



Academic Procrastination among Secondary Students in Relation to their Self-Efficacy

Ms. Anjum Sharma*, Loveleen Kaur**

*Assistant Professor Khalsa College of Education, Ranjit Avenue, Amritsar, India

** Student, Khalsa College of Education, Ranjit Avenue, Amritsar, India

ABSTRACT

The present research work intends to study academic procrastination of secondary school students of government private schools in relation to their self-efficacy. In this study descriptive research method was employed. A sample of 200 students was selected by using random sampling from district of Amritsar. The objective of the study was found out the relationship between Academic Procrastination. The findings of the study reveal that there exists no significant relationship between Academic Procrastination and Self-efficacy.

Introduction

Procrastination is the deliberate postponement of an intended course of action, in spite of an awareness of negative outcomes, and often results in unsatisfactory performance. This type of behaviour is very prevalent in academic settings and is a regular occurrence that is mostly observed in educational procedures and is thought to have a negative impact on students' academic performance. Procrastination in the academic context involves finishing assignments right before they are due, returning library books after the due date, deferring writing papers, and wasting time when studying for exams by doing other things. In other words, academic procrastination appears to cause students to postpone and prolong their academic work throughout their studies, ignoring their academic responsibilities.

Academic procrastination is a type of procrastination that occurs in academic environments. It is understanding that one must complete an academic task or activity, such as writing a term paper, studying for exams, completing a school-related project, or completing weekly reading assignments, but failing to inspire oneself to do so within the specified time period for one reason or another (Ackerman and Gross, 2005).

Academic procrastination might have a detrimental impact on a student's life due to the multitude of examinations, term papers, and projects during his or her scholarly career. Academic procrastination is similar to general procrastination in that it is negatively related to self-efficacy and life satisfaction and also positively related to stress and mental health.

Self-Efficacy

Albert Bandura created the phrase "self-efficacy" over 40 years ago (1977a). Since then, study in this field has continuously increased, with a particular focus on the notion of self-efficacy, which is regarded as "one of the most theoretically, heuristically, and practically relevant concepts formulated in modern psychology."

Efficacy is synonymous with the term effective, efficacious, control. Self is defined as the identity of a person. Bandura (1977) defines self-efficacy, "The belief in one's capacity to organize and execute the course of action required to manage prospective situations It is personal assessments about one's competence to complete a task." Self-efficacy has been defined in a variety of ways, but Bandura defines it as a combination of self-confidence, self-reliance, and self-trust. Self-efficacy is concerned with how well a person believes they will be able to achieve a desired objective in a specific area. It does not refer to how much a person likes themselves or how much they may enjoy the activity at hand.

Sources of Self-Efficacy Beliefs

These beliefs are derived from four different sources: The most influential source of self-efficacy beliefs is Mastery Experience, which is the interpreted result of purposeful performance. The self-enhancement model of academic achievement contends that, to increase student achievement in school, educational efforts should focus on raising students' feelings of self-worth or competence. Bandura's emphasis that one's mastery experiences are the most influential source of self-efficacy information has important implications for the self-enhancement model of academic achievement, which contends that, to increase student achievement in school, educational efforts should focus on raising students' feelings of self-worth or competence.

The vicarious experience of the impact of others' acts is the second source of efficacy knowledge. This stream of information is weaker than the perceived consequences of mastery experiences, but it becomes more sensitive when people are unsure of their own talents or have limited past experience. Individuals also build and create self-efficacy beliefs as a result of the social messages they receive from others.

Persuaders can expose an individual to others' verbal evaluations and are a weaker source of efficacy information than mastery or vicarious experience, but they can play a significant role in the development of an individual's self-beliefs. Anxiety, stress, arousal, exhaustion, and mood states are all physiological states that offer information about efficacy beliefs. Because people have the potential to change their own thoughts, self-efficacy beliefs have a significant impact on physiological conditions as well.

Quinn (2019) studied academic procrastination and the role of stress, self-efficacy, self-esteem, age, gender, and hours worked, and found that stress was positively connected to procrastination while self-efficacy was negatively related. **Mostafa (2018)** examine the relationship between academic procrastination, self-efficacy beliefs, and academic achievement. revealed significant negative relationship between self-efficacy beliefs and academic procrastination. **Baka & Khan (2016)** conducted a study to explore the association between academic procrastination, self-efficacy and academic performance among university students in Malaysia. The finding showed that most students are prone to procrastinate in their academic life. **Upadhyay (2016)** revealed that the self-regulatory behavior in students studying under the continuous evaluation process was found high than the students studying in annual evaluation system. In the same manner, it is also noted that self-efficacy of students studying under the continuous evaluation system was found high than the students studying under annual system. **Azar (2013)** conducted a study to determine the relationship between academic Self-efficacy, achievement motivation and academic procrastination with academic achievement. There was significant difference among boys and girls, in terms of the level of achievement motivation, academic achievement and academic self-efficacy.

OBJECTIVES OF THE STUDY

1. To study the Academic procrastination among Government and Private secondary school students.
2. To study the self-efficacy among Government and Private secondary school students.
3. To explore the relationship between Academic procrastination and self-efficacy among secondary school students.

HYPOTHESES

The following Hypotheses were tested to achieve the proposed objectives:

1. There exists no significant difference in Academic procrastination of government and private secondary school students.
2. There exists no significant difference in level of self-efficacy of government and private secondary school students.
3. There exists no significant relationship between Academic Procrastination and self – efficacy of secondary school students.

Sample

200 students were selected as randomly as multi - stages random sampling for investigation to get result. School wise survey from each school about 10-20 students were selected.

THE STUDY DESIGN

Descriptive survey method was used to carry the study. It was divided into:

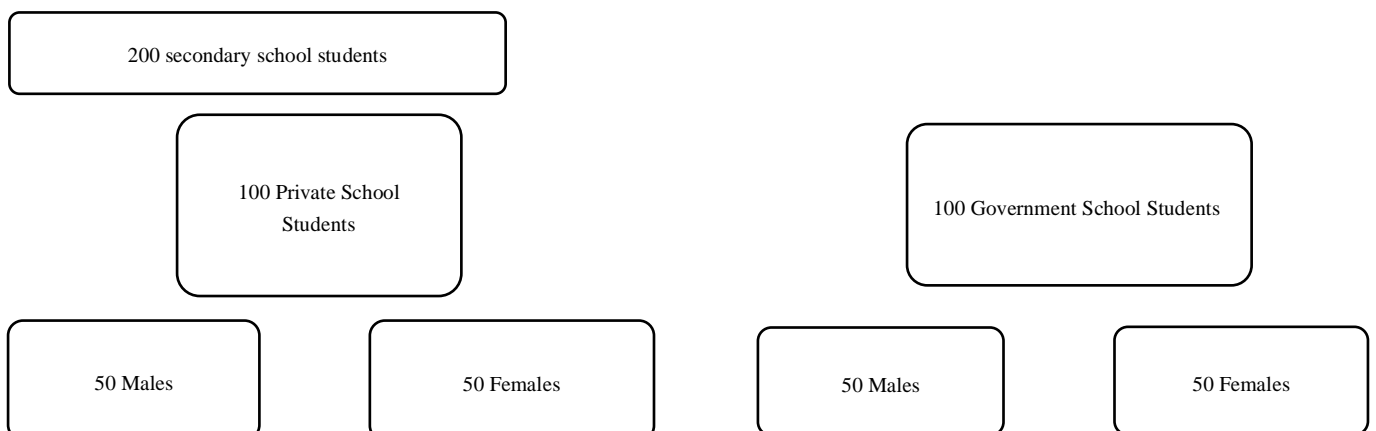


Table 3.1 Distribution of Sample

Sl. NO.	Name of Schools	Number of Males	Number of Females
1.	Shri Guru Harkrishan Public school, Majitha Road Bypass (private)	25	25
2.	G.S. Prince Memorial Academy, Tarsikka (private)	25	25
3.	Government Senior Secondary School, Jethuwal	25	25
4.	Government Senior Secondary School, jabbowal	25	25
	Total	200	

TOOLS USED IN THE STUDY

Academic Procrastination Scale (APS-KAYM) by Kalia & Yadav.

Self-Efficacy Scale (SES-SANS) by Singh & Narain.

HYPOTHESIS I**Results Pertaining to Academic Procrastination of government and private secondary school students**

Ho1: There exists no significant difference in Academic procrastination of government and private secondary school students.

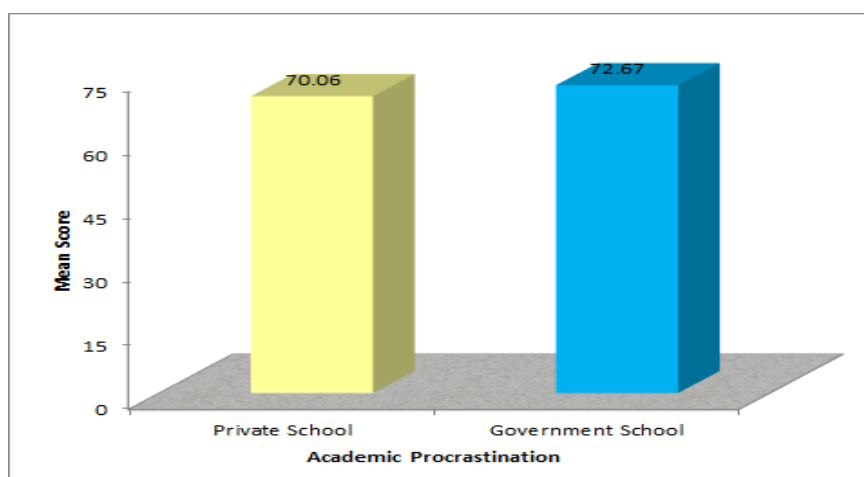
In order to test this hypothesis, mean and standard deviation of Academic procrastination of government and private secondary school students was calculated. The score of Academic procrastination on homework has been described in term of mean, S.D and t-value in the table.

Table showing mean, S.D, t-value of Academic procrastination of government and private secondary school students

Variable	School	N	Mean	Std. Deviation	t-value	p-value	Inferences
Academic Procrastination	Govt.	100	72.67	9.84	-1.809	0.72	Insignificant
	Private	100	72.67	10.54			

There exists no significant difference in Academic procrastination of government and private secondary school students.

In case of Academic Procrastination among secondary school students of government and private schools, the mean value of private school (M=70.06, S.D= 10.54) is only a bit lower than the mean value of government school (M=72.67, SD=9.84). Also, p-value (p= 0.072) being greater than 0.05 and t-value comes out to be -1.940 which is insignificant at 0.05 level, So, the null hypotheses stating as "There exists no significant difference in Academic procrastination of government and private secondary school students." is accepted. It is clear that government and private school students are statistically equal in Academic Procrastination. The finding of the study revealed that mean difference between private and government school are not significant.



Results Pertaining to levels of Self-efficacy of government and private school students

To study the self-efficacy among secondary school students.

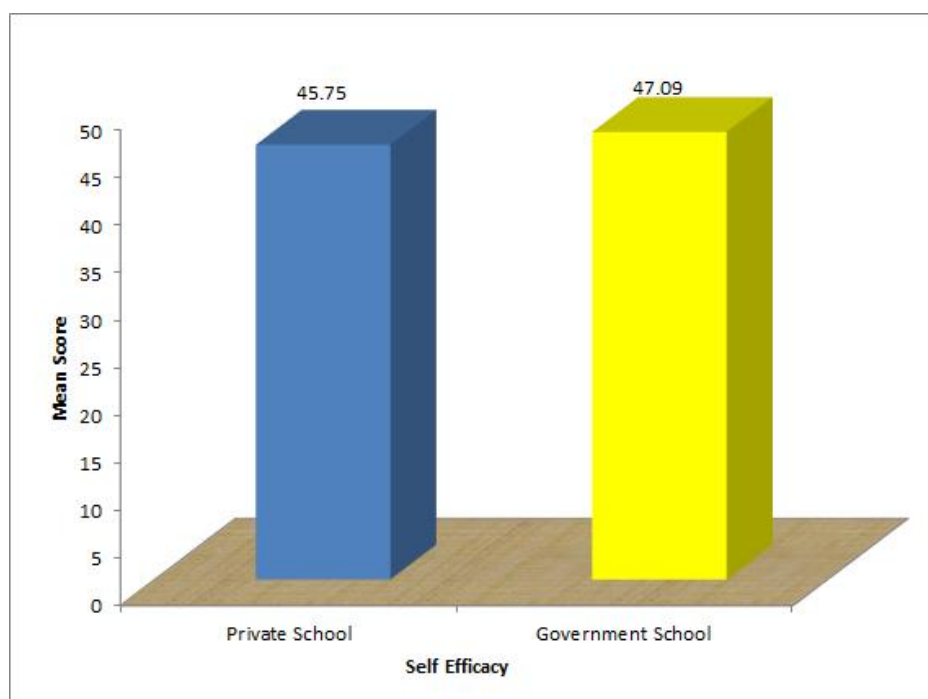
There is no significant difference in level of self-efficacy of government and private secondary school students

In order to test this hypothesis, mean and standard deviation of self-efficacy of government and private secondary school students was calculated. The score of self-efficacy has been described in term of mean, S.D and t-value in the table.

Table showing mean, S.D, t-value of self-efficacy of government and private secondary school students

Variable	School	N	Mean	Std. Deviation	t-value	p-value	Inferences
Self-efficacy	Govt.	100	47.09	7.57	-1.343	0.18	Insignificant
	Private	100	45.75	6.49			

Self-efficacy among secondary school students of government and private schools, the mean value of private school (M=45.75, S.D= 6.49) is only a bit lower than the mean value of government school (M=47.09, SD=7.57). Also, p-value (p= 0.181) being greater than 0.05, and 't' value comes out to be -1.343 which is insignificant at 0.05 level, indicating that the difference between government and private school students at level of self-efficacy is statistically insignificant. So, the null hypotheses stated as "There is significant difference in level of self-efficacy of government and private secondary" is rejected. The finding of the study revealed that mean difference between private and government school are insignificant.



Results Pertaining to Relationship between Academic Procrastination and Self-efficacy among secondary school students

To explore the relationship between Academic procrastination and self-efficacy among secondary school students.

Ho: There is no significant relationship between Academic Procrastination and self-efficacy of secondary school students.

Variables	N	r-value	p-value	Correlation
Academic procrastination and Self-efficacy	200	0.198	0.005	

In order to check the relationship between Academic Procrastination and Self-efficacy test hypothesis correlation was applied and result were analyzed given below:

From the table, it is quite clear from p-value (0.005) that there is insignificant relation between Academic Procrastination and Self-efficacy. This means the null hypothesis "There is no significant relationship between Academic Procrastination and self-efficacy of secondary school students" is accepted. Also, from the r-value (0.198), it can be seen that there is negligible correlation between the variables.

REFERENCES

- Ackerman, D. S., and Gross, B. L. (2005). *My instructor made me do it: Task characteristics of procrastination*. Journal of Marketing Education, 27, 5-13.
- Asri,D.N., Setyosari,P. et.al. (2017). *The academic procrastination in junior high school students mathematic learning: A qualitative study*. International education studies, 10(9), 70-77.
- Azar, F. S. (2013). *Self-efficacy, achievement motivation and academic procrastination predictors of academic achievement in pre-college students*. Proceeding of the Global Summit on Education, 173-178
- Badri Gargari , R., Sabouri, H., Norzad, F. (2011). *Academic procrastination: The relationship between causal attribution styles and behavioral postponement*. Iran J Psychiatry Behav. Sci. 5(2): 76-82.
- Baka A.Z, Khan U.M., (2016). Relationships Between Self-Efficacy and the Academic Procrastination Behaviour Among University Students in Malaysia: A General Perspective. Journal of Education and Learning. Vol. 10 (3) pp. 265-274
- Bandura, A. (1977). *Self-efficacy: Toward a unifying theory of behavior change*. Psychological Review, 84, 191–215.
- Bandura, A. (1994). *Self-efficacy*. In V. S. Ramachaudran (Ed.), Encyclopedia of human behavior (Vol. 4, pp. 71-81). New York: Academic Press.
- Bandura, A., & Schunk, D. H. (1981). *Cultivating competence, self-efficacy, and intrinsic interest through proximal self-motivation*. Journal of Personality and Social Psychology, 41, 586–598.
- Burney, J., Alyami, H., Almansour, A., Alshehri, A. A., Althobaiti, S. M., Alsaadi, H. D., & Alswat, K. A. *Impact of Academic Seniority on General Self-Efficacy of Medical Students at Taif University*.
- Kacici, D.C. (2003). *The investigation of high school and college students in general academic procrastination and delay*. Unpublished Master's Thesis, Ankara University: Institute of Educational Sciences.
- Capan, B.E. (2010). *Relationship among perfectionism, academic procrastination and life satisfaction of university students*. Procedia Social and Behavioral Sciences 5, 1665-1671.
- Caroline, S., Julien, E. and Guay, F. (2003). *Role conflict and academic procrastination: A self-determination perspective*, European Journal of Soc. Psychol., 33, 135–145.
- Chemers, M. M., Hu, L. & Garcia, B.F. (2001). *Academic self-efficacy and First Year College Student Performance and Adjustment*. Journal of Educational Psychology, 93(1), 55-64.
- Clark, J., & Hill, O. (1994). *Academic Procrastination Among African American College Students*. Psychological Reports, 75, 931–936.
- Day, V., Mensink, D., & O'Sullivan, M. (2000). *Patterns of Academic Procrastination*. Journal of College Reading and Learning, 30, 120–134.
- Dullas, A. R. (2018). *The Development of Academic Self-Efficacy Scale for Filipino Junior High School Students*. Frontiers in Education. Educational Psychology. Original Research Article. <http://doi.org/10.3389/Feduc.2018.00019>. WWW.frontiersin.org
- Dullas, A.R. (2018). *The development of academic self-efficacy scale for Filipino Junior High School Students*. International journal of scientific research, 4(2), 112-119.
- Ellis, A. & Knaus, W.J. (2000). *Overcoming Procrastination*. New York: New American Library.
- Ellis, A., and Knaus, W. J. (1977). *Overcoming procrastination*. New York, NY: Institute for Rational Living.
- Faruk Sirin, E. (2011). *Academic Procrastination among Undergraduates Attending School of Physical Education and Sports: Role of General Procrastination, Academic Motivation*. Educational Research and Reviews, 6(5), 447-455.
- Ferrari, J. R., O'Callaghan, J., & Newbegin, I. (2005). *Prevalence of Procrastination in the United States, United Kingdom, and Australia: Arousal and Avoidance Delays among Adults*. North American Journal of Psychology, 7, 1–6.
- Ferrari, J.R., & Scher, S.J. (2000). *Toward an Understanding of Academic and Nonacademic task Procrastinated by Students: The Use of Daily Logs*. Psychology in the Schools, 37, 359–366.
- Ferrari, J.R., & Beck, B.L. (1998). *Affective Responses Before and After Fraudulent Excuses by Academic Procrastinator*. Education, 118(4), 529-538.
- Ferrari, J. R., Johnson, J. L., and McCown, W.G. (Eds.). (1995). *Procrastination and task avoidance: Theory, research and treatment*. New York, NY: Plenum Press
- Ferrari, Joseph R., Raymond, N. Wolfe, Joseph C. Wesley, Lisa A. Schoff, & Brett L. Beck. (1995). *Ego-identity and Academic Procrastination among University Students*. Journal of College Student Development, 36 (4), 361-367.
- Gafni, R. and Geri, N. (2010). *Time management: Procrastination tendency in individual and collaborative tasks*, retrieved from Retrieved from <http://www.ijikm.org/Volume5/IJIKMv5p115-125Gafni448.pdf> 414
- Gallagher, R. P., Golin, A., and Kelleher, K. (1992). *The personal, career, and learning skills needs of college students*. Journal of College Student Development, 33, 301-309.
- GurbuzOcak, Serkan Boyraz (2016) “Examination of the Relation between Academic Procrastination and Time Management Skills of Undergraduate Students in Terms of Some Variables” Journal of Education and Training Studies Vol.4 No.5; May 2016. <http://jets.redfame.com>

- Hen, Meirav&Goroshit, Marina. (2014). *Academic Self-Efficacy, Emotional Intelligence, GPA and Academic Procrastination in Higher Education*. EURASIAN JOURNAL OF SOCIAL SCIENCES. 2. 1-10.
- Jelena Saplavska, Aleksandra Jerkunkova, (2018) *Academic Procrastination and Anxiety Among Students*
- Johnson, J.L., & Bloom, A.M. (1995). *An analysis of the contribution of the five factors of personality to variance in academic procrastination*. Personality Individual Differences, 18(1), 127-133
- Klassen, R. M., Krawchuk, Lindisey, L., Rajani, Sukaina.(2008). *Academic Procrastination of Undergraduates; Low Self-Efficacy to Self-Regulate Predicts Higher Levels of Procrastination*. Contemporary Educational Psychology 33 (4), 915-931, 2008.
- Knaus, W. (2000). *Procrastination on blame and change*. Journal of Social Behaviour and Personality,15, 153-166.
- Lamont, R., Quinn, C., Nelis, S., Martyr, A., Rusted, J., Hindle, J., . . . Clare, L. (2019). *Self-esteem, self-efficacy, and optimism as psychological resources among caregivers of people with dementia: Findings from the IDEAL study*. International Psychogeriatrics, 31(9), 1259-1266. doi:10.1017/S1041610219
- Linnenbrink, E.A., Pintrich, P.R. (2003). *The Role of Self-efficacy Beliefs in Student Engagement and Learning in the Classroom*. Reading and writing Quarterly, 19,119-137. <https://www.scirp.org>
- Loo, C. W., & Choy, J.L.F (2013). *Sources of Self-Efficacy Influencing Academic Performance of Engineering Students*. American Journal of Educational Research, 1(3), 86-92.
- McKean, K.J. (1990). *An investigation of academic procrastination as a behavioral manifestation of learned helplessness*. Unpublished Ph.D. Thesis. Seton Hall University, New Jersey, USA.
- Meyer, Cheryl (2000). *Academic Procrastination and Self-handicapping: Gender*, Journal for Economic Educators, 12(1), 2012
- Pfister, T. L. (2002). *The effects of self-monitoring on academic procrastination, self-efficacy and achievement* (Doctoral dissertation, ProQuest Information & Learning).
- Quinn, W. (2019). *Academic procrastination: the role of stress, self-esteem, self-efficacy, age and gender on undergraduate students*.
- Rakes, G. C., & Dunn, K. E. (2010). *The Impact of Online Graduate Students' Motivation and Self-Regulation on Academic Procrastination*.Journal of Interactive Online Learning, 9(1).
- Senecal, C., Koestner, R., & Vallerand, R. J. (1995). *Self-regulation and academic procrastination* "The journal of social psychology, 135(5), 607-619.
- Singh, A.K. and Narain, S. (2014). Manual for self-efficacy scale. Agra: National Psychological Corporation.
- Sirin, E. F. (2011). *Academic Procrastination among undergraduates attending school og physical education and sports: Role of general Procrastination, academic motivation and academic self-efficacy*. Educational Research and Reviews, 6: 447-455.
- Zimmerman, B.J. (2000). *Self-efficacy: An Essential Motive to Learn*. Contemporary educational psychology 25(1), 82-91.