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Research Article

ACADEMIC PROCRASTINATION AND SELF EFFICACY AMONG COLLEGE STUDENTS

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ABSTRACT

The present research is an attempt to examine the relationship between academic procrastination and self efficacy among Professional and Arts and Science College students. Sample comprising of 39 Professional college students and 41 Arts and Science college students from different colleges functioning in and around the U.T of Puducherry. The data were collected using Procrastination Scale – student version constructed and standardized by Lay (1986) and Self Efficacy Scale constructed and standardized by Schwarzer and Jerusalem (1995). Purposive sampling method was employed to select samples. The collected data were used statistically analysed using correlation and ‘t’ test. The results revealed that there is an inverse correlation between academic procrastination and self efficacy.

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INTRODUCTION

Procrastination is the avoidance of doing a task that needs to be accomplished. Nowadays it is common among a considerable number of people. It may be because of discomfortness regarding work, irrational thoughts, inability to concentrate, fear of failure, inability to orient objectives of success, lowered self-respect, anxiety, problem-solving skills, unrealistic expectations, and working habits (Alexander, Onwuegbuzie, 2007 and Watson, 2001). There are people who deliberately avoid certain tasks and look for some distraction to get away from the work. In the words of Steel (2007) Procrastination is a tendency of purposefully postponing or delaying a work which has to be completed within a timeframe. According to Ferrari, Johnson and Mc Cown (1995) procrastination is an act of intentionally delaying in doing something is proposed. Academic procrastination is an act of postponing the academic tasks like class room activities, tests and examinations, home works etc. It is because of the contradiction between intention and action, which leads to adverse consequences for the procrastinator (Binder, 2000). Sometimes it may happen because of the tiresome tasks that they face daily (Shu and Gneezy, 2010). Sometimes it may happen because of underestimation of one's own abilities or fear of the outcome or people or poor efforts and motivation. Bandura (1997) states that initial attempts or continuation of a work depend on the self efficacy of an individual. He also stated that those who

have poor self efficacy will have avoidance behaviour whereas the people with strong self efficacy will have a consistent doing behaviour (Bandura, 1985). It is further advocated by Pajares (1996), that self efficacy plays an important role in predicting the performance of an individual. According to Kitsantas and Zimmerman (2009), self efficacy is the ability to organise and implement the action steps to reach the desired goal of an individual.

LITERATURE REVIEW

Self efficacy has always been a key factor on procrastination. A study conducted by Haycock, Mearthy and Skay (1998) advocated that low self-efficacy has a strong impact on high procrastination behaviour. Wolters (2003) conducted a study on self efficacy and procrastination tendency among the university students and found strong correlation between the variables. Another study conducted on adolescent school children of Turkey by Klassen and Kuzucu (2008), resulted that there is relationship between procrastination and academic self-efficacy. Further it is also established by Seo (2008) that self efficacy has a negative effect on academic procrastination.

Objective

The present study is aimed to examine the relationship between academic procrastination and self efficacy of the Professional students and Arts and Science College students.

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Hypothesis

- There will be no significant relationship between academic procrastination and self efficacy.
- College students do not differ in self efficacy on the basis of their course of study.
- College students do not differ in academic procrastination on the basis of their course of study.

METHOD

Population

The population of the present study comprises of 80 students from various Professional, Arts and Science Colleges functioning in and around Union Territory of Puducherry. The students were selected at random using purposive sampling method. The respondents are from different socio economic status hailing from both rural and urban areas. Each student was approached at their place and the data was collected individually using questionnaire.

Tools used

Procrastination Scale (student version) constructed and standardised by Lay (1986) was used in this study. The scale is a self reported five point Likert type scale (Extremely uncharacteristic = 1, Moderately uncharacteristic = 2, Neutral = 3, Moderately uncharacteristic = 4 and Extremely uncharacteristic = 5). It comprises of 20 statements. 10 items are reversed-keyed items: (3, 4,6,8,11,13,14,15,18, and 20). Total score on this measure ranges from 20 to100. The scale has a high reliability of 0.85 and hence it was used in its original form for data collection.

General Self-Efficacy Scale constructed and standardised by Schwarzer and Jerusalem (1995) was used in this study. The scale is a self reported four point Likert type scale (Not at all True = 1, Hardly True = 2, Moderately True = 3 and Exactly True = 4). It comprises of 10 statements.. Total score on this measure ranges from 10 to 40. The scale has a high reliability of 0.90 and hence it was used in its original form for data collection.

RESULTS AND DISCUSSION

Table No. 1 Showing the Correlation between Self Efficacy and Procrastination among college students of different academic streams.

	Self-Efficacy	Procrastination
Correlation Coefficient	1.000	-.490**
Self-Efficacy Sig. (2-tailed)	.	.000
N	80	80
Correlation Coefficient	-.490**	1.000
Procrastination Sig. (2-tailed)	.000	.
N	80	80

** . Correlation is significant at the 0.01 level (2-tailed).

Academic procrastination has been linked extensively to self-efficacy (Knaus, 1998). Many researchers are of the opinion that low self efficacy is highly related to academic procrastination (Blunt and Pychyl, 2000; Ferrari, 2004). The present research study is also in support of these earlier findings. It is observed from the above table that there is a

statistically inverse relationship between self efficacy and academic procrastination. Further it helps us to understand that lower the self efficacy the tendency of procrastination will be higher.

Table No. 2 Showing the Mean, Standard Deviation, Standard Error Mean, and ‘t’ value for Self Efficacy of college students of different academic streams

	Academic Streams	N	Mean	Std. Deviation	Std. Error Mean	t	LS
Self Efficacy	Professional	39	25.56	4.882	.782	2.330	0.05
	Arts and Science	41	28.12	4.936	.771		

It is seen from the above Table No. 2 that the Self efficacy of the Arts and Science students are more (28.12) than the students of professional courses (25.56). The differences between the mean scores are also established by obtained t value (2.330) which is statistically significant at 0.05 level. Hence it may be concluded that the self efficacy of the students differ on the basis of their course of study.

Table No. 3 Showing the Mean, Standard Deviation, Standard Error Mean, and ‘t’ value for Procrastination of college students of different academic streams.

	Academic Streams	N	Mean	Std. Deviation	Std. Error Mean	t	LS
Procrastination	Professional	39	66.92	12.640	2.024	0.255	NS*
	Arts and Science	41	67.61	11.349	1.772		

* Not Significant

It is seen from the above Table No. 3 that the procrastination tendency of the Arts and Science students are higher (67.61) than the students of professional courses (66.92). However the differences between the mean scores are not established by obtained t value (0.255) which is not statistically significant. Hence it may be concluded that students do not differ in procrastination behaviour on the basis of their course of study.

CONCLUSION

The present study is intended to examine the relationship between self efficacy and academic procrastination of the college students. From the correlation coefficients of the study it is observed that there is an inverse relationship between self efficacy and academic procrastination. It is understood from the results that lower the self efficacy of the student’s amounts higher the procrastination tendency. Further the study is also attempted to find out the difference in self efficacy and procrastination on the basis of their course of study. It was found that the self efficacy of the college students differ on the basis of their course of study, but the there was no difference in the procrastination tendency of the students on the basis of their course of study.

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