



## ACADEMIC PROCRASTINATION AMONG SCHOOL STUDENTS IN RELATION TO SELF-EFFICACY

**Mrs. Reetu Sharma**

*Assistant Professor, Surjeet Memorial College of Education, Malwal, Ferozepur*

### **Abstract**

*Present study was undertaken to investigate the significance of relationship between academic procrastination and self efficacy .Study was conducted on 100 students selected randomly from Govt. Senior Secondary Schools of Ferozepur. Data was collected using Academic Procrastination scale by Kalia and Yadav(2013) and Self-Efficacy scale by Mathur and Bhatnagar (2012).The result of the study revealed significant negative correlation between academic procrastination and Self-Efficacy of senior secondary school students.*

**Key Words:** *Academic Procrastination, Self-Efficacy, Senior Secondary School Students.*

### **Introduction**

Procrastination is a common behaviour in contemporary societies. Procrastination means to put off, delay, prolong, or postpone performing a task. Despite the fact that procrastination occurs in all kinds of daily tasks, academic procrastination is highly frequent in students and regarded as detrimental to academic progress and success. Procrastination makes students postpone and delay their academic work thus ignoring their academic responsibilities. It seems a common practice that students put off their academic work: they delay in preparing and submitting their assignments and presentations, completing projects, and even preparing for the examinations. According to O'Brien( 2002), 80-95% of college students or at least half of all students (Ozer, Demir, & Ferrari, 2009; Solomon & Rothblum, 1984) engage in procrastination and the prevalence of the phenomenon appears to be growing (Steel, 2007). It has been seen that procrastination negatively effects learning and achievement, such as lower grades and course withdrawals.

### **Definitions of Key Terms**

**Academic Procrastination:** Academic Procrastination as the “tendency to (a) always or nearly always putt of academic tasks and (b)always or nearly always experience problematic anxiety associated with this procrastination.”(Rothblum, Solomon & Murakami, 1986).

Ellis and Knaus (2002) described procrastination as the desire to avoid an activity, the promise to get it late, and the use of excuse making to justify the delay and avoid blame.

### **Self- efficacy**

Self-efficacy reflects that individuals have about their ability to use systems effectively. It has been shown in earlier studiethat higher is the induced level of self-efficacy, greater is the performance achievement (Bandura, 1977). Individuals with high self-efficacy work harder and longer than individuals with low self-efficacy (Wood & Bandura, 1989 a). It affects effort in doing a task, persistence, interest expressed and difficulty level of goal selected for performance (Gist, 1987). Kinzie, Delcourt and Powers (1994) defined self-efficacy as an individual’s confidence in his or her ability, which may impact the performance of tasks: “Self-efficacy reflects an individual’s confidence in his/her ability to perform the behaviour required to produce specific outcome and it’s thought to directly impact the choice to engage in a task, as well as the effort that will be expended and the persistence that will be exhibited. Thus, self-efficacy is a person’s belief in his or her ability to complete a future task or solve a problem. People with higher

### **Review of Related Literature**

Alqudah, Alsubhien and Heliat (2013) conducted a study on college students and found negative correlation between academic procrastination and self-efficacy.



Harrison (2014) conducted a study on undergraduate students and found that there significant negative relationship between academic procrastination and self-efficacy.  
 Komlao (2015) conducted a study on prospective primary school teachers and found a significant negative correlation between academic procrastination and self-efficacy.  
 Rajapakshe( 2018) conducted a study on University students and found a significant negative relationship between academic procrastination and self-efficacy.  
 Rosyid(2018) conducted a study on University students and found a significant negative relationship between academic procrastination and self-efficacy.

**Emergence of the Problem**

Review of related literature reveals that most of the research work on the topic has been done in Saudi Arabia (Alqudah, Alsubhien and Heliat,2013; Rajapakshe,2016), Turkey (Kandemir,Ilhan and Ozpolat,2014) and Ireland(Komlao,2015).In India , very less research has been done on the proposed topic.

**Objective**

To investigate the significance of relationship between academic procrastination and self-efficacy of senior secondary school students.

**Hypothesis**

There will be no significant relationship between academic procrastination and self efficacy of students.

**Method**

Descriptive survey method was used in the study.

**Sample of the study**

Sample consisted of total 100 students selected randomly from Govt. Senior Secondary Schools of Ferozepur, Punjab (India) giving equal representation to male and female students.

**Tools Used**

- a. Academic Procrastination Scale by Kalia and Yadav (2013)
- b. Self-Efficacy Scale by Mathur and Bhatnagar (2012)
- c.

**Result and Discussion**

To investigate the significance of relationship between academic procrastination and self - efficacy Pearson's coefficient of correlation was worked out and value is given in the table below:

**Table: Relationship between academic procrastination and self-efficacy of students**

Variables.	N.	R
Academic Procrastination	100	-0.65*
Self - Efficacy	100	

Result revealed significant negative correlation between academic procrastination and self- efficacy of senior secondary school students. It means students with low self-efficacy have more tendencies to involve in procrastination. The result finding is in support of previous findings by other researchers (Farran,2004; Khan,2011;Harrison,2014;Komlao,2015 and Kaur,2017).



### Implications

It is suggested on the basis of the result of the study that parents , teachers and schools should create conducive conditions for development of self-efficacy of students. As increase in self - efficacy will lead to improvement in academic procrastination.\

### References

1. Alqudah, Alsubhien & Heliat (2013).The relationship between academic procrastination and self-efficacy among sample of King Saud University students. *Journal of Education and Practices*,5 (16), 101-111.
2. Bandura,A. (1985). *Social foundations of thought and action: A social cognitive theory*. 1st Ed., E nglewood Cliffs, Prentice Hall, New Jersey.
3. Farran,B. (2004). Predictors of academic procrastination in college students. (Unpublished Ph.D Thesis), Fordhan University,New York.
4. Ferrari, Johnson & Mc Cown (1995). *Procrastination and task avoidance: Theory, research and treatment issues in clinical child psychology*, Springer,New York.
5. 5)Kalia, A.K.& Yadav, M. (2013). *Academic Procrastination Scale*,Agra: National Psychological Corporation.
6. Corporation.
7. Knaus,W.J. (1998). *Do it now: Break the procrastination habit*. New York, NY : WILEY.
8. Komlao (2015). *Gap between intention and action: The role of self-efficacy, self - regulation and self continuity in predicting academic procrastination*. (Published Graduate Thesis), National College of Ireland, Ireland.
9. Mathur & Bhatnagar (2012). *Self-Efficacy Scale*, Agra: National Psychological Corporation.
10. Pajares ,F. (1996). *Self-Efficacy beliefs in academic settings*, *Review of Educational Research*, 66 (4), 543- 548.
11. Rajapakshe, W.(2018). *Relationship between core self evaluation and academic procrastination among female students in Saudi Arabia*. *International Journal of Human Resources Studies*, 8(3). Available at doi: 10.5296/ijhrs.v8i3.13397.
12. Rosyid (2018). *Self-Efficacy, perceived social support and academic procrastination*. *International Journal of Human Research Publications*, 15 (1). Available at <http://ijrp.org/paper-detail/398>.