

Perceived Stress, Self Efficacy and Academic Procrastination Among College Students

Smrithi Shine^{1*}, Dr. Lokesh L.²

ABSTRACT

The goal of the current study was to investigate and determine how perceived stress and self-efficacy affect college students' academic procrastination. The data for the study was gathered from undergraduate and post graduate students at colleges, yielding 150 samples, including 70 undergraduate and 80 graduate individuals. The participants were given the Procrastination Assessment for Students Scale, General Self Efficacy Scale, and Perceived Stress Scale. Perceived stress has a profound and serious impact on academic procrastination among students. The study thus, conducted has a key importance to further deal with the issues arising due to perceived stress with respect to regulating academic procrastination.

Keywords: *Academic Procrastination, Self Efficacy, Perceived Stress*

Higher education has grown in importance in the twentieth and twenty-first centuries as workplace competition has grown. Academic success requires perseverance and productive work habits. Although a solid, successful college education is undeniably important, procrastination is one repeating behaviour that is strongly linked to one's college experience and achievement and has gone unnoticed for far too long. College students who procrastinate on academic activities do so despite the likelihood that doing so would have a negative impact on their grades. Students encounter a variety of issues in the academic and educational fields, just as they do in the personal and social spheres, throughout their educational careers. Academic procrastination is one of the most prevalent issues in this field Rothblum et al. (1986). Procrastination is a common issue among college students, with prevalence estimates ranging from 20–50%, according to studies. College students that procrastinate on their academic work often have poor time management skills, low self-efficacy, high stress levels, and perfectionism. Negative effects of procrastination include decreased well-being, increased stress, and worse academic achievement. Procrastination can also be a challenging habit to break because it can become engrained in someone's behavior over time. Therefore, it's crucial for college students to create time management plans that will improve their academic performance. Ferrari et al. (1995) defined academic procrastination as the practice of evading academic responsibilities, which

¹MSc Counselling Psychology Student, Kristu Jayanti College, Bengaluru, Karnataka, India

²Assistant Professor, Department of Psychology Kristu Jayanti College, Bengaluru, Karnataka, India

*Corresponding Author

Received: January 26, 2023; Revision Received: March 26, 2023; Accepted: March 30, 2023

Perceived Stress, Self Efficacy and Academic Procrastination Among College Students

leads to student academic failure. It is clear that every definition of academic procrastination places an emphasis on putting off academic tasks and the consequences that follow.

The term "self-efficacy" describes a person's confidence in their capacity to carry out a certain task successfully. It is regarded as a significant indicator of academic success in college students. According to studies, college students who have high levels of self-efficacy typically have superior academic results, such as higher grades, more tenacity in the face of challenges, and enhanced problem-solving abilities. Numerous variables, such as historical performance, social influence, and mental and physical states, can have an impact on self-efficacy. Several approaches, including goal-setting, self-talk, and mastering activities, can help to boost it. A supportive learning environment where students feel respected and encouraged by their teachers and peers can also help pupils feel more self-confident.

The amount of stress a person perceives themselves to be experiencing is known as perceived stress. A population that is particularly prone to experience high amounts of stress is college students. Perceived stress has been linked in studies to a range of unfavorable consequences, such as low academic performance, mental health issues, and physical health problems. Academic obligations, financial worries, and interpersonal interactions are just a few of the numerous elements that can influence how stressed college students believe themselves to be. Students may also be confronted with unfamiliar and difficult circumstances throughout the transition to college, such as living away from home, establishing new acquaintances, and acclimating to a different academic environment. High perceived stress levels among college students may benefit from interventions including stress management strategies, physical activity, and counselling. Procrastination appears to be connected to a number of physiological, psychological, and emotional problems. Academic procrastination is a stressful condition that has been positively linked to stress, according to studies (Sunitha and Musthafa 2013). When a person cannot match his talents, desires, and capabilities, stress develops as a negative emotional response (Maxwell, 2004). According to the literature, stress and academic procrastination are positively correlated. Academic laziness has a negative impact on pupils' academic success and thus increases stress (Ekundayo et al., 2010).

College students' procrastination in their academic work may suffer as a result of perceived stress. According to studies, people who are under a lot of stress may procrastinate more because they feel overwhelmed and unable to priorities or work on chores connected to their schoolwork. Procrastination can also cause people to get more stressed as deadlines draw near and they are unable to finish their work in time. Therefore, managing perceived stress may aid college students in reducing procrastination and increasing academic achievement. Academic procrastination among college students has been found to be adversely correlated with self-efficacy, or one's confidence in one's capacity to finish a task because they are more confident in their capacity to finish their work and are less prone to put off starting or finishing activities, people with greater levels of self-efficacy tend to have lower levels of procrastination. Additionally, studies show that students are less likely to put off starting and finishing a work when they feel confident about their ability to complete it. In order to decrease procrastination and enhance academic performance among college students, building self-efficacy may be a useful method. Students are a demographic that is particularly prone to procrastination, especially intellectual procrastination, according to a number of studies (Babadogan, 2010; Kagan et al., 2010). Academic procrastination is a prevalent practise among college students, whether they attend public or private institutions

Perceived Stress, Self Efficacy and Academic Procrastination Among College Students

(Yong, 2010). This research aimed to see if perceived stress and self-efficacy affected academic procrastination among college students.

METHODOLOGY

This study was conducted to understand the relationship between perceived stress, self-efficacy, and academic procrastination. The sample size of the study was 150 college students from Karnataka. The data was collected from UG and PG students. Non-probability convenience sampling was used to gather the data.

Objectives

- To assess the relationship between perceived stress, self-efficacy, and academic procrastination among college students.
- To find out the significant difference between perceived stress, self-efficacy, and academic procrastination among Undergraduate and Postgraduate students.
- To find out the gender difference between perceived stress, self-efficacy, and academic procrastination among college students.

Hypothesis

H01: There is no significant relationship between perceived stress, self-efficacy, and academic procrastination among college students.

H02: There is no gender difference between perceived stress, self-efficacy, and academic procrastination among college students.

H03: There is no significant difference between perceived stress, self-efficacy, and academic procrastination among Undergraduate and Postgraduate students.

Instruments

- **Procrastination Assessment Scale-Student (PASS):** A frequently used measure for measuring academic procrastination is the Procrastination Assessment Scale for Students. It was developed to assess procrastination in two ways: "frequency of procrastination," which gauges the frequency with which students put off completing certain academic activities, and "reasons for procrastination," which assesses a variety of procrastination-related factors.
- **General Self-Efficacy Scale:** The general self-efficacy scale, which consists of 10 items, measures overall self-efficacy as perceived by the respondent. Each item on the measure is rated using a 4-point Likert-type scale with a range of 1 (not at all true) to 4. (Exactly true). Scores vary from 10 to 40, with higher scores indicating higher perceived general self-efficacy.
- **Perceived Stress Scale:** The perceived stress scale is the most widely used psychological instrument for evaluating stress perception. It serves as a barometer for how stressed a person thinks their life is right now. The purpose of the questions was to gauge how unpredictable chaotic and overwhelmed the respondents thought their lives were. The scale also includes a number of direct inquiries concerning present levels of perceived stress.

Statistical Analysis used

In the following study, Pearson Product Moment Correlation Coefficient was used to find the correlation between the variables, and independent sample t-test was used for gender difference.

RESULTS

H01: There is no significant relationship between perceived stress, self-efficacy, and academic procrastination among college students.

Table 1 Correlation between academic procrastination, self-efficacy and perceived stress.

	N	M	R	P
Academic Procrastination	150	52.82		0.05
Self Efficacy		25.55	.259	
Perceived Stress		24.90	.026	

* Correlation is significant at 0.05 level

Table 1 showing the correlation coefficient results that there was a significant positive correlation between Perceived stress and Academic Procastination (r= .026 p<0.05). Therefore, the null hypothesis (H01) was rejected.

H02: There is no gender difference between perceived stress, self-efficacy, and academic procrastination among college students.

Table 2 Independent sample t test for self-efficacy, perceived stress and academic procrastination based on gender.

	Gender	N	Mean	SD	P
Academic Procrastination	Male	69	54.46	19.135	.318
	Female	81	51.42	18.013	.320
Perceived Stress	Male	69	24.13	7.926	.269
	Female	81	25.56	7.754	.269
Self Efficacy	Male	69	24.20	7.182	.042
	Female	81	26.70	7.656	.041

Table 2 showing Independent Sample t-test conducted to compare the differences of gender in academic procrastination, perceived stress and self efficacy. The results revealed that there was no significant difference in the scores of academic procrastination, perceived stress and self efficacy based on gender. Therefore, the null hypothesis (H02) was accepted.

H03: There is no significant difference between perceived stress, self-efficacy, and academic procrastination among Undergraduate and Postgraduate students.

Table 3 Independent sample t test for self-efficacy, perceived stress and academic procrastination of undergraduate and postgraduate students.

	Gender	N	Mean	P
Academic Procrastination	UG	80	52.33	.728
	PG	70	53.39	.727
Perceived Stress	UG	80	26.25	.024
	PG	70	23.36	.024
Self Efficacy	UG	80	25.95	.492
	PG	70	25.10	.490

Table 3 showing Independent Sample t-test conducted to compare the differences of academic procrastination, perceived stress and self-efficacy among undergraduate and postgraduate students. The results revealed that there was no significant difference in the

Perceived Stress, Self Efficacy and Academic Procrastination Among College Students

scores of academic procrastination, perceived stress and self-efficacy based on gender. Therefore, the null hypothesis (H03) was accepted.

DISCUSSION

This study's findings, which found no connection between academic procrastination and self-efficacy, were consistent with those of (Klassen et al., 2010). However, the findings of this study did not support earlier research that identified self-efficacy as a mediating factor for academic procrastination (Gao et al., 2011). We found that self-efficacy did not significantly contribute to a model of academic procrastination, beyond the variance predicted by felt stress.

Academic procrastination is a complicated phenomenon with behavioral, cognitive, and affective components. Academic procrastination in college students can lead to subpar academic success if coupled with a lack of confidence in their capacity to thrive academically (A. Bandura, 1997). Furthermore, procrastination, absences from class, inappropriate behavior, and study failure are all more prevalent among students who have low self-efficacy, according to (Elias and Loomis, 2002). It was shown that stress affected procrastination, which is consistent with earlier studies (Hamaideh, 2011; Zajacova et al., 2005). This shows that procrastination levels increase along with perceived stress levels.

CONCLUSION

The study's main objective was to determine whether there was a relationship between college students' perceived stress, self-efficacy, and academic procrastination. The ratings of perceived stress and academic procrastination were shown to be significantly correlated, according to the findings and conclusions obtained. The ratings for self-efficacy and academic procrastination did not significantly correlate with one another.

Implication

The main implications of this study focus on the significant issues that college students encounter as a result of perceived stress, which may lead to procrastination in their academic work. It will be essential to put a lot of work into assisting students in realizing and appreciating their talents, interests, and potential to effectively continue their studies in order to foster a stress-free environment in the classroom. In order to increase academic accomplishment by reducing perceived stress, the study will be helpful in identifying how to structure counselling and guidance services for college students. Additionally, this may make it simpler to develop treatments based on research on how to control the main contributors to academic procrastination in college students, such as perceived stress. This study could help educators better grasp how much stress college students consider themselves to be under, including teachers, parents, educationists, and counsellors. To reduce perceived stress and the degree of academic procrastination, the necessary steps can be implemented. More focus might also be placed on their mental stability and welfare, which can be attained with the proper social support offered by both the family and school structures.

REFERENCES

- Babadoğan, C. (2010). The impact of academic procrastination behaviors of the students in the certificate program in English language teaching on their learning modalities and academic achievements. *Procedia-Social and Behavioral Sciences*, 2(2), 3263-3269.
- Cerino, E. S. (2014). Relationships between academic motivation, self-efficacy, and academic procrastination. *Psi Chi Journal of Psychological Research*, 19(4).

Perceived Stress, Self Efficacy and Academic Procrastination Among College Students

- Cohen, S. (1986). Contrasting the Hassles Scale and the Perceived Stress Scale: Who's really measuring appraised stress?.
- Drysdale, M. T., & McBeath, M. (2014). Exploring Hope, Self-Efficacy, Procrastination, and Study Skills between Cooperative and Non-Cooperative Education Students. *Asia-Pacific Journal of Cooperative Education*, 15(1), 69-79.
- Ekundayo, O. J., Dell'Italia, L. J., Sanders, P. W., Arnett, D., Aban, I., Love, T. E., ... & Ahmed, A. (2010). Association between hyperuricemia and incident heart failure among older adults: a propensity-matched study. *International journal of cardiology*, 142(3), 279-287
- Flett, G. L., Blankstein, K. R., & Martin, T. R. (1995). Procrastination, negative self-evaluation, and stress in depression and anxiety. *Procrastination and Task Avoidance*, 137-167. doi:10.1007/978-1-4899-0227-6_7
- Kağan, M., Çakır, O., İlhan, T., & Kandemir, M. (2010). The explanation of the academic procrastination behaviour of university students with perfectionism, obsessive–compulsive and five factor personality traits. *Procedia-Social and Behavioral Sciences*, 2(2), 2121-2125.
- Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of educational Psychology*, 102(3), 741.
- Maxwell, J. A. (2004). Causal Explanation, Qualitative Research, and Scientific Inquiry in Education. *Educational Researcher*, 33(2), 3–11.
- Odaci, H. (2011). Academic self-efficacy and academic procrastination as predictors of problematic internet use in university students. *Computers & Education*, 57(1), 1109-1113.
- Rothblum, E. D., Solomon, L. J., & Murakami, J. (1986). Affective, cognitive, and behavioral differences between high and low procrastinators. *Journal of Counseling Psychology*, 33(4), 387–394.
- Schwarzer, R., & Jerusalem, M. (1995). Generalized Self-Efficacy scale. In J. Weinman, S. Wright, & M. Johnston, Measures in health psychology: A user's portfolio. Causal and control beliefs (pp. 35-37)
- Solomon, L. J., & Rothblum, E. (1988). Procrastination assessment scale-students. *Dictionary of behavioral assessment techniques*, 358-360.
- Sunitha T.P., & Musthafa M. N. (2013): Relationship between Academic Procrastination and Mathematics Anxiety among Secondary School Students International Journal of Education and Psychological Research (IJEPR) Volume 2, Issue 2, pp: 101-105
- Wolters, C. A. (2003). Understanding procrastination from a self-regulated learning perspective. *Journal of educational psychology*, 95(1), 179.
- Xue, X., Wang, Y., Li, H., Gao, J., & Si, J. (2021). The association between mathematical attitudes, academic procrastination and mathematical achievement among primary school students: the moderating effect of mathematical metacognition. *Current Psychology*, 1-12.

Acknowledgement

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Shine, S. & Lokesh, L. (2023). Perceived Stress, Self Efficacy and Academic Procrastination Among College Students. *International Journal of Indian Psychology*, 11(1), 1651-1656. DIP:18.01.170.20231101, DOI:10.25215/1101.170