lead to the failure of achievement of academic

goals on destined time which results in the development of psychological distress in individuals (Ellis & Knaus, 1977). It also leads to inefficient behavioral outcomes and individual may feel problem in dealing with environment productively. In an academic environment, students' self-efficacy influences their achievement behaviour through choices of activities, effort expenditure, persistence, and learning. Self-efficacy for college academics, or academic self-efficacy, seems to have positive effects on academic achievement.

ACADEMIC PROCRASTINATION

Academic procrastination is a risk factor for students academic motivation and success. For this reason, it needs to be studied on reducing academic procrastination and increase academic self-efficacy in academic settings. It involves knowing that one needs to carry out an academic task or undertake an academic activity, such as writing a term paper, studying for examinations, finishing a school related project, or undertaking the weekly reading assignments, but, for one reason or another, failing to motivate oneself to do so within the expected time frame. Similarly, it can be said that academic procrastination involves postponing academic duties in a way that that is causes failure, unhappiness and stress. Due to these significant negative aspects, researchers have studied procrastination and have proposed various cognitive, emotional, and personality variables as possible predictors. Frequently cited cognitive factors, correlates a tendency toward self-handicapping, low self-esteem, low academic self-efficacy, fear of failure, and distorted perceptions of available and required time to complete tasks. Academic procrastination is a multidimensional construct with behavioral, cognitive, and affective components. It is shown established is that procrastination is a widespread occurrence within academic settings, especially among college students. Estimates suggest that between 50% and 95% of college students procrastinate on a regular basis (Steel and Ferrari, 2013). Procrastination being our long-time companion and it has manifested itself under a number of cultures and conditions. It signifies our intimate part of our human nature. It always finds a way equally in both developed and underdeveloped economies. The frequency of procrastination has increased now as compared to earlier times. (Wolters,2003) Variables that have been investigated in relationship to academic procrastination, self-regulation, self-efficacy, and self-esteem have received the most attention with most studies showing significant inverse relationships with procrastination.

Causes/Reasons of students to engage in academic procrastination

- Ineffective Time management
- Worry about failure
- Aversion to the task
- Lack of Motivation
- Lack of interest
- Sincerity
- Disobedience
- Belief

SELF-EFFICACY

Bandura's (1977) efficacy is the basic state of mind which makes people differ from others in how they think, feel, behave and motivate themselves. Self-efficacy has a low association with helplessness, anxiety, depression, and stress in terms of feeling. These types of persons are having very low self-esteem and they tend to become more pessimistic about their achievements and personal development. The quality of academic achievement and decision-making is strongly related to the sense of efficacy that facilitates a person's cognitive process.

Bandura (1997) described these beliefs as determinants of how people think, behave, and feel. Persons having stronger efficacy beliefs possess more confidence in their capability to execute behaviour. All our goals and achievements are strongly impacted by the beliefs about our self-efficacy which influence our motivation, our plans and emotional reflexes, and personal choice. Perceived self-efficacy helps us to achieve our goals by influencing the level of effort and persistence, which help us in crossing the hurdles between our goals. Self-efficacy is the major sign of performance in academics

Academic self-efficacy derived from Bandura's self-efficacy theory refers to "an individual's belief (conviction) that they can successfully achieve at designated level on an academic task or attain a specific academic goal. The concept of self-efficacy refers to the individual's beliefs about his ability to organize and implement the action steps to reach the desired goal, and his beliefs about the ability to learn or perform a task (Zimmerman, 2000). Individuals who have a high confidence in their abilities, they have the strength to approach the difficult tasks as a kind of challenge, and they have confidence that they can perform a task. (Schunk, 2000). Students who have high academic self-efficacy learn in pleasure and satisfaction, they have confidence in their ability to succeed in the tests, writing research, and they are able to manage their own educational affairs, unlike students with low self-efficacy, they are more likely to engage in behavioural problems such as absence of lectures and school failure (Elias, 2008). The academic self-efficacy consider as variable linked to the ability of the student to complete the academic tasks successfully and achieve their objectives perfectly. People's beliefs concerning their efficacy can be developed by four main forms of influences. Mastery Experiences, Vicarious Experiences, Social Persuasion, physiological and emotional states in judging their capabilities.

EFFECTS OF SELF-EFFICACY

- It influences motivational and self-regulatory process
- It influences the choices student make and the courses of action they pursue.
- Self-efficacy helps in personal competence.
- Strong self-efficacy beliefs enhance human accomplishment and personal well-being
- High self-efficacy helps create feelings of serenity in approaching, difficult tasks and activities.

IMPACT OF SELF-EFFICACY

Bandura (1997) described four major psychological processes through which self-beliefs of efficacy affect human functioning. Such beliefs produce these diverse effects through four major processes. Such as Cognitive Process, Motivational Process, Affective Process and Selection Process.

SIGNIFICANCE OF THE STUDY

Trends in education are forcing colleges to take a closer look at developmental education including (a) large numbers of non-traditional students entering colleges, (b) institutions voicing moral and financial concerns about retention, and (c) legislators and taxpayers requiring a higher level of accountability (Shaw, 2000). Included in the re-examination of developmental education must be academic support programs and interventions offered by educators, advisors, and counsellors who witness specific negative student behaviours such as procrastination.

The significance of the current study lies in the following points:

- The significance of the present study stems from the fact that it is one of the rare studies that specifically addressed the problem of academic procrastination and self-efficacy at the South Kerala colleges.
- This study provides information on the phenomenon of academic procrastination, its prevalence, deep understanding of the nature of the relationship between the academic procrastination and self-efficacy on the online education process during
- The result of this study may also provide clear picture to faculty members at the university, parents and educational institutions on the extent and causes of this phenomenon to understand it deeply, and enable them to develop treatment and prevention programs to reduce this phenomenon as much as possible.

OBJECTIVES

- To find out whether there is any relationship between self-efficacy and academic procrastination of the Professional students and non-professional students.
- To find out whether there is any difference between males and females on academic procrastination.
- To find out whether there is any difference between males and females on self-efficacy.
- To find out whether there is any difference between Professional and non-professional college students on academic procrastination.
- To find out whether there is any difference between Professional and non-professional college students on self-efficacy.

HYPOTHESES

- H1. There will be a significant relationship between self-efficacy and academic procrastination.
- H2. There will be a significant difference between males and females on academic procrastination.
- H3. There will be a significant difference between males and females on self-efficacy.
- H4. There will be a significant difference between Professional and non-professional college students
- H5. There will be a significant difference between Professional and non-professional college students on self-efficacy.

STATEMENT OF THE PROBLEM

The problem of the present investigation is to study the **“Relationship Between Academic Procrastination and Self-Efficacy among Professional and Non-Professional College Students “**

METHOD

A sample (N = 240) consist of 120 professional college students (including 60 males and 60 females) and 120 non-professional college students (including 60 males and 60 females), purposefully chosen from the various colleges in Kollam and Thiruvananthapuram districts in Kerala. The sample contains students in age range 18 – 25 years. Care was taken to include students. Tools used -Academic procrastination scale (Tuckman,1991), General self-efficacy scale (Schwarzer and Jerusalem,1995) Some of the person was met individually at their colleges and the scales and personal information schedule were administered and the others some data collected through the google form questionnaire. Both, scale was self-report measures special care was taken to obtain genuine responses from each individual. The filled-up scales were collected and scored according to the scoring procedure given in the manual of both scales. Correlation and T-test were the statistical techniques used.

In order to find out whether there exists any significant relationship between self-efficacy and academic procrastination on professional and non-professional college students, Pearson product moment correlation method was used.

Relationship among self-efficacy and academic procrastination

Table 1; relationship among self-esteem and academic procrastination(No =240)

No	Variable	Coorelations	
		1	2
1	Academic Procrastination	()	-.454**
2	Self-efficacy		()

Table 1 shows the correlation among self-efficacy and academic procrastination. It can be observed that there is significant negative correlation among self-efficacy and academic procrastination ($r=-0.454$, $p<0.00$) which means when academic procrastination increases self-efficacy decreases or vice versa.

Difference in the study variables on the basis of gender an course

Table 2; t- test done on the basis of gender and course on the variables

SL NO	Variable Group		N	M	SD	T
1	Academic Procrastination	Male	120	36.47	10.28	3.28**
		Female	120	32.28	9.45	
2	Self-efficacy	Male	120	24.62	5.93	2.66**
		Female	120	26.92	7.33	
3	Academic Procrastination	Professional students	120	33.70	9.56	1.04
		Non-Professional	120	35.05	10.57	
4	Self-efficacy	Professional Students	120	25.10	6.36	1.55
		Non-Professional students	120	26.45	7.08	

*Significant at 0.01 level

Table 2 compares the means of 120 female and 120 male college students in the study variable self-efficacy and academic procrastination. The t-value of academic procrastination and self-efficacy are 3.28 and 2.66 respectively. It shows that there is significant difference in academic procrastination and self-efficacy on the basis of gender. Male students procrastinate more than female students and male students have high self-efficacy than female students.

The mean score for academic procrastination of females is 36.47 and males is 32.28. The mean score for self-efficacy of females is 26.92 and males is 24.62.

Then, Table 2 compares the means of 120 professional college students and 120 non-professional college students in the study variable self-efficacy and academic procrastination. The t-value of academic procrastination and self-efficacy are 1.04 and 1.55 respectively. It shows that there is no significant difference in academic procrastination and self-efficacy on the basis of course of their study.

The mean score for academic procrastination of professional students is 33.70 and non-professional students is 35.05. The mean score for self-efficacy of professional students is 25.10 and non-professional students is 26.45.

DISCUSSION

The rationale of the current research is to gain understanding of academic procrastination and self-efficacy on professional and non-professional college students and explore the role of some demographic variables like gender and course of the study

According to the first hypothesis, academic procrastination has been linked extensively to self-efficacy. Many researchers are of the opinion that low self-efficacy is highly related to academic procrastination (Ferrari, 2004). The present research study is also in support of these earlier findings. It is observed from the above table that there is a statistically inverse relationship between self-efficacy and academic procrastination. Further it helps us to understand that lower the self-efficacy the tendency of academic procrastination will be higher.

Considering the second hypothesis, it is seen from the above Table No. 2 that the academic procrastination of the male students is more (36.47) than the students of female students (32.28). The differences between the mean scores are also established by obtained t value (3.28) which is statistically significant at 0.01 level. Hence it may be concluded that the academic procrastination of the students differs on the basis of the gender. Academic procrastination will be higher in male students as compared to female students. Results show that male students procrastinate more than female students. Many studies result in the same direction, concluded that academic procrastination behaviour is more commonly found in male students than females. They have observed that male students intend to procrastinate more than female students.

Considering the third hypothesis, it is seen from the above Table No. 2 that the self-efficacy of the female students is more (26.92) than the male students (24.62). The differences between the mean scores are also established by obtained t value (2.66) which is statistically significant at 0.01 level. Hence it may be concluded that the self-efficacy of the students differs on the basis of the gender.

According to the fourth hypothesis, it is seen from the above Table No. 2 that the academic procrastination tendency of the non-professional college students is higher (35.05) than the students of professional college students (33.70). However, the differences between the mean scores are not established by obtained t value (1.04) which is not statistically significant. Hence it may be concluded that students do not differ in academic procrastination behaviour on the basis of their course of study. The reason might be the high competition in academic career at university level which demands more hard work for both professional and non-professional college students.

Considering the fifth hypothesis, it is seen from the above Table No. 2 that the self-efficacy of the non-professional college students is higher (26.45) than the students of professional college students (25.10). However, the differences between the mean scores are not established by obtained t value (1.55) which is not statistically significant. Hence it may be concluded that students do not differ in self-efficacy on the basis of their course of study.

FINDINGS

- There will be a significant relationship between self-efficacy and academic procrastination.
- There will be a significant difference between males and females on academic procrastination.
- There will be a significant difference between males and females on self-efficacy.
- There will be a significant difference between Professional and non-professional college students on academic procrastination.
- There will be a significant difference between Professional and non-professional college students on self-efficacy.

CONCLUSION

The study it is observed that there is an inverse relationship between self-efficacy and academic procrastination. It is understood from the results that lower the self-efficacy of the student's amounts higher the procrastination tendency. Further the study is also attempted to find out the difference in self-efficacy and procrastination on the basis of their course of study and gender. It was found that the self-efficacy and procrastination of the college students differs on the basis of their gender, but there was no difference in the self-efficacy and procrastination tendency of the students on the basis of their course of study.

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