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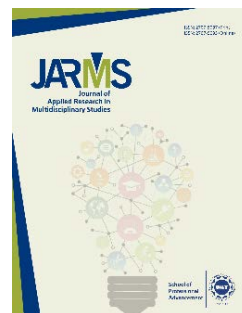
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**Title:** Relationship between Academic Self-Efficacy and Academic Procrastination: Understanding How Academic Self Efficacy affect Academic Procrastination in Undergraduate Students

**Author (s):** Zarmeen Qureshi, Tahreem Nadeem, Mian Usman Sattar


**Affiliation (s):** Beaconhouse National, University, Lahore, Pakistan.

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# **Relationship between Academic Self-Efficacy and Academic Procrastination: Understanding How Academic Self Efficacy affect Academic Procrastination in Undergraduate Students**

Zarmeen Qureshi\*, Tahreem Nadeem, and Mian Usman Sattar

Department of Management Sciences, School of Business, Beaconhouse National University, Lahore, Pakistan

## **Abstract**

Academic Procrastination is seen as one of the hurdles for the student's success. This is increasing more now and affecting their grades and also, mental health. Although many factors affect procrastination, one of them is academic self efficacy itself. This research was conducted to find the extent to which academic self-efficacy affects academic procrastination in undergraduate students. We conducted our research on 330 undergraduate students from Beaconhouse National University in Lahore Pakistan. We gave them an online questionnaire to fill which took not more than one minute. For collecting and analyzing the data we selected two scales: Procrastination Assessment Scale for Students and Academic Self-Efficacy and Efficacy for Self-Regulated Learning scale. And we have made a conclusion that Student Academic procrastination is influenced by academic self-efficacy, based on our detailed correlation and regression research. They have an inverse relationship. Their link is statistically significant. Moreover, it was also discovered that students who recognize that procrastination is a problem and not the same ratio are willing enough to decrease it.

**Keywords:** academic, self-efficacy, academic procrastination, undergraduate students

## **Introduction**

The academic life of university students requires a significant amount of energy, attention, and focus on the activities they are performing. They must possess determination, patience, and discipline at every moment. They must spend them time and engage themselves mostly on tasks such as attending classes, assignment submissions, participation in discussion or project submissions, so that they achieve higher performance. Many students

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\*Corresponding Author: [zarmeen.qureshi25@gmail.com](mailto:zarmeen.qureshi25@gmail.com)

believe that the “overnight speeding approach” is a powerful strategy for studying and completing tasks since they prefer to spend their free time doing things they enjoy, such as online gaming, outdoor games, surfing the internet, watching films, or dramas, reading books, or using social networking sites.

To attain academic success, students must focus on their learning to comply with their academic demands. But sometimes this success seems to be readily achievable by self-monitoring of learning that is a fundamental and integral part for higher learners and students at universities can have trouble controlling their academic activity. Students believe that they are generally stressed all while studying on campus, so they avoid performing assignments and seek out other things that are much more enjoyable, ultimately distracting them from their tasks. In addition, the delay in starting or completing work ultimately has a damaging influence on wellbeing and performance is an extensive and complicated psychological condition (Nayak et al., [2019](#)). This implies that procrastinating is a common significant event that delays overall activity. The complexity of the problem has prevented the development of a comprehensive theory of procrastination, which leaves many questions unanswered (Janssen, [2015](#)).

Generational diversity has already defined the level of education that a person requires in this day and age of millennials. As a result, students of this generation are involved in academic pursuits while also working full-time. When someone is multitasking in today's busy world, they have less time to develop their individuality. There is also a lot of pressure on kids to perform in a certain way and have desirable personality attributes in an Academic Procrastination, self-efficacy, and motivation will be affected as a result of these differences in behavior (Rajapakshe, [2021](#)).

According to the notion, Skinner's behavioral theory may provide the basis of procrastination. With reward and punishment, Skinner established the operator conditioning hypothesis (Opdenakker, [2021](#)). This hypothesis says that the behavior of procrastination comes from the process of learning. A task which has always been a taste of success, then the job or task generally repeats at the next chance.

This can be seen as a donation (reward). The availability of other activities is more pleasurable than recurrences, which brings about academic recurrence. It's more entertaining to play than to play Schoolwork.

Although a task was done properly, it is avoided and it's usually analogous to punishment. For example, a student who has had to delay completing tasks that are gathered before the seminar examination is likely to be delayed in comparison with work to be completed each week, about academic procrastination. This is because the punishment value of the two tasks tends to be higher when every week, which has the penalty level to be deferred lower than the weekly work, is completed.

A study gives evidence through its independent samples t-test to evaluate the hypothesized difference in procrastination scores. Male students procrastinate more than female students, according to the results. Significantly more procrastination was observed among students with low perceived academic self-efficacy than among those with strong self-efficacy perceptions. Procrastination scores did not change significantly when students were classified by academic course and performance level (Xu et al., [2021](#)). Self-efficacy is yet another aspect of academic procrastination. Self-efficacy is known as the mindset of a person in the accomplishment of his/her objectives. Self-effectiveness can influence the goals, solve difficulties, decisions, and determination of a person to try. A person with self-efficacy will believe that he/she can or can do all in his power to achieve defined goals. Making low self-efficacy another cause for academic setbacks.

It is among the most researched factors in procrastination (Joseph, [2016](#)). According to Taura et al. ([2015](#)), an individual has an understanding of their capacity to plan and implement prescribed duties.

Self-efficacy is an academic environment in which pupils feel how successful they are in completing their academic responsibilities (Sirin, [2011](#)). High self-efficacy amongst undergraduates have been shown to have a more strategic attitude to their duties and tasks, whereas low-self-efficacy shows undergraduates have become more carefree and relaxed.

It may also be seen as a self-disabled behavior that causes few undesirable effects such as increased behavioral trend, including the compensation of individual duties and people who are missing from self-regulated success (Park & Sperling, [2012](#)).

As proposed by Khan et al. ([2021](#)), an enjoyable learning environment must be created to promote interest and passion that will help the students

to learn. This study, therefore, intends to examine the academic self-efficacy among undergraduates who undergo academic procrastination.

### Academic Procrastination

Academic procrastination is one of the most popular kinds of procrastination. It is a postponement in duties or aspects linked to or relying on academic procrastination and academic procrastination are phrases that are used simultaneously. It happens at all educational levels. Usually happens when students put off tasks, activities, and projects that do not need to be put off. There are mainly two famous types of procrastinators: active and passive; the latter is a procrastinator in a traditional sense in contrast to the former and “positive type” procrastinators (Janssen, [2015](#)).

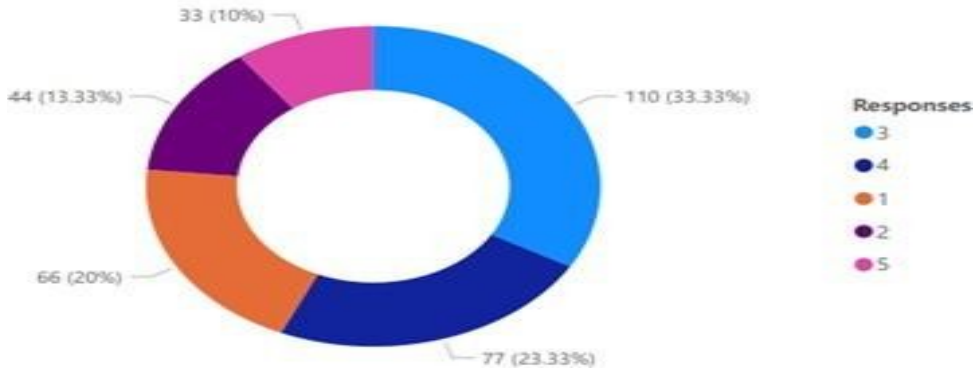
Long-term benefits will come from reducing the tendency to procrastinate at a young age. Procrastination is a dynamic construct that is prone to change, and this study intends to add to the limited body of knowledge on academic procrastination among secondary school students. Usually happens learning and understanding. It is the inclination to postpone or postpone learning tasks and behaviors. Student when students put body of knowledge on academics (Hayat et al., [2020](#)). Academic procrastination does not exist in a vacuum. Some have highlighted its complicated interrelationship with affective, cognitive, and contextual factors (Yilmaz, [2017](#)).

When people strive to achieve their tasks until the last minute, such procrastination may cause extra tension and anxiety. Putting off or postponing work can have well-being but also on his interaction with others. The idea of academic procrastination refers to a stress poor academic performance, and time waste, timetables (Jacobsen, [2021](#)).

Rabin et al. ([2011](#)) stated that procrastination can have a positive impact by allowing pupils to create good use of their allotted study time. Research shows that procrastinating is linked to lower levels of success in life, and the focus herein is more on the negative side of procrastination. When we asked students how much they procrastinate in their university related activities on the scale of one to five. 110 (33.33%) students on the scale of 5 procrastinate on point 3(Sometimes). The results of it for better understanding are shown in the Figure 1.

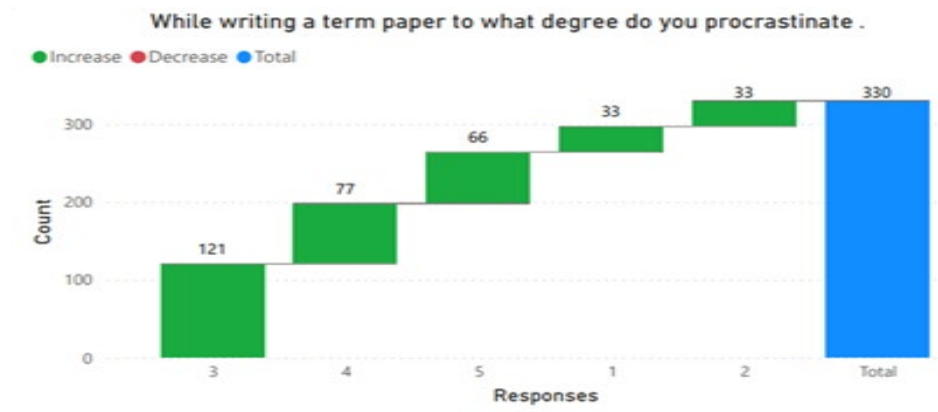
**Figure 1**  
*Procrastination in University Activities*

To what extent do you procrastinate in your university activities.



Another time when asked students about the important paper of their semesters (Term paper) 121 students procrastinate on level 3, referred to Figure 2.

**Figure 2**  
*Degree of Procrastination on Term Paper*



### Academic Self Efficacy

Self-Efficacy as discussed is the person’s belief in oneself to perform tasks or behaviors to attain a specific performance. It is not a part of a personality trait or characteristic of a person rather confidence in oneself regarding a specific domain and performance of tasks related to it. It is also a major predictor of performance. Self-efficacy and procrastination have

little in common (Makara-Studzińska et al., [2021](#)). Self-efficacy influences the choices people make, the energy they put into a task, and their strength when facing a challenge (Zarrin & Gracia, [2020](#)).

Low self-efficacy can have a negative effect on academic procrastination. A.H.C and Choi discovered that active procrastinators have high self-efficacy as they did so to boost their learning, whereas passive procrastinators have low self-efficacy (Smith & Facciolo, [2020](#)).

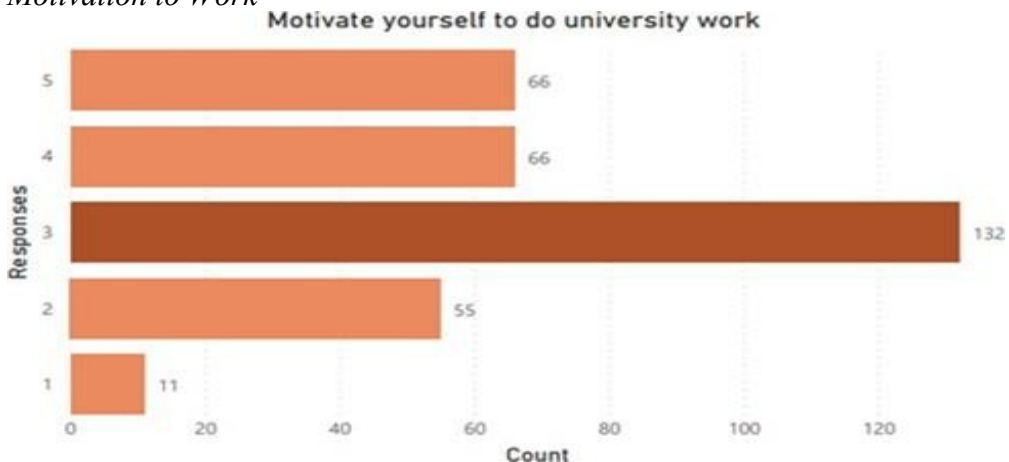
In a variety of contexts, self-efficacy has been a key component in motivational theories and different aspects of learning to perform well academically, students need skills and will to give their best indifferent circumstances.

Research says that higher ASE results in higher academic performance. There is a variable that hinders high academic performance, academic procrastination (Malkoç & ve Kesen Mutlu, [2018](#)). Investigating academic motivation as a mediator between academic self-efficacy and academic procrastination among Turkish Students. Study of 319 undergraduates indicated a strong inverse link between academic self-efficacy and academic procrastination (de la Fuente et al., [2021](#)).

When asked students on the confidence scale, how much confidence they have to motivate themselves to do university work, the largest of the population (132 students) had some confidence and the Figure 3 represents this evidently.

**Figure 3**

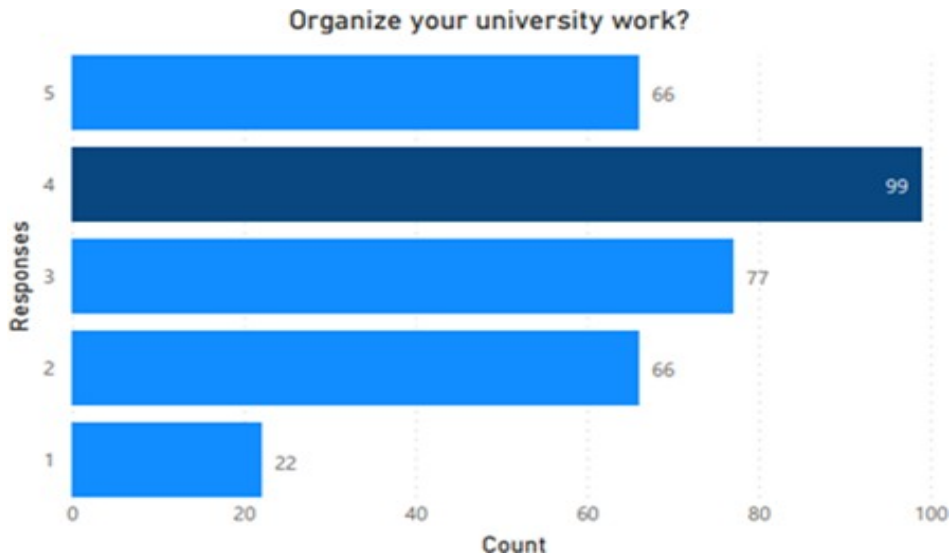
*Motivation to Work*



In the similar question to target their organization skills 99 students had very much confidence in them to do so. Below, Figure 4 shows this evidence.

**Figure 4**

*Organize University work*



### Research Questions

The primary goal of this research project is to determine how and why academic self-efficacy influences a student's academic procrastination. The following questions were posed in response to these.

1. Does Academic Self-Efficacy predict Academic Procrastination?
2. What is the correlation between academic efficacy and academic procrastination?
3. How much of an impact does academic procrastination have on academic self-efficacy?

### Method

#### Sample and Procedure

To find out the answers to our questions, we gathered our sample of 330 undergraduate students from the Beaconhouse National University Lahore, Pakistan. We prepared a short questionnaire of 19 questions from both of

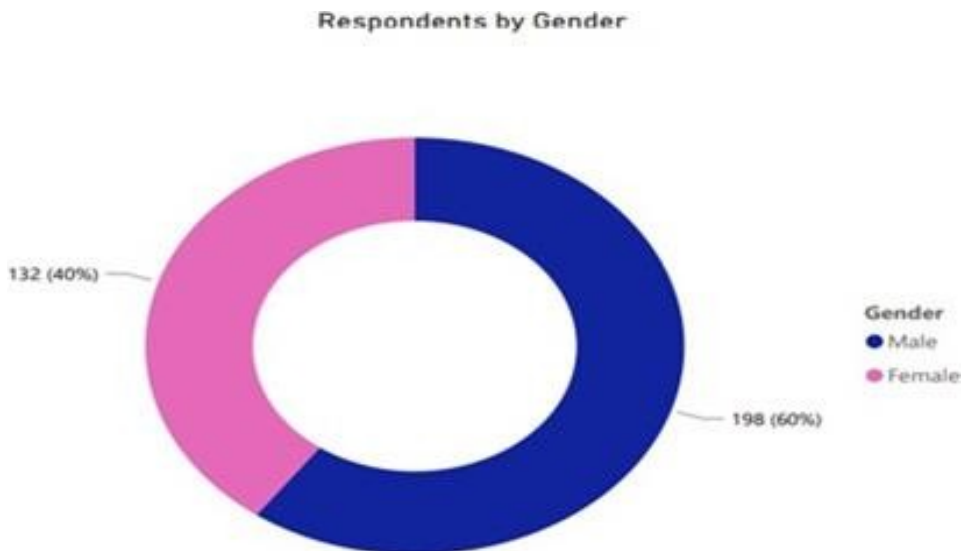


the chosen scales, including demographics. It includes 8 questions on students' confidence from the Academic Self-Efficacy and Efficacy for Self-Regulated Learning Scale. From the second scale of the Procrastination Assessment Scale for Students, we picked further 8 questions on the tasks they think they procrastinate on, how much it is a problem for them, and if they want to decrease it or not. For the inquiry on demographics, we asked 3 questions; Name, gender, and school. The questionnaire was conducted online through the help of google forms and students filled it out in their own free time. Our respondents were 40% female, 60% male; Figure 5 represents this in more organized fashion.

The respondents were from the School of Visual Arts and Design, Media and Mass Communication, Liberal Arts and Social Sciences, Computer and Information Technology, Education, Psychology, and Business. The respondents were from the School of Visual Arts and Design, Media and Mass Communication, Liberal Arts and Social Media and Mass Communication, Liberal Arts and Social Sciences, Computer and Information Technology, Education, Psychology, and Business.

**Figure 5**

*Representation of Sample Size*



To conduct overall analysis of our research paper, a famous Business Intelligent tool is used called Microsoft Power BI that helps to present better data visualization of our data set.

## **Instruments**

### ***Academic Self Efficacy***

It was measured by using the Academic Self-Efficacy and Efficacy for Self-Regulated Learning scale adapted from Zimmerman, Bandura, Martinez-Pons and Chemers, Hu, and Garcia, by Alberto A. Alegre1a. We adopted this scale. It has reliability by Cronbach's  $\alpha$  of 0.862. Although we only used the questions from the confidence scale in it.

### ***Academic Procrastination***

The scale we used for academic procrastination was PASS (Procrastination Assessment Scale for Students). It was originally made by (Solomon and Rothblum 1984). Many authors adopted it over the years to conduct their research which is related to procrastination (Afzal & Jami, 2018). It was cited in their study on the Prevalence of Academic Procrastination and the Reasons for Academic Procrastination in Universities. Many authors utilized the measure to predict academic procrastination during self-regulated learning in Iranian first grade high school students (Motie et al., 2013). The reliability of the scale has an  $\alpha$  coefficient of 0.80. First, 6 questions were on the scale of 1 to 5. 1 *being Never Procrastinate*, 2 *Almost Never*, 3 *Sometimes*, 4 *Never Always*, and 5 to *Always Procrastinate*. One question was asked if the degree to which procrastination is a problem from them on the tasks previously asked from Not at all problem to always a problem and another question was asked if they want to decrease procrastination or not.

## **Results**

From the data, we made two additional columns to find the results of each respondent's academic self-efficacy and academic procrastination. In which an average was taken out of each scale (Academic Self-Efficacy and Efficacy for Self-Regulated Learning and PASS) to assign an appropriate number to each respondent based on their answers. With the resultant data, we did regression analysis and correlation analysis. To find out if academic self-efficacy is a predictor of academic procrastination, a correlation method was used. Its results are shown in Table 1. Through our results, we found that there is a negative relationship between academic self-efficacy and academic procrastination. Our statistics (-0.168) show that whenever university students experience low self-Efficacy, their academic procrastination increases.

**Table 1***Correlational between Academic Procrastination and Self efficacy*

	1	2
1. Academic Procrastination	1	
2. Academic Self Efficacy	-0.1688	1

To find the answer to our third and fourth questions. What is the relationship between academic procrastination and self-efficacy and significance in their relationship? For this, a regression analysis was conducted. Below in Table 2, the results are shown.

**Table 2***Regression Analysis*

	Coefficients	SE	t-stats	p- value
Intercept	3.6376	0.1936	18.7873	5.7E-54
Academic Selfefficacy	-0.1809	0.0583	-3.1025	0.0020

From the Table 2, we can draw out the following conclusions. As proved above from the negative sign in correlation and below from its coefficient sign shows a negative relationship between these two variables. Further -0.18 shows that if one unit of academic self-efficacy increases/decreases, then academic procrastination would decrease/increase by 0.18.

A *p*-value of less than 0.05 (0.002) shows that academic self-efficacy has a statistically significant effect on academic procrastination. The *t*-stat value further proves its significance is greater than 2 (- 3.102), showing that it has a significant impact on academic procrastination.

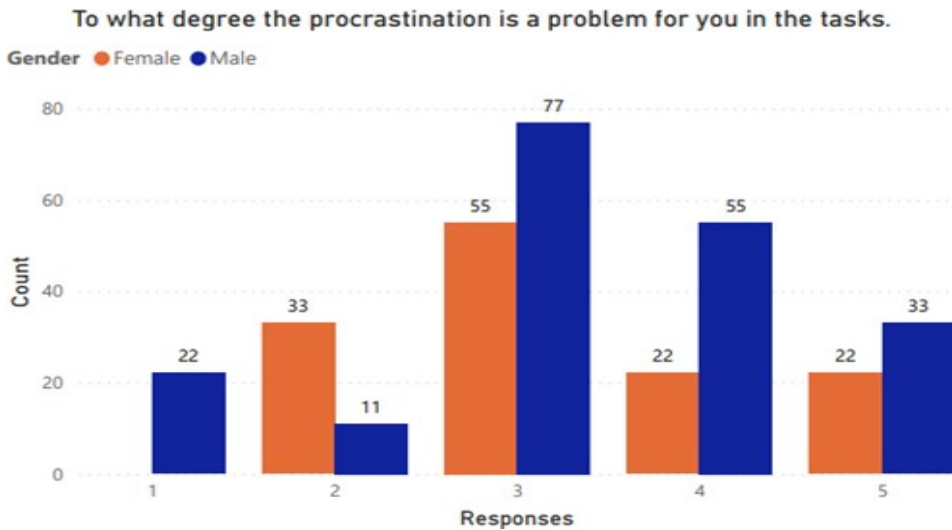
### Discussion

First, we found that academic self-efficacy is a predictor of academic procrastination. If they do have a relationship, what is it and how significant are they related? After the response of 330 students, the study shows that academic self-efficacy has a significant and negative effect on academic procrastination.

Furthermore, having a negative relationship with each other. We also found that in the tasks of writing a term paper, studying for exams, weekly reading assignments, meeting up with your professor, academic administrative activities, and university activities, 132 (40%) respondents

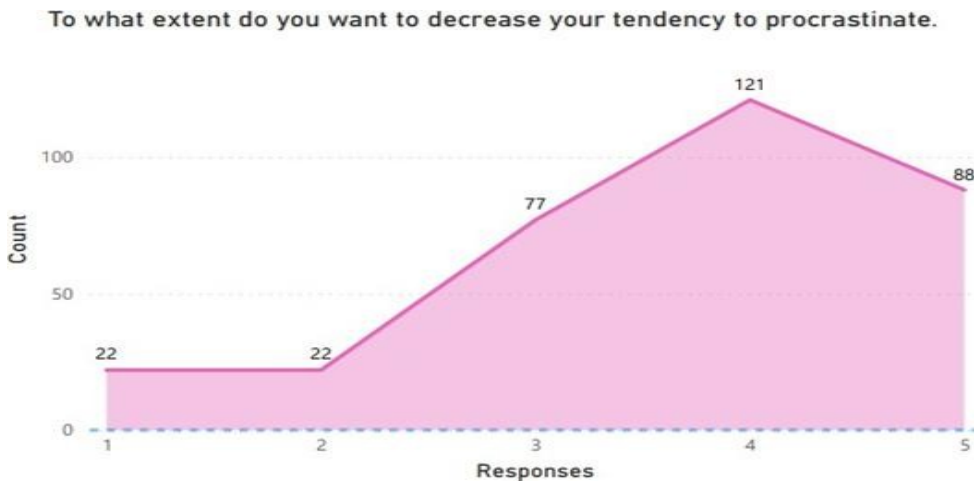
thought that academic procrastination is a problem for them. In which proportion of males recognizing it as a problem were higher than female students. As presented in Figure 6.

**Figure 6**  
*Procrastination as a Problem*



Although only 121 students (36.7%) want to decrease it. The stats are shown in the graph below Figure 7.

**Figure 7**  
*Tendency to Decrease Procrastination*



The results of the study are consistent with many others studies. Asude and Aynur found that academic self- efficacy affects academic procrastination, and they are significantly and inversely related (Malkoç & ve Kesen Mutlu, [2018](#)). Klassen et al. ([2008](#)) underlined similar results when they were researching on Academic procrastination of undergraduate's Higher levels of procrastination are predicted with low self-efficacy to selfregulate. They even suggest that negative procrastinators can reduce their procrastination if they work on their self-efficacy.

In addition, procrastination is linked to a variety of personality traits and psychological categories, according to a number of research investigations. Procrastination behaviors differed between male and female students, according to gender-based studies. Male students procrastinate more than female students (Khan et al., [2014](#)).

Some studies slightly contradict this study. Erkan Faruk researched the role of general procrastination, academic motivation, and academic self-efficacy among undergraduate students. He concluded that academic self-efficacy is not a predictor of academic procrastination. However, they both have an inverse and nonsignificant relationship (Sirin, [2011](#)). Zehra and Melek also predict no significant relationship between these variables (Certel, [2018](#)).

The overall aim to find the relationship between these two variables was for a couple of reasons. This was to help students acknowledge the linkage between self- efficacy and procrastination on an academic level. Because the first step towards improvement is acknowledgment. We hope that this study would help students improve their academic performance and find out that the power to change is in their hands. Secondly, it is for the researchers as well that it may help them carry out future research and increase the ocean of knowledge.

The study has few implications for undergraduate students. The integration of awareness-raising initiatives and a professional curriculum design would be advantageous, highlighting topics such as academic achievement and academic self-efficiency, and academic procrastination. Through this training, students can get awareness and try to build techniques for dealing with the significance of such issues. In interpreting the results of this study, certain limitations are to be acknowledged. For one, the extent and variety of the sample were reduced. Findings of direction and the nature

of observed connections were further constrained through the cross-sectional, correlational methodology. This lack of control might have impacted external variables on the response of the participants.

On the other hand, to understand more academic procrastination some qualitative studies such as interviews can be conducted. This study was aimed at university students. For further studies, behaviors of students in multiple education levels can be analyzed through differences. Most participants were male (60%); thus, it is crucial to check whether this model is viable for a more balanced sample and to provide comparisons among groups to see whether the study can vary in regards to gender. Nelson et al. (2013) discovered that women had greater ratings on the fear of failure factor than males did.

A thorough study of procrastination's developmental pattern is essential not only for the advancement of our understanding of procrastination as a theoretical construct but also for providing educators with required insights to adapt treatments and instructional strategies that serve to lower the prevalence and lessen the impact of procrastination in education.

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