


Exploring the Relationship between Self-Efficacy and Academic Procrastination: A Study among Psychology Students

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<p>Submitted: 2023-08-30</p> <p>Revised: 2023-10-07</p> <p>Accepted: 2023-12-10</p> <p>Keywords: Student; Self efficacy; academic procrastination</p> <p>Copyright holder: © Putra, N. A., & Soetjningsih, C. H. (2023)</p> <p>This article is under:</p>  <p>How to cite: Putra, N. A., & Soetjningsih, C. H. (2023). Exploring the Relationship between Self-Efficacy and Academic Procrastination: A Study among Psychology Students. <i>Bulletin of Counseling and Psychotherapy</i>, 5(3). https://doi.org/10.51214/00202305621000</p> <p>Published by: Kuras Institute</p> <p>E-ISSN: 2656-1050</p>	<p>ABSTRACT: This research aims to determine the relationship between self-efficacy and academic procrastination in psychology students. The method used is quantitative with a correlational design. 165 students aged 18 to 25 years studying for a bachelor's degree at the Faculty of Psychology at Satya Wacana Christian University were research participants using the Accidental Sampling technique. Research measurements used the General Self-Efficacy Scale (GSES) developed by Schwarzer and Jerusalem and the Academic Procrastination Scale (APS) developed by McCloskey, with data analysis using product moment correlation from Karl Pearson. The research found a negative relationship between self-efficacy and academic procrastination in Satya Wacana Christian University psychology students. This is indicated by a correlation coefficient of -0.147 with a significance value of 0.030 ($p < 0.05$). This means that the higher the level of self-efficacy in students, the lower the level of procrastination in students, and conversely, the lower the level of self-efficacy in students, the higher the academic procrastination behaviour in students. The results of this research can be used as material to make efforts to increase self-efficacy to prevent procrastination behaviour in students.</p>
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INTRODUCTION

Students are academics at a university, and this requires students to be independent in the process of facing new challenges, which, of course, academics must face (Gardner, 2016). The challenges that students must face are academic and non-academic tasks (Mehra et al., 2023). Iskandar et al. (2020) stated that the aim of giving assignments, such as individual assignments, group assignments, and presentations, is to provide guidance in the learning process, especially in doing assignments well, being disciplined in submitting assignments on time, and providing responsibility so that students can divide their time between activities. academic and non-academic. Wahyuningsih & Handoyo (2021) stated that when students fail to manage their time well, they will have the opportunity to waste it, so they are ineffective and inefficient in using their time. This will give students the opportunity to make a delay, especially in the academic field (Nordby et al., 2017).

Based on the results of initial interviews with 12 participants in each class of 2018, 2019, and 2020 who are active students of the Psychology faculty at Satya Wacana Christian University, there were various answers from each student. Each student revealed that he could not manage his time, doing coursework and other activities outside of lectures. Some students submit assignments late, choose to put in little effort in completing assignments, like to procrastinate on assignments, and prefer to avoid difficult assignments. From several statements, students think that belief in ability is

very influential because if an individual has confidence in good ability, they will underestimate easy tasks, so they postpone it because they think it is easy; some think that belief in good ability will also encourage individuals to carry out difficult tasks with ease. Factors that students often experience are usually laziness, which is difficult to change, so procrastination is often (Schraw et al., 2007). The difficulty of assignments is also a factor in procrastination, as for other factors such as being invited by friends to play online games, some work, helping parents at home, hanging out with friends, and so on. Also, participated in official activities such as weddings, deaths, etc (Wong, 2020).

In addition to the identified factors contributing to procrastination among Psychology students at Satya Wacana Christian University, it is essential to recognize the pivotal role of self-efficacy in shaping their behavior towards academic tasks. The concept of self-efficacy, as defined by Bandura (1999), refers to an individual's belief in their own capability to organize and execute the courses of action required to manage prospective situations. In this context, students' self-efficacy beliefs influence their perception of task difficulty and their ability to cope with academic challenges (Bassi et al., 2007). Those with high self-efficacy may be more likely to tackle assignments promptly, while those with lower self-efficacy might succumb to procrastination, viewing tasks as insurmountable (Rahimi & Hall, 2021). Understanding the interplay between self-efficacy and procrastination is crucial for developing effective interventions that address not only time management but also students' confidence in their academic abilities. This insight can inform strategies aimed at fostering a positive mindset and enhancing self-efficacy to promote timely and efficient completion of academic tasks.

Rationale of Study

McCloskey (2011) states that academic procrastination is the tendency to procrastinate activities related to learning in an academic environment. Fajarwati (2015) states that procrastination is a chronic problem of postponing important and timed tasks until the specified time is up. According to McCloskey (2011), the things that influence procrastination are psychological beliefs about abilities, social factors, time management, personal initiative, self-control or attention disorders and laziness. If procrastination behaviour is allowed, this will have a negative impact on students who engage in procrastination behaviour, especially in the academic field, as it will affect the quality of performance, discipline, and individual responsibility will be hampered if they do not immediately find a solution to handle this behaviour (Grund & Fries, 2018).

In research conducted by Suhadianto & Pratitis (2019), out of 500 university students in Surabaya, it was found that 73% of students postponed the task of preparing papers, 76.8% of students postponed the task of reading books or from other sources, 56.8% of students delaying or being late for class, 54.4% delayed completing administration, while 61.8% of students delayed studying. Previous research found that almost some students procrastinate or procrastinate academically. Supriyantini & Nufus (2018) stated that in their research, one aspect of students that influences them to experience procrastination tendencies is self-efficacy. Therefore, as students, we are expected to have good self-efficacy to avoid or reduce procrastination behaviour, especially in the academic field.

Bandura (1999) defines self-efficacy as a person's belief in their abilities. If someone is not confident in their ability to achieve success in certain things, then they will not get the results they want to achieve; in other words, someone who has self-efficacy believes that they have the ability to control themselves in dealing with each particular situation. Bandura (1999) revealed that individuals who have low self-efficacy will tend to avoid difficult tasks which they perceive as a threat. On the other hand, individuals who have high self-efficacy will approach difficult tasks as challenges to be mastered so that individuals who have high self-efficacy consider difficult tasks not to be a threat that needs to be avoided. As for other things that support that self-efficacy plays a role in causing

academic procrastination, according to [AlQudah et al. \(2014\)](#), in their research results, one of the causes of academic procrastination is the low level of self-efficacy possessed by individuals. Therefore, as a student, self-efficacy is really needed in carrying out assignments given by lecturers, both easy and difficult.

Based on the results of previous research conducted by [Fadila & Khoirunnisa \(2021\)](#), a significant negative relationship exists between self-efficacy and academic procrastination. Other results from research by [AlQudah et al. \(2014\)](#) found a negative relationship between self-efficacy and academic procrastination. This means that if students have a high level of self-efficacy, procrastination behaviour will decrease and vice versa. However, [Zusya & Akmal \(2016\)](#) found different research results; based on correlation tests, it was found that there was no significant relationship between self-efficacy and academic procrastination in students. Likewise, research results from [Fajarwati \(2015\)](#) showed no significant relationship between self-efficacy and academic procrastination among students.

Objective

This research endeavours to empirically investigate and delineate the intricate relationship between self-efficacy and academic procrastination among students in the Satya Wacana Christian University psychology faculty. The primary objective is to scrutinize and discern the nuanced dynamics that govern the interplay between students' perceived self-efficacy, which encompasses their beliefs in their capabilities to navigate academic challenges, and the manifestation of procrastinatory behaviour in the context of their academic pursuits. By delving into the multifaceted dimensions of self-efficacy, the study aims to provide a comprehensive understanding of how students' confidence in their academic abilities influences their propensity to procrastinate, examining both individual and contextual factors that may contribute to the phenomenon.

METHODS

Design

This research adopts a quantitative research approach, specifically employing a correlation design, to systematically investigate and discern the intricate relationship between self-efficacy and academic procrastination among students enrolled in the Psychology faculty at Satya Wacana Christian University. The quantitative methodology allows for the collection and analysis of numerical data, facilitating a rigorous examination of the extent and nature of the correlation between self-efficacy levels and the prevalence of academic procrastination within the specified academic context. The utilization of a correlation design is particularly apt for exploring the degree to which variations in self-efficacy scores correspond to variations in academic procrastination tendencies.

Participants and Procedure

The participants in this research comprised students from the Faculty of Psychology at Satya Wacana Christian University, spanning the classes of 2018 to 2020, amounting to a total of 845 students. However, for the purpose of this study, 165 students were selected by the researchers based on specific research criteria. The participants were chosen using an accidental sampling technique, as described by [Azwar \(2012\)](#). Accidental sampling, also known as incidental sampling, is a technique where participants are selected based on their availability and suitability as data sources. This method allows researchers to gather a representative sample from the larger population of students within the specified classes and academic years, ensuring a focused and relevant cohort for the investigation.

Instruments

Self-Efficacy

This research uses two psychological scales: the General Self-Efficacy Scale (GSES) and the Academic Procrastination Scale (APS). Self-efficacy was measured using the General Self Efficacy Scale (GSES) developed by [Schwarzer & Jerusalem \(1995\)](#) and adapted into Indonesian by [Novrianto et al. \(2019\)](#) with reference to 3 dimensions according to [Bandura \(1999\)](#), namely Magnitude or level, Generality, and Strength. On the General Self-Efficacy Scale, there are 10 items. There is 1 form of statement, namely favourable, which means agree. For the favourable item score, there are five alternative answers, namely Very Suitable (SS) with a value of 5, Suitable (S) with a value of 4, Neutral (N) 3, Not Suitable (TS) 2, and Very Unsuitable (STS) 1. The results obtained from calculations on the self-efficacy scale consisted of 10 items, all declared to have passed. Item selection values range from 0.507-0.731, with a Cronbach's Alpha value of 0.897. These results indicate that the self-efficacy scale is classified as very reliable.

Academic Procrastination

Academic procrastination was measured using the Academic Procrastination Scale (APS) created by [McCloskey \(2011\)](#); this scale refers to 6 characteristics, namely: Psychological beliefs about abilities, attention disorders, social delay factors, time management skills, personal initiative and laziness. The academic procrastination scale has 25 items arranged with favourable and unfavourable statements. The calculation and testing of the procrastination scale consisted of 25 items; 3 items failed, including items number 3, 11, and 25 and the remaining 22 items passed. Item selection values range from 0.274-0.704, with a Cronbach's Alpha value of 0.867. The results show that the academic procrastination scale is classified as very reliable.

Data Analysis

Before carrying out the correlation test in this research, normality and linearity tests were first carried out. The normality test used the Kolmogorov-Smirnov test with a significance value for the self-efficacy variable of 0.390 ($p > 0.05$), then the academic procrastination variable obtained a significance value of 0.869 ($p > 0.05$). That way, it can be said that both variables are normally distributed. Next, a linearity test was carried out by obtaining a significant deviation value from linearity of 0.697 ($p > 0.05$), which shows that the variables self-efficacy and academic procrastination have a linear relationship. Then, a correlation test was carried out using Karl Pearson's Product Moment Correlation technique. Data were analyzed using the IBM SPSS Statistics 21 for Windows program.

RESULTS AND DISCUSSION

Results

The correlation test calculations in Table 2 show that the Pearson correlation value is -0.147 with sig. = 0.030 ($p < 0.05$) see table 1. This shows a significant negative relationship between self-efficacy and academic procrastination in students. This means that the hypothesis in the research is accepted; namely, a negative relationship exists between self-efficacy and academic procrastination in students at the Faculty of Psychology, Satya Wacana Christian University. This shows that students' self-efficacy is at a high level, while procrastination is at a moderate level. This means that when students have high self-efficacy, procrastination behaviour among students will decrease; conversely, if students' self-efficacy is low, procrastination behaviour will tend to increase. The results of this

Table 1. Correlation Test between Self-Efficacy and Academic Procrastination

		Self-Efficacy	Academic Procrastination
Self-Efficacy	r	1	-,147
	p		0,030
	N	165	165
Academic Procrastination	r	-,147	1
	p	0,030	
	N	165	165

research are supported by several studies, such as those conducted by [Damri & Anwar \(2017\)](#), that analytically show a negative correlation between self-efficacy and academic procrastination.

In this quantitative research, researchers contributed by proving a relationship between self-efficacy and academic procrastination in students at the Faculty of Psychology, Satya Wacana Christian University. Both variables influence each other; by conducting this research, it was also found that many students often procrastinate and require treatment to increase self-efficacy in students. These results can be of special attention to improve the quality of education at Satya Wacana Christian University. This research also shows that the average results of participants with self-efficacy and academic procrastination among students are in the medium category. In the self-efficacy variable, the most participants among students were in the medium category, with 57 participants, with 34.54%, while the procrastination variable was in the medium category, with 60 participants, with 36.37%.

The contribution made by the independent variable self-efficacy to the dependent variable procrastination is 2.16%, meaning that self-efficacy is not a strong factor in contributing to academic procrastination in students; in other words, there are still many factors other than self-efficacy that can influence behaviour. procrastination in students.

Discussion

Academic procrastination can be understood as a delay in carrying out assignments carried out by students. According to research by [Brando-Garrido et al. \(2020\)](#), academic procrastination occurs when students want to achieve a goal but are hampered by certain factors. Students tend to choose to do fun things rather than doing assignments. Academic procrastination is caused by fear of failure and the behaviour of delaying work and choosing to do other, more enjoyable things ([Kaur & Kaur, 2019](#)). Procrastination behaviour is influenced by internal factors, including things from within the individual, such as self-confidence, motivation, self-regulation, self-awareness, and self-efficacy ([Ugwuanyi et al., 2020](#)).

Meanwhile, external factors include things outside the individual, such as environmental conditions, place of study, parenting patterns, etc. The analysis results show that academic procrastination among psychology students at Satya Wacana Christian University is in the moderate category at 36.37%. The level of procrastination experienced by students tends to be high because students feel they are not under the supervision of lecturers ([Handoyo et al., 2020](#)).

Research conducted by [Liu et al. \(2020\)](#) shows that self-efficacy and academic procrastination have a reciprocal relationship. This is because students' self-efficacy has a high value. This means that self-efficacy can help students self-evaluate their competence or abilities in carrying out a task. Self-efficacy can also play a role in reducing fear of failure, assisting in problem-solving, and increasing thinking abilities. This is supported by the opinion of [Bandura \(1999\)](#) that the higher self-efficacy, the better performance will be achieved because strong motivation appears in students, clear goals, and positive emotions arise in students. Self-efficacy refers to students' beliefs about their ability to organize actions to achieve results ([Zimmerman, 2000](#)). Self-efficacy can be understood as a self-

assessment related to a person's competence or achievement in carrying out a task (Alishah & Dolmaci, 2013). When carrying out assignments, students often engage in procrastination (Ackerman & Gross, 2016).

Based on the results of the categorization analysis regarding self-efficacy, most respondents were in the medium category at 34.54%. Self-efficacy plays an important role in the learning process, and students will be able to utilize their potential if they have high self-efficacy. Students' self-confidence also influences this; individuals who are confident in their abilities tend to have greater motivation to carry out work appropriately and purposefully (Oktariani, 2018).

In light of the existing literature and the specific findings from the analysis of academic procrastination among psychology students at Satya Wacana Christian University, it becomes evident that addressing procrastination requires a multifaceted approach. The moderate level of academic procrastination reported in this study underscores the need for targeted interventions that consider both internal and external factors influencing students' behavior. The interplay of self-efficacy, as discussed by Bandura (1999) and supported by Liu et al. (2020), highlights the pivotal role of students' beliefs in their abilities. By fostering higher levels of self-efficacy through tailored interventions, such as self-assessment programs, motivational workshops, and mentorship initiatives, educational institutions can potentially mitigate the fear of failure and enhance students' problem-solving abilities (Dunning et al., 2004). Furthermore, recognizing the influence of external factors, including the absence of direct supervision by lecturers, suggests the importance of creating supportive learning environments and implementing strategies to enhance students' self-regulation skills. Integrating these insights into proactive measures can contribute to a more positive and productive academic experience, ultimately assisting students in overcoming procrastination tendencies.

Implications

The implications of this research are significant for both academic and practical considerations. The identified negative relationship between self-efficacy and academic procrastination among psychology students at Satya Wacana Christian University underscores the importance of fostering and enhancing students' self-efficacy beliefs to mitigate procrastination tendencies. Recognizing that higher levels of self-efficacy are associated with lower academic procrastination, educational institutions can implement targeted interventions and support mechanisms to bolster students' confidence in their academic abilities. Strategies such as mentorship programs, self-efficacy workshops, and personalized counseling can be employed to empower students to manage their tasks more efficiently. Additionally, educators can integrate elements that promote self-efficacy within the curriculum, ultimately contributing to a positive academic environment. By understanding and addressing the link between self-efficacy and procrastination, educational institutions can cultivate proactive and disciplined academic behaviour among students, fostering a conducive learning atmosphere.

Limitations

This research has many areas for improvement due to the author's limitations. These weaknesses are as follows: First, the number of respondents from the 2019 and 2020 classes still needs to be bigger, making it difficult to describe the actual situation. Second, collecting data through questionnaires on Google Forms sometimes needs to show the respondents' true opinions.

CONCLUSION

Based on the research data analysis that has been carried out, there is a negative relationship between self-efficacy and academic procrastination in Psychology students at Satya Wacana Christian University. It can be seen that the higher the level of self-efficacy in students, the lower the

procrastination behaviour in students will decrease, and vice versa; the lower the self-efficacy in students, the higher the academic procrastination behaviour in students. Thus, the hypothesis in this study is accepted.

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