



A study of relationship between academic procrastination and self-efficacy among students at secondary level

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Abstract

We are existing in 21st century and the life style of every person changed rapidly. Our working style play an important role in the success of our life but in the age of uncertainty, our coming generation effected by the habit of procrastination. The habit of procrastination effects not only academic achievement but also increased stress and effect our relationships too. A famous poet and writer Charles Dickens once said that, “Never do tomorrow what you can do today, procrastination is the thief of time. Collar him!” Our National Education Policy-2020 also proclaimed about the active participation of students and teachers in teaching learning process thus, in this paper the researcher try to explore that how procrastination can affect the self-efficacy of students and their learning style so, the purpose of this study is to explore the relationship between academic procrastination and self-efficacy among students at secondary level. The research sample consisted of 100 students who were selected from U.P Boards at secondary level through purposive sampling method. Data was analysed using t- ratio and product moment coefficient of correlation. The results that academic procrastination and self- efficacy are not directly related to students. It was concluded that the student’s academic procrastination is influenced by other factors like motivation level, self-esteem, personality types, attitude and locus of control.

Keywords: Academic procrastination, Self- efficacy, Secondary level students, motivation, locus of control.

Introduction- Academic procrastination is the tendency of the individual to postpone the tired task that they face daily. The concept of self-efficacy refers to the individual’s belief about the ability to organize an action step to reach the desired goals. Individuals who have high confidence in their abilities, they have the strength to approach the difficult task as kind of challenge and they have confidence that they can perform a task. In contrast individuals who sceptics their ability does not take difficult tasks, because they can see them as threat, so they have low level of motivation to accomplish the goals they have (Shunk,2000).

Students who have high academic self-efficacy learn with pleasure and satisfaction, they have confidence in their ability to succeed in the tests, managing their own educational affairs, unlike with low-efficacy, they are more likely to engage in behavioural problems such as absence of lecture and school failure. The academic self-efficacy considers as variable linked to the ability of the student to complete the academic task successfully and achieve their objective perfectly.

According to the result of some research, the reasons of academic procrastination can be summarized as follows: -

The belief of not being able to accomplish tasks and external attribution, low self-esteem, poor self-efficacy, low level of intelligence and alertness, high level of depression, anxiety, hate the task, poor time management and organisation, inability to concentrate, fear of failure etc. Procrastination has internal and external negative effects. Internal negative effect includes tension, regret and self-blame. External negative effect includes hinder the vocational and academic progress, the loss of opportunities and strained problem in relation. The students who have a strong tendency to procrastinate get scores on the test and show weakness in achievement.

It appears that the student's self-efficacy affects the tendency to procrastinate in their academic activities especially in an indirect manner. At secondary level the pressure and the stress among students can be seen more because this is their adolescence age and they do procrastinate in taking decisions or during exams, they do feel low or fear of failure. They even have to take further decision regarding their future and even in selection of the courses in higher education.

The findings of Onwuegbuzie and Jiao (2000) Miligram, Sroloff and Rosen Baum (1988) supported the findings. They also found that there no significant difference between male and female secondary students on academic procrastination. Females also procrastinate as compared to males because they are less academically self – efficacious to manage their time, lack persevere to seek correct solutions and postponing tasks till end.

Findings of the study that academic procrastination is not related to self – efficacy among students at secondary level. Findings of the study revealed that academic procrastination is not related to self – efficacy among male students at secondary level. There can be other factors like motivation level, self-esteem, personality types, attitude and locus of control which can influence academic procrastination or self-efficacy.

This study will provide information on the phenomenon of academic procrastination, its prevalence, deep understanding of the nature of the relationship between the academic procrastination and self-efficacy, and positive repercussions on the educational process. It will give clear picture to conceptualize the educational and training programs that targeted to reduce the level of procrastination among students and improve their self-efficacy. Specialists and academic counsellors and educators can develop these programs.

Objectives

- 1) To study the relationship between academic procrastination and self-efficacy among students at secondary level.
* (In reference to male and female students of UP boards)
 - 1.1) To study the relationship between academic procrastination and self-efficacy among male students at secondary level.
 - 1.2) To study the relationship between academic procrastination and self-efficacy among female students at secondary level.

Hypothesis

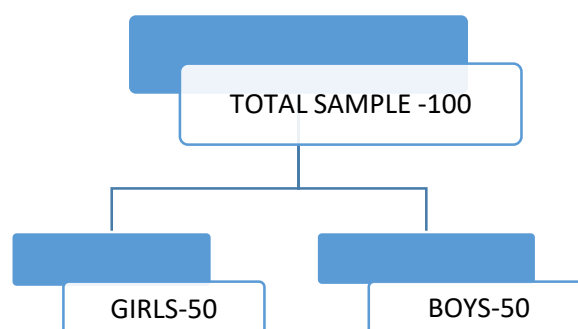
- 1) There is no significant relationship between academic procrastination and self-efficacy among students at secondary level.
 - 1.1) There is no significant relationship between academic procrastination and self-efficacy among male students at secondary level.
 - 1.2) There is no significant relationship between academic procrastination and self-efficacy among female students at secondary level.

Delimitation of the study

- 1) The present study is delimited to the city of Prayagraj.
- 2) The study will be delimited to U.P Boards schools only.

Research Method - Due to the relevance to the nature of the problem and its variables researcher used Casual comparative method of descriptive research in this proposed study.

Population and Sample - The students who studying at secondary level of U.P Board, schools of Prayagraj city are the population of the present study and the sample of 100 students were selected for the study.



Tool Used

Academic Procrastination Scale - Academic Procrastination scale was developed by Ashok K Kalia and Manju Yadav was used to measure academic procrastination of the students. The scale contains 25 items from different four areas of academic procrastination which are as follows: -

1. Procrastination in homework (Item no. 1 to 10)
2. Procrastination in preparation for examination (Item no. 1 to 16)
3. Procrastination in project work (Item no.17 to 21)
4. Procrastination in co-curricular activities (Item no. 22 to 25)

Each item of the scale was to be rated on 5-point scale i.e., strongly agree, agree, neutral, disagree, strongly disagree, ranging from 5 to 1.

In the end the score obtained by each individual on various items belonging to each dimension were added together to find score for four dimensions of the scale. The test-retest coefficient was 0.843 and Guttman Split half coefficient was 0.713 suggesting the high reliability of the scale. The validity of academic procrastination scale constructed was tested on the basis of face validity and content validity.

Self-Efficacy Scale- Self- Efficacy Scale developed by G.P Mathur and R.K. Bhatnagar was used to measure self-efficacy scale of the students. Self-efficacy Scale intends to assess the level of self-efficacy in any age group up to 14 years. It consists of 22 items, dealing with following eight factors-

1. Self –regulatory skills
2. Self – influence
3. Self –confidence
4. Social –achievement
5. Self
6. Self –evaluation
7. Self –esteem
8. Self –recognition

Each item of the scale was to be rated on 5-point scale i.e., strongly agree, agree, neutral, disagree, strongly disagree, ranging from 5 to 1. The reliability co-coefficient of the scale was measured by test-retest on sample. In male it ranges from 0.73 to 0.81 and in female 0.79 to 0.86. To obtain concurrent validity co-coefficient of the self-efficacy scale, the scale was compared with the view of expert rating. Validity ranges in male .73 to 0.81 and in female .76 to .86.

Statistical Technique Used - The effective interpretation of the collected data is feasible only when they are correctly analysed which in turn depends upon the use of proper statistical methods.

To analysis or interpretation of the present study, research scholar used “The t-ratio, product moment coefficient of correlation.”

Data Analysis and Result

1. To study relationship between academic procrastination and self- efficacy at secondary level.

TABLE-1

Group	N	Value of Correlation(r)
Students	100	-0.15

It was hypothesized, there is no significant relationship between academic procrastination and self-efficacy among students at secondary level.

Table.1. shows that the value of product moment coefficient of correlation between academic procrastination and self-efficacy is 0.15 which is not significant at 0.05 (table value 0.195) level. Thus, null hypothesis gets accepted. It means that academic procrastination is not related to self – efficacy among students at secondary level.

1.1 To study relationship between academic procrastination and self- efficacy among male students at secondary level.

TABLE 1.1

Group	N	Value of Correlation (r)
Male	50	-0.16

It was hypothesized, there is no significant relationship between academic procrastination and self-efficacy among male students at secondary level.

Table.1.1. shows that the value of product moment coefficient of correlation between academic procrastination and self-efficacy is -0.16 which is not significant at 0.05 (table value 0.195) level. Thus, null hypothesis gets accepted. It means that academic procrastination is not related to self – efficacy among male students at secondary level.

1.2 To study relationship between academic procrastination and self- efficacy among female at secondary level.

TABLE 1.2

Group	N	Value of Correlation(r)
Female	50	-0.44

It was hypothesized, there is no significant relationship between academic procrastination and self-efficacy among female students at secondary level.

Table 1.2. Shows that the value of product moment coefficient of correlation between academic procrastination and self-efficacy is 0.44 which is significant at 0.01 (table value 0.354) level. Thus, null hypothesis gets rejected. It means that academic procrastination is negatively related to self – efficacy among female students at secondary level.

Discussion and Conclusion

Findings of the study revealed that academic procrastination is not related to self – efficacy among male students at secondary level. There can be other factors like motivation level, self-esteem, personality types, attitude and locus of control which can influence academic procrastination or self-efficacy.

It was found that there no significant difference between male and female secondary students on academic procrastination. Females also procrastinate as compared to males because they are less academically self – efficacious to manage their time, lack persevere to seek correct solutions and postponing tasks till end.

We found that student's self-efficacy effects the tendency to procrastinate in their academic activities especially in an indirect manner. At secondary level the pressure and the stress among students can be seen more because this is their adolescence age and the do procrastinate in taking decisions or during exams, they do feel low or fear of failure. They even have to take further decision regarding their future and even in selection of the courses in higher education.

In order to reduce their procrastination habits there should be different motivational tasks given to them, encouraged to submit their assignment on time, giving them opportunity to do self-assessment and overcome their weakness and to build self-confidence and self-esteem. Students should be made aware of their academic behaviour such as procrastination, self – efficacy and its effect to their academic life. Self- efficacy towards academic is found to be crucial in influencing students learning behaviour. As the competition is increasing day by day, because of which the tendency to procrastinate and due to which their self – efficacy gets lower. The major findings of this study are-Academic procrastination are positively related to self – efficacy at secondary level. Academic procrastination is positively related to self – efficacy among male students at secondary level. Academic procrastination is negatively related to self – efficacy among female students at secondary level.

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