

ACADEMIC PROCRASTINATION AND SELF-EFFICACY AMONG ADOLESCENT STUDENTS: A CORRELATIONAL STUDY

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ABSTRACT

The present study was undertaken to study the Academic procrastination level of adolescent students of Kashmir valley in relation to their Self-efficacy. The researcher had selected 200 adolescent students from district Anantnag. Stratified random sampling technique was employed to select samples. Self constructed scale of academic procrastination (2022) and self-efficacy scale developed by Arun Kumar Singh and Shruti Narain (2014) were used to measure academic procrastination and self-efficacy respectively. Pearson's product moment of correlation were used to determine the relationship between the two variables. To find out the significance of the mean difference between demographic variables, 't' test a statistical technique were also adopted . The findings of the study revealed that academic procrastination is inversely proportional to self-efficacy, which means that, more will be Academic procrastination, the less will be the self-efficacy or vice versa It was also found that there is a significant difference in the academic procrastination and self-efficacy of adolescent boys and girls.

Keywords: Academic procrastination, Self-efficacy, Adolescent , Correlation

Introduction

Adolescence is the stage where maximum growth takes place especially intellectual development reaches at its peak. But in this cutthroat, dynamic world students are disposed to innumerable distractions. These distractions result in Academic procrastination, where a student frequently procrastinates till the last moment. It can be defined as a tendency of a student to deliberately delay or postpone the academic tasks until the last moment. Ac when a student delays work related to academic tasks, academic procrastination occurs (Solomon and Rothblum,1984). Students who delay academic tasks are said to engage in procrastinating academically due to the lack of drive, concern of failing, low self-efficacy ,laziness ,task aversion, physical or mental exhaustion. It has been observed that procrastination occurs frequently in academic contexts, especially the college students. According to estimates, between 50% to 95% college students regularly delay their academic work (Steel and Ferrari, 2013).

Causes of Academic procrastination



Procrastination has received many empirical attention especially within the field of psychology. As per research, procrastination is typically associated with behavioral issues like deficiencies in self-regulation, poor motivation, issues with time management, disarray, and external locus of control (Ackerman and Gross,2005). Lack of motivation is mostly blamed for procrastination especially when the task is unpleasant and less exciting (Ozer, Demir and Ferrari 2009). Academic procrastination arises when problems like angst and carping exceed a student's self control and desire. There are various internal and external causes of procrastination. Internal causes are, anxiety of failing, Perfectionism, depression, Task avoidance, feeling overwhelmed, and physical or mental exhaustion. External causes are Poor study environment, unpleasant assignments, lack of clear directions or expectations, lack of communication, harsh approach and too flexible on the part of teachers.

Effects of Procrastination on Students

Procrastination is connected to a number of academic problems for students, including poorer exam results, lower grades, having to repeat assignments, an increase in course failures and withdrawals ,longer study times, and a higher chances of dropping out. These problems are related to the fact that students commonly indicate that procrastination takes up more than a third of their regular tasks, typically in the form of activities like napping, watching , or playing video games. Negative feelings like guilt, humiliation, and despair may also result from it,Therefore resulted in unpleasant emotional wellbeing.

Ways to Avoid Academic Procrastination

Make the project meaningful to the students: In order to motivate students to begin a project, teachers should make it interesting and pertinent for them. They should also assist them tie the project to their interests.

Set deadlines: Teacher should set deadline for the students to understand when a task need to be completed.

Develop good study habits: By putting more emphasis on the learning process than just grades, teachers can assist students in developing better study abilities. The goal is to get a decent grade, and the child can achieve it by developing effective study habits.

Set clear goals: It might be challenging for many students to overcome procrastination- causing factors like fear of failure and perfectionism . to manage expectations and monitor progress, a student should be assisted by the teacher in setting specific , attainable goals

organize the project into manageable tasks: big projects may seem very large at first. Teacher should break down the project into manageable parts then, he or she is capable of completing the project.

Promote self-efficacy: self-efficacy is the conviction that you can carry out the tasks required to accomplish your goals, can aid in preventing procrastination. So, In order to overcome the tendency of procrastination among students and to increase their academic performance, there is a need to improve self-efficacy as it makes the individual confident in their capacity to finish a task or achieve a goal.

Self-efficacy is the person's faith or assurance in their abilities to engage in the behaviors necessary to produce specific performance attainments. It is the conviction that one has power over their own environment, behavior, and motivation in social situations. Albert Bandura, (1994) defined self-efficacy as an individual's confidence in their capacity to plan and carry out the actions necessary to achieve a goal. It shows how people behave, feel, think, and get their motivation. They approach daunting events with the conviction that have control over them. Such a conviction results in personal success and reduce stress. Additionally, it is said to be a determination of an individual's aptitude. According to Zulkosky (2009), a person's self-efficacy will affect how motivated they are and how persistent they are in overcoming obstacles. An increase in dedication, effort, and tenacity in people as well as excellence in performance can be brought about through self-efficacy. Albert Bandura identified four key sources of self-efficacy: (i) Mastery experience, which is the most important source of knowledge about one's efficacy and provides concrete examples of accomplishment. According to Bandura, success leads to confidence, whereas every unsuccessful attempt does the opposite. The perceived effectiveness can be affected by a person's past experiences. (ii) Vicarious Experience- self-efficacy development is greatly aided by social role models like elder siblings or peers. (iii) Social persuasion- Encouragement and disapproval of a person's performance or ability to perform have a great impact on their self-efficacy. (iv) Emotional and psychological states- it is expected that those having high efficacy will see their level of affective arousal as a motivating factor in their ability to accomplish. The state of one's physical, emotional, and psychological health has an impact of how effectively they perceive themselves to be. (Lopez- Garrido, 2020).

Ways to develop Self-Efficacy among Adolescent students

1. **Celebrate success:** The development of self-efficacy depends critically on mastery experiences. The most effective technique to develop a strong sense of self-belief, according to Bandura, is to do this. Gaining success fosters a strong self-efficacy.
2. **Observe others:** Another crucial method of boosting self-efficacy, according to Bandura, is through vicarious experiences gained through peer modeling. Observing others working hard and achieving will boost one's confidence in his own capacity to succeed.
3. **Seek positive statements:** Receiving encouraging comments from teachers, coaches and experts can also increase sense of self-efficacy among adolescent students.
4. **Set achievable small goals:** Students frequently make the error of setting unrealistically high expectations, which leads to discouragement when those expectations are not met. Choose a more doable goal. The secret to success is taking little, deliberate moves.
5. **Get a Coach:** Having a coach by your side will encourage you to overcome the obstacles in your way and hold you responsible for taking action. You need someone to lift you up and lead you through the difficulties when you are feeling low on confidence. A coach will prevent you from giving up and keep you making forward.
6. **Awareness of Thoughts and Feelings:** You might not feel confident in your abilities to handle the task at hand if you start to feel stressed before a difficult occasion. To manage your thoughts and emotions, try to establish a new habit.
7. **Be positive:** In order to handle the stress and self-doubt, it is crucial to recognize their symptoms. If you want to keep your self-doubt at bay, you want to concentrate on your prior successes and rewarding encounters. When you require a quick boost to your self-efficacy, keeping a record of accomplishments that you are proud of may be useful.

Significance

- The following points highlight the importance of the current study. The current study is noteworthy since it is one of the few to specifically address the problem of academic procrastination and self-efficacy of adolescent student of Kashmir valley.
- This study throws light on academic procrastination, its occurrence, the association between academic procrastination and self-efficacy, and its beneficial effects on the education.
- The results of this work may also give parents, educators, and school teachers a clear picture of the scope and causes of this phenomena. This will help them comprehend it better and allow them to create preventative and healing measures that will minimize the procrastinating behavior whenever possible.
- This may help the teachers to identify the degree of academic procrastination and the level of self-efficacy among students by providing them tools to measure academic procrastination and self-efficacy.
- The importance of the study lies in the fact that it gives us clearer idea of how to conceptualize educational and training initiatives that aim to lower student's procrastination rates and raise their self-efficacy. These programmes can be created by specialists, academic counselors, and educators

Review of literature

Through review of related literature, the researcher becomes familiar with the information already available concerning the study under investigation. It reduces the likelihood of repetition. It gives the researcher comfort

in knowing that the topic under investigation has precedents in published literature and demands more investigation. It gives the researcher in-depth background knowledge on the relationship between the variables and the findings of earlier studies that are pertinent to the problem being investigated. The researches that has been conducted in the past, it can be said that higher the self-efficacy of the students, the lower will be the academic procrastination or vice versa (Gungor, 2020). Aniljose & Basheer (2021) conducted a study on Academic procrastination and self-efficacy among college students. The results showed a clear negative relationship between academic procrastination and self-efficacy. The study also found a substantial difference in academic procrastination and self-efficacy between males and females. Males have more tendency to put things off than females, while females are more self-confident than males. Further findings from the study indicate a significant difference in academic procrastination and self-efficacy between male and female. In particular, men tend to put off things more than women do, while women feel more self-sufficient than men do. Cerino, E (2014) studied connection between academic motivation, self-efficacy and academic procrastination and it was revealed that there exists negative relationship between self-efficacy and academic procrastination. Malkoc & Mutlu (2018) revealed in their study that self-efficacy is inversely proportional to Academic procrastination. (Noran, 2000; Elias, 2008; Klassen and Kuzucu, 2008), they obtained that there is negative association between academic procrastination and self-efficacy.

From the above studies it has been found that several studies were conducted to know the relationship between self efficacy and academic procrastination among students. Unfortunately not a single study was found on the adolescent students of Kashmir valley. So this study is a humble attempt to address the current gap.

Operational Definitions

Academic Procrastination

For the present study, it is defined as the tendency of a learner to intentionally postpone academic chores afflicted by the behavioral, institutional and social nuances.

Self-Efficacy

In this study, it speaks to the faith and assurance of the students in their capacity to exert control over motivation, behavior, and social circumstances.

Adolescent Students

It refers to the students who are studying in 12th standard

Objectives

- To study the association between self-efficacy and academic procrastination of adolescent students of Kashmir valley.
- To study if any significant difference exists between academic procrastination of adolescent boys and girls.
- To study if any significant difference exists between self-efficacy of adolescent boys and girls.

Hypothesis

- Academic procrastination and self-efficacy among adolescent students in the Kashmir valley are not significantly correlated.
- There is no difference between academic procrastination of adolescent boys and girls.
- There is no difference between self-efficacy of adolescent boys and girls.

Methodology

The several approaches to the descriptive methods include survey research, case study, and observational method. Considering the aims, a normative survey method was chosen to know the academic procrastination and Self-efficacy among adolescents of Kashmir valley.

Sampling Technique and Sample

A sample is a part of the population that the investigator want to use as a basis for extrapolating their conclusions. Stratified random sampling was used in order to select the sample. 200 adolescent boys and girls from district Anantnag (Kashmir) were selected as a sample out of which 100 boys and 100 girls.

Tools used

Academic procrastination scale: The investigator constructed and validated an academic procrastination scale in (2022).

Self-efficacy scale: Self-efficacy scale constructed by Arun Kumar Singh and Shruti Narain (2014).

Statistical technique used

The researcher used the statistical procedure known as the “t” test and Pearson’s product moment of correlation was also adopted for this study.

Analysis and interpretation

The results have been interpreted according to each hypothesis.

Hypothesis: 1 – There is no association between academic procrastination and self-efficacy of adolescent students of Kashmir valley.

Table 1

No.	Category	Students	R. v	P. v	Significance
1	Academic procrastination	100	-.452	0.000	Significant
2	Self-efficacy	100			

It depicts that there is significant negative correlation between academic procrastination and self-efficacy. Which means the more will be academic procrastination, the less will be the self-efficacy or vice versa.

Table 2: shows result of Mean, SD, t- value of adolescent boys and girls in relation to academic procrastination.

No.	Gender	Students	Mean	S.D	‘t’	P. v	Significance
1.	Boys	100	87.3	14.3	2.41	0.016*	Significant
2.	Girls	100	81.2	9.92			

This shows that the obtained ‘t’ value is more than the table value at 0.05 level. Thus the statistical hypothesis stands rejected. Hence we can say that there is a difference between academic procrastination of adolescent boys and girls.

Table 3: shows result of Mean, SD, t- value of adolescent boys and girls with respect to Self-efficacy.

No.	Gender	No .of students	Mean	S.D	‘t’	P. v	Significance
1.	Boys	100	79.4	12.2	5.07	0.000*	Significant
2.	Girls	100	88.1	11.3			

It depicted that the obtained ‘t’ value is more than the table value at 0.01 level. Hence the hypothesis is wrong. This indicated that there is a significant difference between self-efficacy of adolescent boys and girls.

Findings

- There exists significant and negative relationship between academic procrastination and self-efficacy which means that lower the self-efficacy of the adolescent students ,higher will be the academic procrastination or vice versa.
- There exists significant difference between adolescent boys and girls with respect to their academic procrastination. Adolescent boys are having more procrastination tendency as compared to adolescent girls.
- Significant difference was found between adolescent boys and girls with respect to their self-efficacy. Adolescent girls are having high sense of self-efficacy as compared to adolescent boys.

Discussion of the result

Academic procrastination is associated with the negative outcome of the students such as poor academic performance, poor emotional stability, deteriorated bodily and mental health. Students delay or postpone the academic chores and leave their tasks incomplete. It is obviously a severe problem that needs to be addressed as it has an adverse impact on students academic progress. So the goal of study was to draw conclusions about how academic procrastination and self-efficacy relate to one another. It was found that there is a inverse correlation between the two. In order to reduce the procrastinating behavior among the adolescent students, there is a need to develop self-efficacy as it makes the individual confident in their capacity to finish a goal or task. It can improve student performance, promote mental health and wellness, and act as a reliable predictor of motivation and learning. Students having high sense of self-efficacy exhibits higher academic performance and helps in reducing academic procrastination to a great extent.

Like Aniljose and Basheer (2021) revealed that there is a negative relationship between Academic procrastination and self-efficacy. Our result showed the same. According to this study, students having high sense of self-efficacy had low procrastination tendency. Our findings have also support from different researches which confirms that academic procrastination is inversely proportional to self-efficacy i.e when a students procrastination in academics increases, their level of self-efficacy declines (ALQudah, 2014; Noran, 2000; Elias, 2008; Klassen & Kuzucu, 2008).

Conclusion

The study focused on the Self-efficacy and academic procrastination. The findings showed a clear negative correlation between academic procrastination and self-efficacy among adolescent students. The findings also revealed a significant difference between male and female adolescent with respect to their academic procrastination, boys are having more procrastination tendencies as compared to girls. significant difference between adolescent boys and girls was also observed with respect to their self- efficacy, girls are having more sense of self-efficacy as compared to boys.

Educational implications

- Teachers should provide ample opportunities to the student's to take part in the process of making classroom decisions. He should also acknowledge and identify the student's achievement whole heartedly.
- Students should divide their tasks into minor parts to complete it one at a time instead of giving up. They should never feel over-confident regarding any task assigned and decide on not doing it.
- A student should never feel depressed by the judgmental remarks of the neighborhood and relatives.
- Parents should never pressurize their children to achieve more while comparing them with others.
- Parents should not quarrel before their children as it will negatively impact the child's personality development.
- The stake holders of education should focus on the methods to improve self-efficacy by providing orientation programs, workshops and keeping a check on the daily classroom behavior with an aim to decrease academic procrastination among students with low achievement.
- Teacher should set reasonable goals for the student and motivate them to take responsibility for their own education. By giving them the ability to choose their own course of action whether it comes to homework or classroom regulations. Since each student has a different set of personal strengths, talents, and needs, the teacher should accept each student as they are instead of comparing them to one another.
- Further research be done to know the connection between academic procrastination and self-efficacy based on age, locality.

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