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IMPACT OF SELF EFFICACY AND PERFECTIONISM ON ACADEMIC PROCRASTINATION AMONG COLLEGE STUDENTS

[1] HEMAPRABHA .S, [2] R. MANOJ, [3] Ms. ABIDA.K, M.Sc

[2] Head of the department

[3] Deputy Head Assistant professor

[123] Dr.Mgr Educational And Research Institute India.

ABSTRACT :

In the current state of life academic procrastination, perfectionism, and self-efficacy are important factors in the academic achievement and mental health of the current generation. While perfectionism can result in stress and burnout, high self-efficacy can motivate people and help them achieve their goals. Conversely, procrastination increases academic expectations and reduces productivity. Data was collected individually on face to face from a sample of 165 college students using self-efficacy questionnaire (SES), perfectionism questionnaire, and academic procrastination scale (APS). Results from the survey are indicates self-efficacy positively correlates that is self-efficacy has a part in academic procrastination whereas perfectionism doesn't have much impact with academic procrastination. Hence, the implication of the current study enhances academic performance and mental health, this study emphasizes the necessity of focused treatments such counselling and time management training. By encouraging confidence and realistic goal setting in students, addressing maladaptive perfectionism and low self-efficacy might assist lower academic procrastination.

Keywords: academic procrastination, self-efficacy, college students

INTRODUCTION

Academic stress, financial burdens, social isolation, and the influence of technology are some of the factors that contribute to college students' mental health struggles, which have been steadily increasing and are a critical area of concern in today's educational system. The transition from adolescence to adulthood is characterized by academic, social, and emotional challenges, which are made worse by the added pressure of contemporary societal expectations.

Students are frequently burdened by academic expectations. There is a lot of pressure on students to do well in school, get internships, and make career plans. There is fierce rivalry, and stress, worry, and sadness are frequently the results of not living up to these high standards. Long-term exposure to this kind of stress can also result in burnout, which impairs a student's capacity to learn or perform well because they feel physically and emotionally exhausted.

Many students, particularly those who have relocated far from home for their education, find it difficult to establish and sustain social ties. Emotional health can be severely impacted by loneliness, homesickness, and trouble adjusting to a new setting. Feelings of inadequacy and low self-worth are also exacerbated by romantic relationships, peer pressure, and cultural expectations surrounding success and looks.

Another important element is financial stress, which is exacerbated by the rising cost of schooling. Many students depend on loans or balance their studies with part-time work, which leads to ongoing concerns about debt repayment. Students may experience chronic stress and worry as a result of this financial hardship, which makes it challenging for them to concentrate on their studies or lead balanced lives.

Even though technology has many advantages, using social media excessively might make mental health issues worse. Frequent exposure to carefully manicured depictions of other people's life can result in negative body image, FOMO, and unhealthy comparisons. Another serious issue is cyberbullying, which frequently results in victims experiencing anxiety, depression, and low self-esteem.

Even with increased awareness, many students still find it difficult to get help because of the stigma associated with mental health issues. Students are afraid of being judged or branded as weak, which keeps them from asking for help. Additionally, counseling clinics are frequently understaffed or unavailable to many students, and colleges frequently lack sufficient mental health resources.

Untreated mental health conditions can negatively affect a student's relationships, academic achievement, and general quality of life. In severe situations, they could result in suicide thoughts or self-harm, which has become a worrying issue in universities all over the world.

How does self-efficacy , perfectionism, and academic procrastination affect college students?

Among college students, academic procrastination is common; research shows that more than 70% of them often put off completing assignments. Perfectionism and problems with self-efficacy are frequently associated with this conduct. Procrastination is greatly influenced by perfectionism. According to a study with 405 college students, academic procrastination was significantly impacted by perfectionism but not by self-efficacy. Additionally, procrastination is linked to higher levels of stress and mental health issues. Academic procrastination raises stress levels as due dates get near. Improving students' academic achievement and well-being requires addressing these problems. Procrastination and the mental health issues it causes may be lessened with interventions that emphasize time management techniques and lower
perfectionist inclinations.

Because self-efficacy, perfectionism, and academic procrastination have a direct impact on college students' academic achievement, mental health, and personal development, it is crucial to conduct research on these topics. Gaining insight into these interrelated characteristics aids in creating plans to improve students' resilience, productivity, and general well-being.

A key factor in determining how pupils approach difficulties is self-efficacy, or the conviction that one can succeed. Reduced motivation, increased worry, and subpar academic achievement can all result from low self-efficacy. Studying this topic aids teachers in creating interventions that increase self-assurance, which improves academic perseverance and problem-solving abilities.

Although it's frequently viewed as a beneficial quality, perfectionism can be both adaptive and maladaptive. Anxiety, sadness, and burnout are associated with maladaptive perfectionism, which is typified by excessive self-criticism and a fear of failing. Colleges can encourage balanced academic and personal expectations by using research to differentiate between healthy goal-setting practices and detrimental perfectionistic tendencies.

Understanding the factors that contribute to procrastination can help develop interventions to improve time management, reduce stress, and enhance productivity in order to foster better academic outcomes and overall well-being. Researching academic procrastination among college students is crucial because of its growing impact on academic success and mental health. Students struggle to manage deadlines due to increased academic pressure, which often results in stress, anxiety, and decreased performance. Additionally, the shift to remote and hybrid learning requires greater self-discipline, which many students find difficult.

Examining how perfectionism and self-efficacy affect academic procrastination is crucial because it tackles the difficulties college students encounter in managing their time, stress, and academic success. Belief in one's own talents, or self-efficacy, has a direct impact on motivation and task beginning. Procrastination and other avoidance behaviors can be caused by low self-efficacy, which reduces productivity. On the other side, perfectionism can lead to procrastination because of inflated expectations or a fear of failing, which exacerbates anxiety. Understanding these elements enables students to recognize behavioral patterns and create more constructive coping strategies in the current generation, where academic pressure and competition are considerable. Academic achievement and personal development are hampered when procrastination is encouraged by perfectionism and low self-efficacy. Stress, poor mental health, and fewer opportunities for social or extracurricular activities might result from this imbalance. Students can work toward a balanced lifestyle, enhance time management, and build confidence by tackling these problems, which will lead to better academic and personal results.

Self-efficacy

The term "self-efficacy," coined by psychologist Albert Bandura, describes a person's confidence in their capacity to carry out tasks and accomplish objectives. It is fundamental to social cognition theory and has a big impact on performance, motivation, and behavior. Self-efficacy is situation-specific and task-specific, in contrast to self-esteem, which represents one's general sense of self-worth.
Characteristics of Self-Efficacy:
Self-efficacy affects a person's thoughts, emotions, and behavior. High self-efficacy individuals set higher goals, handle challenges with confidence, and exhibit better resilience. Conversely, those who lack self-efficacy tend to question their skills, shy away from challenges, and give up readily when things become tough. This way of thinking affects many facets of life, such as relationships, health, career, and education. Students with high academic self-efficacy, for example, are more likely to stick with challenging coursework, whereas those with low self efficacy could procrastinate and have self-doubt.

Source of self-efficacy:
Bandura found that self-efficacy is shaped by four main sources:

1. Mastery Experience: Successfully completing tasks is the most effective way to build self-efficacy.
   Overcoming challenges boosts confidence and encourages individuals to tackle more difficult tasks. Conversely, repeated failures can undermine self-efficacy.
2. Vicarious Experience: Self-efficacy can be increased by witnessing someone who is similar to oneself succeed. This approach, which is frequently referred to as modeling, gives people the impression that they can succeed if others can.
3. Verbal persuasion: Self-efficacy can be reinforced by external encouragement from mentors, friends, or teachers. Constructive criticism and positive reinforcement help people believe in their own skills.

4. Emotional and physical States: Physical conditions and emotional health are important. While tension, weariness, or anxiety might lower self-efficacy, positive feelings and less stress can increase it.

Importance of self-efficacy:

1. Motivation: It is more common for those with strong self-efficacy to create and stick to lofty goals.
2. Performance: Self-assurance in one's skills frequently results in improved performance on tasks and problems.
3. Resilience: Strong self-efficacy promotes the capacity to overcome obstacles and failures.
4. Mental health: Self-efficacy lowers stress, anxiety, and depression, which promotes emotional well-being.

The role of self-efficacy in college students

The Function of College Students' Self-Efficacy For college students to succeed both academically and personally, self-efficacy is essential. It alludes to their confidence in their capacity to carry out duties, accomplish objectives, and successfully navigate difficulties.
Self-efficacy is a key factor in determining students' motivation and resilience in college, where they must deal with a variety of academic demands, social changes, and personal obligations.

High self-efficacy students are more likely to persevere through challenging curriculum, participate in active learning, and do better on tests. They take a confident attitude to problems, develop productive study techniques, and are more likely to ask for assistance when necessary. Additionally, this idea encourages intrinsic drive, which empowers pupils to autonomously set and work toward more ambitious objectives.
Apart from academic performance, self-efficacy also plays a role in emotional health. Although college can be a difficult time, students who have a high sense of their own abilities are better able to cope with setbacks, adjust to new situations, and keep their mental health in check.

They are less prone to suffering from anxiety, feelings of inadequacy, or academic fatigue. Self-efficacy also promotes social growth. Students who are self-assured engage in extracurricular activities, work well in teams on projects, and form deep connections.

All things considered, college students' academic performance, emotional fortitude, and overall development depend on cultivating self-efficacy.

Perfectionism

Setting higher standards or ideals for oneself when performing a task that one evaluates critically is known as perfectionism.
Striking for perfection, having unreasonably high expectations, and being unduly critical of one's own performance are all signs of perfectionism. Although perfectionism is frequently linked to ambition and success, it can affect a person's performance and general well-being in both positive and negative ways. Positively, adaptive perfectionism, another name for healthy perfectionism, motivates people to set difficult objectives, practice self-control, and produce excellent work. It is linked to self-improvement, motivation, and a feeling of achievement upon reaching objectives. Perfectionism, however, frequently takes a maladaptive form in which people fear failure, set unattainable goals, and are never content with their accomplishments.

Procrastination, intense self-criticism, and task avoidance out of a fear of making mistakes are all associated with this kind of perfectionism. Mental health problems like anxiety, depression, exhaustion, and low self-esteem can also result from it. An "all-or-nothing" mentality, which holds that anything less than flawless is a failure, is a common problem among perfectionists. Socially, perfectionism can cause problems in relationships because perfectionists may isolate themselves out of fear of being judged or impose their high expectations on others. Setting reasonable goals, practicing self-compassion, and concentrating on progress rather than perfection are all essential components in managing perfectionism. People can accept their strengths and shortcomings and adopt a better, more balanced approach to life when they acknowledge that imperfection is a necessary component of growth.

Perfectionism and personality types:
Perfectionism has a strong correlation with specific personality types and features, influencing how people view themselves and engage with the outside world. Although the degree of perfectionism varies, it frequently corresponds with personality qualities including neuroticism, conscientiousness, high accomplishment, and self-criticism.
Because they tend to be structured, goal-oriented, and disciplined, people with high conscientiousness are more likely to exhibit adaptive perfectionism. They establish high expectations and put up a lot of effort to meet them, which can result in fulfillment and success. Conscientiousness, however, can result in maladaptive perfectionism, which is typified by persistent effort and long-term discontent, when paired with excessive self-criticism or a fear of failing.
Additionally, neuroticism—a personality trait connected to anxiety, emotional instability, and stress sensitivity—is closely associated with perfectionism. Procrastination, avoidance, and exhaustion are common outcomes of neurotic perfectionists' extreme dread of criticism and failure. Even after reaching important milestones, they find it difficult to achieve contentment since they have a tendency to overanalyze their actions and find it difficult to accept mistakes.
People with Type A personalities, who are competitive, motivated, and frequently impatient, are prone to perfectionism. They could think that success requires perfection, which makes them more stressed and susceptible to health problems. People with low self-esteem or a strong need for outside validation may also exhibit perfectionism, as they strive for worth and approval through faultless performance.

Managing the impacts of perfectionism requires an understanding of the relationship between personality types and perfectionism. Even though striving for perfection can spur development, it's crucial to strike a balance between having high expectations and having self-compassion, emotional fortitude, and acceptance of flaws. A more fulfilled life, improved relationships, and improved mental health can all result from identifying and overcoming perfectionistic inclinations.

Perfectionism and procrastination:

Procrastination and perfectionism are strongly related, frequently creating a vicious cycle that impairs wellbeing and productivity. Setting unreasonably high standards and being afraid of failing are hallmarks of perfectionism, whereas procrastination is the act of putting off activities, frequently to escape the discomfort or anxiety that comes with those demands. This connection is most noticeable in people who suffer from maladaptive perfectionism, when the need to be perfect results in a crippling fear of making mistakes.
Because they feel overpowered by their own irrational expectations, perfectionists may put things off. The fear of falling short of these expectations or doing subpar work might cause avoidance since it makes the activity seem emotionally intimidating to begin. As an illustration, a student may put off writing an essay out of concern that it won't be "good enough," or an employee may put off turning in a report to ward off any criticism. Although this avoidance temporarily reduces tension, it frequently leads to last-minute scrambling, less-than-ideal results, and even more self-criticism, which feeds the vicious cycle of procrastination and perfectionism.

Ironically, the same things perfectionists aim to accomplish are undermined by delay motivated by perfectionism. Burnout and discontent can result from tasks that are either not finished on time or are carried out under needless stress. This trend has the potential to undermine self-esteem, exacerbate feelings of inadequacy, and exacerbate mental health conditions like depression or anxiety over time.
Addressing both procrastination and perfectionistic impulses is necessary to break this pattern. Realizing that imperfection is a normal and beneficial aspect of learning and development is crucial, as is setting reasonable and attainable goals. Procrastination can be lessened by implementing time-management techniques including segmenting work into manageable chunks and emphasizing progress over perfection. The dread that motivates procrastination can also be reduced by engaging in self-compassion exercises and reinterpreting failure as a teaching moment.

In the end, controlling the relationship between procrastination and perfectionism necessitates a mental change that places an emphasis on work, development, and balance rather than unrealistic goals. This change enables people to approach activities with purpose and confidence instead of avoiding them out of dread.

Procrastination

The Latin words pro, which means "forward or onward, presumptuous, or in favor of," and crustiness, which means "of tomorrow," are the origin of the word procrastination. Procrastination unduly delays routine tasks to the point where it causes anxiety. Procrastination is the justification for postponing behavioral or cognitive output, decision-making, or action. It can be either permanent or temporary.
(Muhammad Azeem Ashraf,2023)

Academic procrastination

Academic procrastination is the failure to complete a task within the allotted time or the postponement of the task until the final performance one ultimately plans to complete (Muhammad Azeem Ashraf,2023).Academic procrastination is the practice of delaying objectives to the point where it is extremely unlikely that one would perform at their best(Ellis &knaus,1977).Academic procrastination can cause people to fail to meet their deadlines, which can worsen their emotional anguish.Additionally, it results in ineffective behavioral outcomes, and an individual may struggle to properly manage their environment. Procrastinating university students appear to put off and postpone their coursework, becoming self-explanatory and ignoring their academic responsibilities throughout their entire study sessions . Whether purposeful, inadvertent, or regular, it has a significant impact on university students' learning and achievement. A delay in academic activities in training and education is referred to as academic procrastination. Viewing procrastination as a coping mechanism.
Types of procrastination
Active procrastination
To exploit the pressure of an approaching deadline as motivation to complete tasks, active procrastination entails purposefully delaying choices or activities. Procrastination of this kind can occasionally lead to advantageous results, like increased academic performance.Active procrastination involves deliberately postponing decisions or actions in order to use the pressure of an impending deadline as motivation to finish tasks. This type of procrastination can sometimes have positive effects, such as improved academic achievement.A student who purposefully puts off doing their schoolwork until just before the deadline because they focus better under extreme time pressure is an example of active procrastination.
Passive procrastination:
Delaying decisions or actions because one is unable to complete them on time is known as passive procrastination. There are several detrimental effects linked to this kind of procrastination, including poorer performance and elevated stress levels. A student who puts off finishing their assignment because they are unable to motivate themselves to begin sooner, despite the fact that this needless delay stresses them out, is an example of passive procrastination. Passive procrastinators experience pressure and a negative attitude when a deadline draws near, particularly regarding their capacity to produce sufficient outcomes. Their self-doubt and feelings of inadequacy lead to feelings of remorse and depression and raise the likelihood of failure.
Perfectionism Procrastination:

The propensity to put off work because of a strong desire for faultless outcomes is known as perfectionist procrastination. It is frequently motivated by excessive self-criticism, irrational self-imposed standards, and fear of failing. Because they worry that their work won't live up to their high standards, perfectionists overthink, over prepare, or put off starting projects entirely. This leads to a never-ending cycle of stress, avoidance, and decreased productivity, which frequently culminates in missed deadlines and discontent. Over-planning without carrying it out, constantly editing work, or avoiding duties to avoid criticism or failure are common patterns. Perfectionists often feel that even minor flaws are undesirable since they gauge their value more by results than by effort. It takes self-compassion, realistic goal setting, and a progress-over-perfection mentality to overcome perfectionist procrastination. People can lower their anxiety, increase their productivity, and break free from the perfectionism trap by accepting mistakes as learning opportunities, emphasizing effort over outcomes, and breaking activities down into manageable steps.

Avoidant procrastination:

The propensity to put off work in order to avoid discomfort, stress, or failure-related anxiety is known as avoidant procrastination. It happens when people link personal or academic duties to unpleasant feelings like inadequacy, dissatisfaction, or anxiety. They divert themselves from these emotions by doing less taxing or more pleasurable things, such as watching TV, browsing social media, or working on other projects. The daunting nature of the task itself, low self-efficacy (doubting one's ability), or dread of being judged are the main causes of this behavior. Although avoidance offers short-term respite, it eventually exacerbates stress and guilt, leading to a vicious cycle of procrastination. Typical tendencies include putting off tasks until the very last minute or justifying delays by saying things like, "I'll feel ready tomorrow." Breaking things down into smaller, more manageable steps, engaging in self-compassion exercises, and redefining obstacles as chances for personal development are all necessary to overcome avoidant procrastination. People can decrease avoidance tendencies and increase their confidence by addressing emotional barriers.

Decisional procrastination

When people put off chores because they find it difficult to make decisions, this is known as decisional procrastination. This kind of procrastination results from worrying about possible bad outcomes, overanalyzing possibilities, or fearing that one will make a poor decision. Decisional procrastinators frequently become mired in a cycle of overanalyzing and are unwilling to commit to a certain course of action. Perfectionism, a fear of failing, or a lack of faith in one's own judgment are frequently the driving forces behind this conduct. For students, it could show itself as hesitation to begin a project, difficulty selecting a research topic, or difficulty prioritizing assignments. Setting deadlines for decisions, emphasizing progress over perfection, and accepting that no decision is flawless are all strategies for overcoming decisional procrastination. Small, doable actions can boost confidence in the decision-making process and lessen indecision.

Arousal procrastination:

Arousal procrastination, sometimes referred to as thrill-seeking procrastination, is the deliberate postponement of duties in order to enjoy the rush of working under pressure. These procrastinators find thrill and drive in last-minute deadlines and feel that they perform better when time is short. Boredom, a need for stimulation, or an overconfidence in one's capacity to finish things fast are the main causes of this behavior. Although the adrenaline rush may momentarily improve concentration, it frequently leads to hurried, subpar work and increased stress. A student may, for instance, put off writing an essay until the evening before the due date on the grounds that they "work best under pressure." People can establish earlier deadlines, employ organized time management strategies like the Pomodoro Technique, and find healthy ways to stay focused on activities in order to overcome arousal procrastination.

Chronic procrastination

Chronic procrastination is the practice of consistently putting off duties in many facets of life, even when one is aware of the detrimental effects. In contrast to sporadic procrastination, it develops into a chronic pattern that has a substantial impact on obligations in the areas of academics, the workplace, and personal life. Poor time management, a lack of self-control, perfectionism, a fear of failing, or underlying emotional problems like anxiety or depression are frequently the causes of this behavior. Chronic procrastinators battle with guilt, put off work repeatedly, and feel more stressed, but they fail to stop the pattern. For example, even though they intend to finish the work, students may consistently put off tasks and miss deadlines. Finding the underlying causes of chronic procrastination, creating routines, practicing selfcompassion, and getting help from a therapist or counselor to deal with more serious emotional issues are all necessary steps in overcoming this behavior.

Behavioral procrastination

People who prioritize immediate, enjoyable activities over significant but difficult tasks are engaging in behavioral procrastination. Instant gratification is frequently associated with it, where short-term gains (such as watching TV, browsing social media, or playing video games) are prioritized over long-term objectives. Procrastination of this kind is caused by impulsivity, a lack of self-control, and an inability to set priorities. An avoidance and guilt cycle is created when behavioral procrastinators repeatedly give in to distractions despite telling themselves they will work "later." For instance, thinking they'll "make up for it tomorrow," a student may spend hours on their phone rather of studying. Self-discipline, distraction elimination, task division into manageable chunks, and reward systems that strike a balance between instant gratification and productive habits are all necessary to overcome behavioral procrastination.

REVIEW OF LITERATURE

A research study conducted by Muhammad Azeem Ashraf et al., on 2023 about impact of self efficiency and perfection on academic procrastination among University students in Pakistan . The sample taken for the study consisted of 405 University students in which 104 of them were male and 301 are female. The findings showed that university students exhibited all three traits: academic procrastination, perfectionism, and self-efficacy. Academic procrastination was significantly impacted by perfectionism. Self-efficacy, however, had no discernible impact on academic procrastination. Furthermore, there was no discernible variation in the opinions of the pupils about their gender.

A study done by Eun Hee Seo in 2008, on the topic Self-efficacy as a mediator in the relationship between self-oriented perfectionism and academic procrastination. The sample taken for the study was 692 college students Students with high levels of self-oriented perfectionism procrastinated less than other students, according to the study's findings. Additionally, the association between academic procrastination and self-oriented perfectionism was found to be wholly, rather than partially, mediated by self-efficacy.

A research study conducted by Haitao Huang et all., in 2023 the purpose of this study was to examine the relationships between academic procrastination by undergraduate nursing students and perfectionism, as well as the moderating influence of resilience and the mediating effects of self-efficacy.A sample of 587 undergraduate nursing students from two Chinese undergraduate universities participated in the survey, which was carried out between March and May 2022. The findings indicated that among nursing undergraduates, academic procrastination was positively and negatively predicted by adaptive and maladaptive perfectionism, respectively. The relationship between academic procrastination and adaptive perfectionism was somewhat mediated by self-efficacy. Additionally, the relationship between academic procrastination and adaptive perfectionism was moderated by resilience.

A study done by Ana Kurtovic in 2019 In order to determine whether procrastination can be predicted by academic achievement, self-efficacy, and perfectionism dimensions, this study looked at the relationships between academic achievement, self-efficacy, and perfectionism and procrastination in 227 university students. The findings indicated that self-efficacy alone is not a significant mediator, but that paths that contain self-efficacy and either adaptive or maladaptive perfectionism mediate the relationship between academic achievement and procrastination.

A research done by Joanne Harrison in 2014 This study examined how academic procrastination is influenced by self-efficacy, perfectionism, motivation, performance, age, and gender. 95 undergraduate psychology students participated in the study and were given a self-report questionnaire that included both quantitative and qualitative questions. The studies showed that self-efficacy and adaptive perfectionism were adversely connected to academic procrastination. There was no correlation between academic procrastination and motivation. Gender differences in academic procrastination were not statistically significant. Compared to older students, younger students were shown to postpone more. Poorer academic performance was the outcome of procrastination. The most significant predictor of academic procrastination was determined to be adaptive perfectionism. Academic procrastination is common and problematic.

A study by Mansooreh Nikoogoftar et al., in 2022 examining perfectionism's mediation function in the association between students' anxiety and self-efficacy was the goal of the current study. Cluster random sampling was used to choose the sample, which included 349 individuals (184 men and 165 women). The findings demonstrated that academic procrastination can be predicted at a significance level of P=0.00 based on trait-state anxiety, self-efficacy, and positive perfectionism. At the significant level of P=0.00, academic procrastination was also substantially predicted by negative perfectionism. At the significant level of P=0.00, it was also verified that perfectionism plays a mediation function in the link between trait state anxiety and self-efficacy with academic procrastination. According to the research findings, students' academic procrastination therefore declines when anxiety and negative perfectionism are reduced and self-efficacy and positive perfectionism are encouraged.

A research conducted by Mitra Kamyabi et al., in 2024 on the topic Designing a Model of Academic Procrastination Based on Self-Efficacy and Perfectionism in Kerman Islamic Azad University Psychology Students in the Academic Year 2022-2023 with the Mediating Role of Metacognitive Beliefs. The sample taken for the study was 227 college students.Specifically, the findings demonstrated that perfectionism has a direct, positive, and significant impact on both positive metacognitive beliefs ($\beta = 0.83$, $p < 0.01$) and negative metacognitive beliefs ($\beta = 0.51$, $p < 0.01$), while self-efficacy has an inverse, negative, and significant effect on academic procrastination ($\beta = -0.32$, $p < 0.01$) and negative metacognitive beliefs ($\beta = 0.39$, $p < 0.01$).

A research conducted by Yanting Zhang et al., in 2018 on the topic Self-efficacy for self-regulation and fear of failure as mediators between self-esteem and academic procrastination among undergraduates in health professions. The sample taken for the study was 1184 undergraduates in health professions from China. The overall academic procrastination score had a positive correlation with the fear of failing score and a negative correlation with the self-efficacy and self-esteem scores for self-regulation.

A research conducted by Hamed Jabbari Ghazi Jahani et al., in 2018 on Role of self-efficacy and negative perfectionism in the prediction of procrastination of narcissistic personality: a study on non-clinical subjects. A total of 412 students were taken as sample .As variables, self-efficacy, negative perfectionism, and narcissism could account for 10% of the variance in procrastination, according to the research's findings, which also showed significant associations between procrastination and these factors. The current study's findings highlighted the significance of narcissism, negative perfectionism, and self-efficacy in the onset and aggravation of procrastination. They also highlighted the need for mental health professionals to pay attention to the role of these powerful antecedents in order to decrease procrastination.

A Study by Murat Boysan et al., in 2017 on the topic Associations between procrastination, personality, perfectionism, self-esteem and locus of control. A total of 242 young adults participated in the study . While conscientiousness, agreeableness, and organization were inversely correlated with procrastination behavior, parental criticism was a significant correlate of procrastination. These findings imply that family-involved personality-based intervention approaches may have a greater impact on procrastination prevention and treatment.

A research conducted by Eric S Cerino in 2017 on the topic Relationships between academic motivation, self-efficacy, and academic procrastination. A sample of 101 undergraduate students used. Academic procrastination was found to have significant negative correlations with medium to large effect sizes with three forms of intrinsic academic motivation, one type of extrinsic academic motivation, and general self-efficacy.

A study by Ji Hye Yu et al., in 2016 on the topic The relationship among self-efficacy, perfectionism and academic burnout in medical school students. A total of 244 students were taken as sample .Socially prescribed perfectionism was linked to academic burnout. The relationship between it and academic self-efficacy was negative. Socially-prescribed perfectionism and academic self-efficacy showed 54% explanatory power for academic fatigue. When socially-prescribed perfectionism and academic self-efficacy were simultaneously used as input, academic self-efficacy partially mitigated the connection between socially-prescribed perfectionism and academic fatigue.

A research conducted by Zekiye Özer et al., in 2018 on Walking through different paths: Academic self-efficacy beliefs and academic procrastination behaviors of pre-service teachers. 98 pre-service English language teachers enrolled in an English Language Teaching (ELT) program made up the study's sample.

The study also revealed that participant academic procrastination behaviors were not significantly impacted by factors like student grade levels or gender, but that these factors did have an impact on candidate teachers' academic self-efficacy beliefs.

A research conducted by Meir Graff in 2019 on the topic Self-Efficacy Beliefs and Academic Procrastination.A total of 105 college students, both undergraduate and graduate, were observed.This finding has significant ramifications since it could suggest that high levels of self-confidence in one's skills, which are not supported by an evaluation of task difficulty, are based on fantasies about ideal future states. This could prevent one from being motivated to start goal-related efforts toward task completion.

A study conducted by Mohsen Sheykhi et al., on the relations of anxiety, self-efficacy and perfectionism to dissertation procrastination. It is argued that universities should focus more on the factors that may play significant roles in reducing dissertation anxiety and socially prescribed perfectionism in order to promote dissertation self-efficacy, given the findings that dissertation anxiety, self-efficacy, and socially prescribed perfectionism have significant roles in dissertation procrastination. Graduate students are less inclined to put off their dissertations as a result of this.

A research done by Richard E Hicks et al., 2015 on the topic Psychological capital as mediator between adaptive perfectionism and academic procrastination.Therefore, the current study looked at psychological capital as a positive mediator between adaptive perfectionism and procrastination in an academic setting, and the findings supported the mediation effect.

A study by Mimi Bong et al.,in 2014 on the topic of Perfectionism and motivation of adolescents in academic contexts. The sample taken for the study was 306 Korean 7 th graders. They also tested perfectionism and accomplishment-related outcomes in math and English are mediated by domain-specific academic self-efficacy and achievement goals. According to the direct path model, academic accomplishment and self-oriented perfectionism were favorably correlated, while academic procrastination and cheating were negatively correlated. On the other hand, academic procrastination, test anxiety, and the acceptance of cheating were all positively correlated with socially dictated perfectionism. Academic self-efficacy, a mastery goal, and a performance-approach goal in the domain were all consistently and favorably correlated with self-oriented perfectionism in the mediation models. A performance-approach and a performance-avoidance objective were consistently and favorably correlated with socially mandated perfectionism.

A research conducted by Syeda Shahida Batool et al., in 2017 on Academic procrastination as a product of low self-esteem: A mediational role of academic self-efficacy. The sample consists of 502 students in total.Additionally, the independent sample t-test showed that male students' academic procrastination scores were considerably greater than those of female students.

A study by Sun-young Lim in 2022 on The convergence influence of socially prescribed perfectionism, fear of failure, academic self-efficacy and academic procrastination of nursing students. A total of 215 nursing college students were taken as samples. The results of the study showed that academic procrastination, socially imposed perfectionism, and fear of failure ($\beta = 0.65$, $p<.001$) were all significant predictive factors ($F = 26.68$, $p<.001$). Of the variance in fundamental nursing skill, these variables explained 28.8%.

A research conducted by Kosar Raoof et al.,2019 on Relationship between perfectionism and academic procrastination: the mediating role of academic self-efficacy, self-esteem and academic self-handicapping. This study included 393 students as sample.The findings indicated that academic procrastination and negative perfectionism were mediated by self-efficacy and self-handicapping, but there was no significant direct or indirect association between academic procrastination and positive perfectionism. Additionally, there were significant relationships between academic self-efficacy and academic self-handicapping, academic self-efficacy and academic self-esteem, academic self-handicapping and academic procrastination, and academic self-handicapping and academic procrastination. Additionally, there was a significant relationship between academic self-handicapping and academic procrastination, but not between academic self-esteem and academic procrastination and self-handicapping.

A study by Nader Hajloo in 2013 on the relationship of perfectionism, self-efficacy, conscientiousness and stress with procrastination. The study consisted of 204 student's .The findings showed that whereas conscientiousness and self-efficacy had a direct and negative impact on procrastination, socially imposed perfectionism and stress had a direct and favorable impact. Additionally, it was discovered that conscientiousness and self-efficacy had a detrimental and indirect impact on procrastination through stress. Socially prescribed perfectionism had an indirect and positive effect on procrastination through stress.

A research conducted by Ayca Delıbalta et al., 2020 on Academic risk taking behavior in university students: Academic procrastination, academic locus of control, and academic perfectionism. The sample taken for study was 507 undergraduate students.The results showed that academic procrastination, academic locus of control, and academic perfectionism all significantly predicted university students' academic risk-taking behaviors; consequently, as academic procrastination, academic external locus of control, and academic perfectionism declined, academic internal locus of control rose, and academic risk-taking behavior also rose.

A research conducted by Emrah Serdar et al., in 2021 on The Relationship between Academic Procrastination, Academic Motivation and Perfectionism: A Study on Teacher Candidates.209 participants were involved in this study.Consequently, a low-level and positive relationship was found between APS and

AMS, and AMS and MPS here to enter text, while there was no relationship between APS and MPS. Additionally, academic procrastination, motivation, and perfectionism were found to differ based on social demographic data.

A study by Erkan Faruk Sirin in 2011 onAcademic procrastination among undergraduates attending school of physical education and sports: Role of general procrastination, academic motivation and academic self-efficacy. A total of 774 students attended the school of physical education involved.Although academic procrastination levels did not differ by gender, the results also indicate a substantial variation in academic procrastination by department and grade for students. Some fresh avenues for additional research are proposed, and these findings are examined in the context of the pertinent literature.

A research conducted by Mina Cho in 2022 on The effects of medical students' self-oriented perfectionism on academic procrastination: the mediating effect of fear of failure. A total of 156 undergraduate medical students were involved. While SOP among medical students may be adaptive in reducing AP, in situations when FF increases, SOP may have the opposite effect through FF's mediating impact, causing AP to actually rise. To improve academic performance, efforts should be done to address FF among medical students.

METHODOLOGY

Research question
What are the individual and combined effects of perfectionism and self-efficacy on college students' academic procrastination?
Problem statement
How does perfectionism and self-efficacy have an impact on academic procrastination?
Aim:
The purpose of this study is to investigate how college students' academic procrastination is influenced by their levels of self-efficacy and perfectionism.
Objective:

- To investigate the connection between college students' academic procrastination and self-efficacy.
- To investigate the relationship between procrastination and perfectionism in academic work.
- To evaluate how perfectionism and self-efficacy interact to influence academic procrastinating practices.
- To determine whether procrastination is lessened by high levels of self-efficacy in spite of high perfectionism.
- To offer suggestions on methods to help college students manage their perfectionism and increase self-efficacy to decrease procrastination.

Hypothesis:
H0: There is no significant relationship between self-efficacy ,perfectionism and academic procrastination.
Ethical consideration :

- Only college students are above 18 and currently involved in at least one academic course
- The consent is given to all participants on maintaining the confidentiality of the individual.

Research design:
Examining the link between two or more variables without changing them is the goal of a correlational research design. In order to determine how self-efficacy and perfectionism relate to college students' procrastination behavior, these variables will be examined for this study on academic procrastination. To ascertain the direction and strength of these interactions, statistical studies like Pearson's correlation will be employed. The goal is to determine whether procrastination is worsened by higher levels of self-efficacy and whether procrastination is worsened by higher levels of perfectionism.
Variable :
The independent variable of the study is academic procrastination The dependent variable of the study are self-efficacy and perfectionism.
Conceptual definition:
Self-efficacy:
Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments.

Perfectionism:
Perfectionism is a personality characteristic, which is defined as “striving for flawlessness and setting exceedingly high standards for performance, accompanied by tendencies for overly critical evaluations”.
Academic procrastination:
Academic procrastination is the tendency to delay academic tasks, even when there is a deadline. It can be defined as an irrational tendency to delay the start or completion of an academic task.

Operational definition Self-efficacy:
Self-efficacy is a belief, not a skill or ability. Self-efficacy is specific to a task or domain, such as academic or problem-solving. Self-efficacy is a key factor in learning and motivation theories. Self-efficacy can be used to predict and explain human functioning, such as academic achievement and athletic skill.

Perfectionism :
Perfectionism is a personality trait that involves setting high standards for oneself or others, and being overly critical of one's performance. It can also involve having a need to perform without error.
Academic procrastination :
Academic procrastination is the tendency to delay or postpone academic tasks, despite knowing it may lead to negative consequences, often resulting in reduced performance and increased stress.
Sampling
The sampling involved in the study is college students above 18 years.
Sampling technique:
Choosing a sample from a bigger population using simple random sampling gives each person an equal chance of getting selected. It makes the selection process impartial and representative by guaranteeing that every member of the population has an equal chance of being included in the sample.
Sample size:
The study will include a total sample of 250 college students.
Inclusive criteria:

- undergraduate or graduate students are presently enrolled in college.
- Students who exhibit academic procrastination, as determined by behavioral markers or self-report.
- students who give their informed consent and are willing to take part in the study.
- students who are at least eighteen years old.
- Students from a range of academic fields guarantee sample variety.

Exclusive criteria:

- non-students, or students who are not presently enrolled in any academic program.

- Students with serious psychological or cognitive issues (such as severe sadness or anxiety) that make it difficult for them to fill out surveys or give informed consent.
- pupils who are younger than eighteen.
- students who do not consider themselves to be procrastinating in their academic work.
- Students whose information or involvement is lacking (such as questionnaires or tests that are absent).

Statistical analysis
The statistical analysis used for this study is **pearson correlation** coefficient.

TOOL DESCRIPTION

General self -efficacy scale

The General Self-Efficacy Scale (GSES) is a psychological tool used to assess an individual's belief in their ability to cope with a variety of challenging situations. Developed by Schwarzer and Jerusalem in 1995, the scale measures the general sense of personal competence and resilience in facing obstacles. It includes items that reflect self-belief in one's capacity to handle difficulties, achieve goals, and adapt to changing circumstances.

Perfectionism questionnaire:

The Perfectionism Questionnaire (PQ) developed by London Metropolitan University is designed to assess the various dimensions of perfectionism, including both adaptive and maladaptive traits. It consists of 27 questions, which ranges from 1 to 7. It aims to measure how perfectionistic tendencies manifest in individuals, particularly in relation to their standards, self-criticism, and behaviors. It helps to distinguish between healthy striving for high achievement and the more problematic aspects of perfectionism that can contribute to stress, anxiety, and procrastination. The PQ is commonly used in academic and clinical settings to understand the impact of perfectionism on well-being and performance, especially in contexts like academic or work-related environments.

Academic procrastination scale

The Academic Procrastination Scale (APS) is a psychological tool designed to measure the tendency of individuals, particularly students, to delay or postpone academic tasks. It consists of 25 questions ranging from 1to 5. It assesses procrastination behaviors related to tasks such as studying, completing assignments, or preparing for exams. The scale typically includes items that focus on both the frequency and reasons for procrastination, including factors like lack of motivation, fear of failure, time management issues, or perfectionism.

SCORING

General self -efficacy scale :

Typically, the scale consists of 10 items, rated on a 4-point Likert scale (from 1 = "Not at all true" to 4 = "Exactly true"). Higher scores on the GSES indicate a stronger belief in one's ability to succeed in different life situations. This tool is commonly used in research related to psychological well-being, coping strategies, and motivation.

Perfectionism questionnaire:

The scale consists of 27 items in total .Read each item and decide whether you agree or disagree and to what extent .If strongly agree ,circle 7. If you strongly disagree with circle 1.If somewhere in-between ,circle one of the numbers. Higher the score higher the person is having perfectionism .

Academic procrastination scale:

The APS is often composed of multiple items, typically rated on a Likert scale (e.g., from "Strongly disagree" to "Strongly agree"), to capture various aspects of procrastination. Higher scores on the scale typically indicate a greater tendency to procrastinate academically. The scale is commonly used in educational research to explore the causes and consequences of procrastination, as well as to develop interventions to improve time management and academic performance.

RESULT AND DISCUSSION

TABLE 1
Descriptive Statistics

	Mean	Std. Deviation	N
SELFEFFICACY	**28.15**	**4.104**	**165**
ACADEMICPROCASTINATION	**109.65**	**22.209**	**165**
PERFECTIONISM	**126.25**	**568.392**	**165**

Table 1 displays the descriptive statistics for the variables that were part of the study. Each variable's mean, standard deviation, and sample size (N) are shown in the table. The mean score for academic procrastination was 109.65 with a standard deviation of 22.209, the mean score for self-efficacy was 28.15 with a standard deviation of 4.104, and the mean score for perfectionism was 126.25 with a standard deviation of 568.392.

To explore the connections between academic procrastination, perfectionism, and self-efficacy, the Pearson correlation coefficients were computed. Below is a summary of the findings.

TABLE 2

SELFEFFICACY and ACADEMICPROCASTINATION

	SELFEFFICACY	ACADEMICPROCASTINATION
SELFEFFICACY	1	.242
Sig. (1-tailed)		.001
N	165	165
ACADEMICPROCASTINATION	.242	1
Sig. (1-tailed)	.001	
N	165	165

Note: Correlation is significant at the 0.01 level (1-tailed).

Academic procrastination and self-efficacy were shown to be significantly positively correlated ($r = 0.242$, $p < 0.01$). This implies that academic procrastination is correlated with higher levels of self-efficacy. Table 2 presents the comprehensive statistics. Thus, h0 is **rejected.**

TABLE 3

ACADEMICPROCASTINATION and PERFECTIONISM

	ACADEMICPROCASTINATION	PERFECTIONISM
ACADEMICPROCASTINATION	**1**	**.086**
Sig. (1-tailed)		

		.137
N	**165**	**165**
PERFECTIONISM	**.086**	**1**
Sig. (1-tailed)	**.137**	
N	**165**	**165**

There was a substantial positive correlation between academic procrastination and self-efficacy ($r = 0.242$, $p < 0.01$). This suggests a relationship between higher levels of self-efficacy and academic procrastination. The detailed statistics are shown in Table 3.

Table 1-Summary statistics for academic procrastination, perfectionism, and self-efficacy are shown in the first table. Participants generally rate their self-efficacy positively with considerable variability, as seen by the mean score of 28.15 with a standard deviation of 4.104. With a higher mean of 109.65 and a standard deviation of 22.209, academic procrastination indicates that participants' procrastination inclinations varied significantly. With a mean score of 126.25 and an abnormally high standard deviation (568.392), perfectionism may indicate outliers or data entry issues that require attention. These metrics offer a fundamental comprehension of each variable's dispersion and central tendency.

Table 2-The association between academic procrastination and self-efficacy is examined in the second table. At the 0.01 level (1-tailed), the correlation coefficient of 0.242 is statistically significant. This positive connection points to a small link in which academic procrastination tends to rise with self-efficacy. The limited robustness of this link, however, suggests that procrastinating behaviours are not fully predicted by self-efficacy alone.

The relationship between academic procrastination and perfectionism is examined in the last table. Since $p = 0.137$, the correlation coefficient of 0.086 is not statistically significant. This suggests that there is no significant correlation between these two variables in the sample. This finding emphasizes that perfectionism, as measured here, does not directly affect academic procrastination, even if perfectionism and procrastination are conceptually related in certain theories.

SUMMARY

The study investigates the connections among academic procrastination, perfectionism, and self-efficacy. It shows that academic procrastination and self-efficacy have a weak but significant relationship, indicating that procrastinating tendencies may still exist in people with greater levels of self-belief. Perfectionism and academic procrastination, however, did not significantly correlate, suggesting that procrastination behaviors in this population are not directly influenced by perfectionist inclinations. These results shed light on the intricate relationship between individual characteristics and academic practices.

CONCLUSION

The purpose of this study was to investigate the connections between academic procrastination, perfectionism, and self-efficacy. Academic procrastination and self-efficacy were found to be significantly positively correlated, suggesting that people who have higher levels of self-efficacy also postpone more in academic settings. Perfectionism and academic procrastination, however, did not significantly correlate. These results imply that while perfectionism might not directly influence academic procrastination practices, self-efficacy might.

Future studies could investigate possible moderators or mediators that affect how these variables relate to one another. Furthermore, strategies to decrease academic procrastination could concentrate on raising students' self-efficacy. The study investigates the relationships between self-efficacy, perfectionism, and academic procrastination. It demonstrates a weak but substantial correlation between academic procrastination and self-efficacy, suggesting that procrastination tendencies may persist in those with higher levels of self-belief. However, there was no significant correlation between academic procrastination and perfectionism, indicating that perfectionist tendencies do not directly influence procrastination habits in this sample. The complex relationship between personal traits and academic practices is clarified by these findings

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