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Research Paper

A Study on Academic Motivation, Career Decision Self-Efficacy & Procrastination Among College Students

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ABSTRACT

Education in this time of pandemic has taken a sharp turn from pen-paper mode to skype, Google-meet, and zoom. Especially in India where we are still struggling with global connectivity, no to not at all internet in many rural areas. Students are suffering from a change in education style which is making them struggle with their motivation towards study and more towards procrastination. Academic motivation is how effectively a student will perform in his/her academics, how much zeal students have to do well in education. It is both intrinsic and extrinsic. Career decision demands brainstorming one's interests, talents, capabilities, values. In simple words what one does, indicates his/her career interest. Procrastination is delaying something because of one's carelessness and laziness. Young adults cosset by society to make career choices most often. The current research aims to study the relationship between academic motivation, career decision & procrastination in 42 young adults, aged 18-25 years. Standardized scales were used to measure academic motivation, career decision self-efficacy, and procrastination. Results found that there is a positive correlation between intrinsic motivation (to know) and career decision self-efficacy. The findings implicated that intrinsic motivation is important for career decision self-efficacy to develop and procrastination decreases the effectiveness of career decision self-efficacy. Interventions must be added in college co-curricular activities especially in this shift in the style of education.

Keywords: *Academic Motivation; Career Decision; Procrastination; Young Adults*

"Function of education is to teach the one to think intensively and to think critically. Intelligence plus character – that is the true education." ***Martin Luther King***

In this era where everything is online, you order food online, you make friends online you find love online, and without even realizing you get in the trap of scrolling down syndrome. Especially youth, without even realizing learns to procrastinate more, feel nothing more but amotivation, likes to sit in one place and when it comes to a career decision, might take it right or might just take under the influence of some infuriation driven by some social media post. Finding the correct motivation will lead to accurate career decision self-efficacy and lower procrastination levels. Intrinsic motivation is something

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when the act is indeed from the inside without any expectation of external reward and appreciation. To understand, a student attending the classes regularly without any delay of time and with no imposed compulsion to attend classes, not for the interest of attendance or extra grade is truly something that can be called an example of intrinsic motivation. On the other hand, extrinsic motivation is more like reward-driven motivation. Suppose, the student attends class because he has to have a minimum of 75 percent of attendance for good assessment and so he attends classes for grades and thus expressing extrinsic motivation. Amotivation is the lack of both intrinsic and extrinsic motivation towards a particular activity or a thing. Career Decision is the process of decision-making for the coming future based on one or two dominant characteristics of an individual. Procrastination is a typically irrational and self-defeating delay, to be worse putting off for putting off.

A study conducted by Bosato (2001) on 305 undergraduate students suggests that future-oriented students were more intrinsically motivated for academic work, present fatalistic orientation is highly associated with amotivation and present-oriented tends to procrastinate more than future-oriented.

Another study by Gadassi (2012) on 383 young adults in Jerusalem revealed that high aspiration for ideal occupation was more adaptive for the decision-making process, willingness to compromise was not adaptive to career decision making.

Academic Motivation

According to Shunck et al. (2008), Academic motivation is the effort student put forth, how effectively they regulate, which endeavor they choose to pursue, how persistent they are when faced with obstacles.

According to Ryan & Deci (2000), intrinsic motivation is doing an activity for its inherent satisfactions rather than some separable consequence whereas extrinsic motivation is the construct that pertains whenever an activity is done to attain a separable outcome.

Legault (2016) defined intrinsic motivation as the engagement in the behavior that is inherently satisfying and enjoyable. Extrinsic motivation refers to the performance of the behavior that is fundamentally contingent upon the attainment of an outcome that is separable from the action itself.

Besides these Deci and Ryan (1985) proposed the third type of motivational construct i.e., amotivation which means the absence of intent to pursue an activity.

According to Ryan et al., (1992) individuals behave to attain some external reward, avoid some threat, gain some recognition by another, or conform to some existent value. Self-determination theory states four types of extrinsic motivation out of which three are measured by academic motivation scale. Those are external regulation, introjected, identity. External regulation is in which the locus of control is external to the person as in some reward or punishment. (Deci, Vallerand, Pelletier, & Ryan, 1991) Introjected regulation as explained by Ryan & Deci (2000) means complying with regulation but not fully accepting it as own. Identified regulation is when behavior is considered personally adopted, believed to be chosen by oneself. (Deci et al., 1991).

A study conducted by Vallerand & Blssonnette (1992) on 1042 junior college students, revealed that students who were more intrinsically motivated tend to complete a compulsory course more than those who dropped in the middle.

Fortier et al. (1995) conducted a study on 263 students in Canada that highlighted the importance of academic motivation in the prediction of school performance. More specifically perceived academic competence and perceived academic self-determination positively influence autonomous academic motivation and also positively influenced school performance.

Guay et al. (2010) conducted a test on 925 school students and supported that academic motivation mediates the relation between academic self-concept and academic achievement.

Career Decision Self Efficacy

Taylor & Betz (1983) defined career decision self-efficacy as the individual's belief that he/she can complete the task necessary to make a career decision.

Hacket and Betz (1981) proposed two domains of career self-efficacy i.e the content domain of career self-efficacy and the process domain of career self-efficacy. The content domain of career self-efficacy deals with specific career fields such as writing, science, mathematics, etc., and the process domain approaches the significant strategies to enlighten the path that leads to the career decision-making process.

A study by Choi et al. (2011) in Korea established the significant correlation of career decision self-efficacy with variables like self-esteem, vocational identity, peer support, vocational outcome expectation.

Peterson (1993) comprised 418 under-prepared students, explored the career decision self-efficacy and integration, suggested career decision self-efficacy should be considered as a good variable to study.

Procrastination

Solomon and Ruthblum (1984) defined procrastination as needlessly delaying tasks to the point of experiencing subjective discomfort.

Bruka and Yuen (1982) pointed those who have pressing problems with procrastination consequently show flaws in personality like being unable to organize time & lazy.

A study conducted by Schouwenberg (1992) stated that for a homogenous group of population the motive for procrastination is fear of failure and task aversiveness and for the other do not attribute procrastination to fear of failure at all. Viewing the overall population it can be concluded trait procrastination and fear of failure may interact and increase levels of actual procrastinatory behavior.

Senecal et al. (1995) performed on 498 French-Canadian students indicated that the measure of depression, self-esteem, and anxiety accounted for 14% of the variance in academic procrastination, whereas the self-regulated variable accounted for 25% of the variance. Thus indicating procrastination as a motivational issue more, involving more than poor time management and laziness.

Purpose

The purpose is to study the relationship between academic motivation, career decision self-efficacy, and procrastination.

Hypothesis

- There will be a positive correlation between intrinsic motivation-to know and career decision self-efficacy among college-going young adults.
- There will be a negative correlation between procrastination and career decision self-efficacy among college-going young adults.
- There will be a positive correlation between procrastination and amotivation among college-going young adults.

METHODOLOGY

Sample

The study was conducted on 45 young 36 female and 9 male adults (18-26 years) from Ludhiana, Punjab, India.

Measure

- **Academic motivation scale AMS-C 28** (Vallerand et al. 1992) is a 28-item test made for the college student to measure their motivation in 7 subscales that is intrinsic motivation- to know, intrinsic motivation- to accomplish, intrinsic motivation- to express stimulation, extrinsic motivation- identified, extrinsic motivation- introjected, extrinsic motivation- external regulation and amotivation using 7 points Likert scale from does not correspond at all to exactly correspond.
- **Career decision self-efficacy scale CDSES-SF** (Taylor et al., 1983) is a 25-item inventory measuring career decision self-efficacy in a 5-point scale ranging from no confidence at all to complete confidence.
- **The procrastination scale** (Lay, 1986) for the student population is a 15-item ranging on a 5-point scale from extremely uncharacteristic to extremely characteristic, 3 being neutral.

Procedure

Participants were informed about the procedure and the sample was collected using Google forms. Participants were instructed to respond honestly and were assured of the confidentiality of the data being collected from them. Gratitude was presented to participants for their time and cooperation. Standardized psychological tests were administered to participants.

Table 1 showing group descriptive

	intrinsic motivation-to know	intrinsic motivation-to accomplish	intrinsic motivation-to express stimulation	Extrinsic Motivation -Identity	Extrinsic Motivation -Introject	Extrinsic Motivation-Regulation	Amotivation	Career Decision Self Efficacy	Procrastination
N	42	42	42	42	42	42	42	42	42
Mean	21.1	18.1	18.5	20.8	15.0	19.9	7.79	92.6	42.7
Standard deviation	6.30	6.23	6.74	5.59	7.16	6.20	4.58	19.1	7.47

RESULTS

Table 2 showing correlations of all the variables

	intrinsic motivation-to know	intrinsic motivation-to accomplish	intrinsic motivation-to express stimulation	Extrinsic Motivation-Identity	Extrinsic Motivation-Introject	Extrinsic Motivation-Regulation	Amotivation	Career Decision Self Efficacy	Procrastination
intrinsic motivation-to know	—								
intrinsic motivation-to accomplish	0.837***	—							
intrinsic motivation-to express stimulation	0.863***	0.835***	—						
Extrinsic Motivation-Identity	0.848***	0.709***	0.766***	—					
Extrinsic Motivation-Introject	0.390*	0.447**	0.474**	0.463**	—				
Extrinsic Motivation-Regulation	0.672***	0.594***	0.552***	0.801***	0.498***	—			
Amotivation	-0.220	-0.173	-0.059	-0.197	0.159	-0.119	—		
Career Decision Self Efficacy	0.604***	0.450**	0.593***	0.477**	0.136	0.373*	-0.093	—	
Procrastination	-0.367*	-0.386*	-0.360*	-0.110	0.204	-0.077	0.389*	-0.522***	—

*Note. * p < .05, ** p < .01, *** p < .001*

The result found out that intrinsic motivation (to know) significantly positively correlates with career decision self-efficacy (r = 0.604, p< .001).Moreover, study also found out that the correlation between intrinsic motivation- to express and career decision self-efficacy is positive(r = .593,p<.001) , the correlation between intrinsic motivation to accomplish and career decision self-efficacy is also positive(r = .450,p<.01) and the correlation between extrinsic motivation to identity positive(r = .47,p<.01). Hence the hypothesis intrinsic motivation –to know is positively correlated with career decision self-efficacy is accepted.

The results also found out, that **t**here is a significant negative correlation between procrastination and career decision self-efficacy among college-going young adults (r = -0.52, p<.001). Also, procrastination came out to be negatively correlated with intrinsic motivation-to know, intrinsic motivation- to accomplish, and intrinsic motivation –to express stimulation.

Also, there is a significant positive correlation between procrastination and amotivation among college-going young adults (r = .38,p<.05) which is in support of the hypothesis.

The study conducted by Komarraju et al., (2013) on 79 students reported a significant increase in career decision self-efficacy and a significant decrease in extrinsic motivation from beginning to end.

Research conducted by Amrai et al. (2011) in Tehran on 252 Tehran university students pointed significant positive correlation between academic achievement and academic motivation.

CONCLUSION

A correlation study was computed between academic motivation (intrinsic motivation –to know, to accomplish, to express stimulation; extrinsic motivation –identity, introject, extrinsic motivation regulation; amotivation), career decision self-efficacy, and procrastination. Findings indicated a positive correlation between intrinsic motivation-to know and career decision self-efficacy, a positive correlation which signifies if a student is intrinsically motivated for knowledge, to know his /her career decision self-efficacy will be more. Several proactive interventions must be added as co-curricular activities must be included in colleges to avoid procrastination, boost their intrinsic motivation towards studies. Further studies and researches are invited in the field of motivation and career decision self-efficacy and procrastination.

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Conflict of Interest

The author(s) declared no conflict of interest.

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