

Relationship between Academic Self-Efficacy and Procrastination Behavior of High School Students

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ABSTRACT

Education being the cornerstone of every society's developmental history, educational achievement becomes increasingly important for an individual to accomplish his or her position in society. According to Bandura (1993), academic self- efficacy refers to a student's belief in his or her ability to organize and execute academic activities and requirements. Procrastination is delaying the task or postponing the action until the last minute. It is performed without any specific reason or explanation. It is very common and prevalent in adolescents and young adults (Steel, 2010). The term "procrastination" comes from the Latin word "procrastinare", meaning to put off until tomorrow. Pro means forward motion, and "crastinus" means belonging to tomorrow. This study examined the relationship between academic self-efficacy and procrastination behavior among high school students. The study consisted of 204 samples (171 girls and 33 boys) of eighth and ninth standard students from the state syllabus school. Purposive sampling was used in this study. Correlation analysis was performed using R programming. Here, we have a significant negative correlation of -0.7266766 between procrastination behavior and academic self-efficacy. That is, if the procrastination behavior scores increases, the academic self-efficacy score will decrease. These findings indicate the need to develop targeted interventions aimed at improving self-efficacy beliefs, improving study habits, potentially reducing procrastination tendencies, and enhancing academic outcomes.

Keywords: *Academic self-efficacy, Procrastination, Adolescence, High school*

Education being the cornerstone of every society's developmental history, educational achievement becomes increasingly important for an individual to accomplish his or her position in society. Educational achievement is measured by the academic performance of an individual student in his/her semester exams or marks scored in competitive exams. Self-efficacy is the term coined by Albert Bandura (1977) understood it as a system to plan and carry out courses of action to achieve certain goals as well as to explain and forecast one's thoughts, emotions, and behaviors. In academic settings, where it affects students' academic performance both directly and indirectly, the idea of self-efficacy has acquired widespread recognition. According to Bandura (1993), academic self- efficacy refers to a student's belief in his or her ability to organize and execute academic activities

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and requirements. Midgley et al. (2000) defined academic self-efficacy as “students’ perceptions of their competence to do their classwork”. The degree to which academic self-efficacy varies depends on the task's complexity and the individual; for example, a person may feel that a task is simpler or equally tough than another. It may also be situational too (Linenbrink & Pintrich, 2002a). As a task-specific assessment, academic self-efficacy differs from self-esteem or self-concept, which are more universal affective assessments of oneself. Students who regard obstacles as challenges to be mastered rather than threats, make goals to tackle the challenges, and are devoted to the academic goals that are set for them are among those who exhibit strong academic self-efficacy, according to Bandura (1993). Due to their task diagnostic orientation, these pupils receive insightful feedback that helps them perform better. Furthermore, these students see failures as the result of inadequate effort or knowledge rather than a lack of ability.

Procrastination is delaying the task or postponing the action until the last minute. It is performed without any specific reason or explanation. It is very common and prevalent in adolescents and young adults (Steel, 2010). The term “procrastination” comes from the Latin word “procrastinare”, meaning to put off until tomorrow. Pro means forward motion, and “crastinus” means belonging to tomorrow. Researchers have found several explanations for the widespread action of delay. The reasons for procrastination include fear of failure, dysfunctional beliefs, lack of time, and lack of motivation or proper planning. Academic procrastination is a new area of research that has been widely explored. It is considered a form of procrastination that occurs in academic settings. Yong (2010) defines academic procrastination as an irrational behavior that results in delaying the completion or beginning of an academic activity.

Qian, Meng. and Qi, Zhang (2023) conducted a study on ‘the influence of academic self-efficacy on university student’s academic performance and found that academic self-efficacy shows a strong correlation with academic engagement and academic performance. This study confirmed the mediating role of academic engagement between academic self-efficacy and academic performance by emphasizing the importance of enhancing academic self-efficacy and engagement for improved academic outcomes. Research by Matovu, Musa (2020) on Academic self-efficacy and academic performance among university undergraduate students: an antecedent to academic success also reported a significant relationship between self-efficacy and academic performance. Saifullah, Sefa, Bulut (2023) examined the role of self-efficacy on the academic performance of Vocational high school students using a quantitative approach with a co-relational research design and found that self-efficacy has a significant role on students’ academic performance. Pablo, Usán, Supervía., Carlos, Salavera, Bordás., Alberto, Quilez, Robres (2022) analyzed the relationship among academic self-efficacy, optimism, and academic performance and revealed significant correlations between self-efficacy and optimism and their central role in the promotion of adaptive behaviors in the classroom. This study emphasized the importance of academic self-efficacy as a mediating variable between optimism and academic performance, and the results confirmed the hypothesis that self-efficacy is positively correlated with optimism and academic performance in school-age adolescents.

Sartaj, Ahmad, Bhat., and Kounsar, Jan (2023) conducted a research on ‘Examining Academic Procrastination among College Students in Relation to Academic Satisfaction: A Correlational Study’, explored the relationship between academic procrastination and academic satisfaction among college students, and finally found significant differences between gender and academic streams. This indicates that male and female students as well

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as students in different academic streams (i.e., arts, science and others) experience varying levels of procrastination and satisfaction with their academic performance. Elena, Kuftiyak (2022) conducted a research on ‘Procrastination, stress and academic performance in students’, and come up with the result that high level of procrastination is related to stress and academic failure.

Shofania, Rena, Safira., and Awang, Wicaksono (2023) conducted research on the effect of self-efficacy on academic procrastination in high school students and found that 73% of high school students experienced academic procrastination. They identified the factors contributing to procrastination as finding the assignments difficult, fatigue from helping parents, like to engage more in enjoyable activities, lack of self-confidence, laziness, fear of failure, and distractions like mobile phones and television. Joanne, Harrison (2014) conducted a research on, ‘Academic procrastination: the roles of self-efficacy, perfectionism, motivation, performance, age and gender’, and its aim was to look at the roles that self-efficacy, perfectionism, motivation, performance, age and gender play in academic procrastination. The results showed that self-efficacy and adaptive perfectionism were negatively related to academic procrastination, and no relationship was found between motivation and academic performance.

Need and Significance

Academic achievement is a key goal of academicians, parents, and students. Therefore, identifying the factors that hinder academic achievement will also become crucial. Academic self-efficacy is the capacity of an individual to achieve academic goals efficiently. Procrastination is the act of intentionally delaying activities to achieve success. Therefore, the core reason for procrastination behavior and how it affects students’ academic self-efficacy should be explored. Procrastination is often associated with anxiety, stress, or feelings of inadequacy among students. Therefore, by gathering insights from the research, a proposal for the development of interventions to support students’ mental health and well-being by addressing the issue of procrastination will be useful. This study is relevant in the post covid period.

Aim

To explore the relationship between academic self-efficacy and procrastination behavior in high school students in post covid period.

Hypothesis

There is a significant relationship between academic self-efficacy and procrastination behavior.

METHOD

Sample

The participants for the research were 204 samples (171 girls and 33 boys) of eighth and ninth standard students from the state syllabus school. A convenient sampling method was used in this study.

Tool

Academic self-efficacy scale: Gafoor, Kunnathodi and Ashraf, Muhammed. (2007) developed this scale based on Albert Bandura’s (1977) socio-cognitive theoretical framework. The sub-dimensions of the scale include Learning process, reading, comprehension, memory, curriculum activities, time management, teacher–student

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relationship, Peer Relationship, use of resources, Goal Orientation, Adjustment and Examination. 40 items are there in the scale, among which 20 are negative and 20 are positive. Scoring is done on a 5-point scale. For the positive statements '5' scores were provided for 'exactly true', '4' for 'nearly true', '3' for 'neutral', '2' for 'nearly false' and '1' for 'exactly false'. Negative statements were scored in reverse order. Test-retest coefficient of correlation =.85 (N=30); Split half reliability of the scale =.90 (N=370). Content validity was assured through expert judgment. Concurrent validity against 'General Self-efficacy scale' (Matthias & Ralf Schwarzer; 1979). $r=.68(N=58)$.

Calicut University Procrastination Inventory: The Calicut University Procrastination Inventory, developed by Sebin and Manikandan (2012) on the basis of the theoretical framework described by Steel (2007), is used to measure procrastination behavior. Measures the degree of procrastination among students. There are eight affirmative and eight negative statements in it. The scores for positive items are 1, 2, 3, 4, and 5; the scores for negative items are 5, 4, 3, 2, and 1; these values matched the following responses: Strongly disagree, Disagree, Agree, and Strongly agree. The sum of each participant's answers to each of the 16 items was used to determine the overall score. Cronbach's alpha was used to determine the inventory's reliability; it was found to be 0.79, and test-retest reliability (15 days) was also determined to be .95. Many specialists in the subject have confirmed the inventory's face validity.

Procedure

The researcher approached the schools for permission to collect data by informing them of the need for research. The institutions were convinced and obtained permission to collect the data. Confidentiality of the collected data was assured to the institution. The researcher collected data from high school students by instructing them as follows, "I am a research scholar in Psychology. I would like to know about your study-related attitudes and behaviors. Please cooperate with me by completing the questionnaire as honestly as possible. The questionnaire is about study-related behaviors and attitudes. You read and mark your response on a five-point scale according to the importance of that statement. Please do not spend too much time on a question. Try to mark the very first thought you have while reading a statement. Please feel free to ask any queries you have during the completion of questionnaire." By expressing sincere gratitude for their cooperation and assuring the confidentiality of their responses, the researcher ended the session.

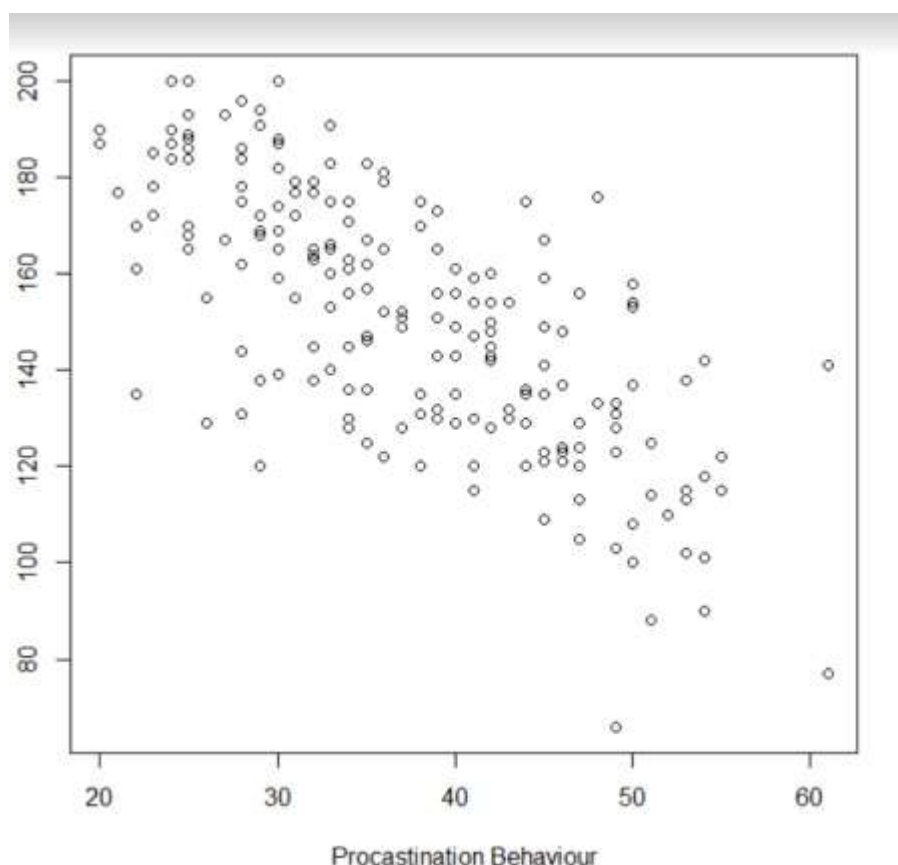
Analysis

As this study explored the relationship between academic self-efficacy and procrastination behavior in high school, Correlation analysis was performed using R programming.

RESULT AND DISCUSSION

Academic performance being the matter of discussion of the generation is widely explored by researchers for its effect on students' mental health, social relationships, self-concept, and all other activities of a student. Academic self-efficacy, the student's capacity or belief about one's own capacity to achieve academic tasks, and procrastination behavior, an intentional delaying nature of an individual, directly influence the academic performance of the student. The current research focuses on exploring the relationship between academic self-efficacy and procrastination behavior of high school students.

Figure 1: Negative relationship between academic self-efficacy and procrastination behavior.



Here, we have a negative correlation of -0.7266766 between procrastination behavior and academic self-efficacy. That is, if the procrastination behaviors score increases, the academic self-efficacy score will decrease. Testing for the correlation coefficient also rejects the correlation assumption with a much lower p-value (0.05).

The procrastination behavior that may occur in students may be due to fear of failure or perfectionism. Academic self-efficacy is one's own evaluation of his/her capacity to fulfill a task associated with an academic expectation. Therefore, if a student evaluates the task as something bigger that requires more skill, he/she is limited from doing the task or postpones or delays the task, leading to procrastination. Eva, Latipah, Yaya, and Suryana (2023) reported a strong negative correlation (-0.611) between self-efficacy and academic procrastination. Mostafa AA (2018) found a similar result of a significant negative relationship between self-efficacy beliefs and academic procrastination ($r = -.232$). Hajloo N also found a negative correlation between self-efficacy and procrastination. This result shows the relevance of the need to focus on the self-efficacy capacity of students rather than addressing the negative aspects of their lives. Reinforcing their strengths and using correct strategies with the help of teachers to improve the learning strategies, goal setting strategies, training programs, and teaching effective study habits will help to overcome the issues (Schunk DH (1995); (Bandura, 1977). Muhammad, Ashraf., Namood, E., Sahar., Muhammad, Qaisar, Kamran., and Jan, e, Alam (2023) reported that self-efficacy and perfectionism impact academic procrastination among university students in Pakistan. Nova, Mardiana (2023) found that higher self-efficacy leads to lower academic procrastination tendencies in thesis completion, and lower self-efficacy is associated with higher academic procrastination. Ni, Putu, Nita, Yanti., Ni, komang, Sawitri (2023) conducted research on

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nursing students and found a significant negative correlation between self-efficacy and academic procrastination, which means that the lower the self-efficacy, the higher the academic procrastination experienced. The findings of Nova, Mardiana (2023), Muhammad, Ashraf., Namood, E., Sahar., Muhammad, Qaisar, Kamran., Jan, e, Alam (2023), and Ni, Putu, Nita, Yanti., Ni, komang, Sawitri (2023) indicate the long-term influence of the unaddressed negative relationship of this academic self-efficacy and procrastination behavior of students. High school students in the adolescent period have the most flexible age and responsive time to change. If we address the issue of procrastination behavior effectively during this age and implement effective strategies to improve self-efficacy, it will surely benefit the student's psychological well-being and academic performance.

CONCLUSION

The study found a significant negative correlation between academic self-efficacy and procrastination. This finding provides an insight to educators and parents that even though students have effective study habits if they have a procrastination tendency, it will surely influence their academic performance. These findings emphasize the importance of early identification of this harmful tendency among students and cultivating effective time management skills and study habits to help them eliminate this procrastination tendency, which will lead to poor academic performance in the future.

Implications and suggestions

By exploring the relationship between academic self-efficacy and procrastination behavior, a negative relationship was found. Therefore, we have to adopt strategies and start awareness programs for students to create an insight for them regarding the negative impact of this procrastination behavior on their academic graph. We can develop targeted interventions aimed at improving self-efficacy beliefs, improving study habits, potentially reducing procrastination tendencies, and enhancing academic outcomes. As this study is a preliminary study for exploring the risk factors of academic performance and to develop effective strategies to address those risk factors these findings are really good enough to start the work of the development of intervention modules.

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Conflict of Interest

The author(s) declared no conflict of interest.

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