

SELF-EFFICACY AS A MODULATOR FOR ACADEMIC PROCRASTINATION AND ACADEMIC PERFORMANCE



ABSTRACT

Academic performance has always served as a yardstick to measure the student's learning at the end of an academic year. In this cutthroat, dynamic world students are disposed to innumerable distractions. These distractions result in Academic Procrastination, where a student frequently procrastinates till the moment. Inculcating good habits by building up self-efficacy in the learner becomes a matter of prime concern for the stakeholders of learning This paper elaborates on the influence of academic procrastination on the academic performance of the learners, the measures to curb academic procrastination, the association between academic procrastination and self-efficacy, and the ways to build self-efficacy from the perspective of all the stakeholders of learning: institutional, behavioral and social, academic procrastination.

Keywords: *Academic procrastination, Self-efficacy, Academic performance, Relation*

Introduction

Academic performance, which is determined by continuous assessment or cumulative (CGPA), is how well a student, instructor, or institution has completed their short- or long-term educational objectives. Academic performance is afflicted due to a variety of variables, such as self-efficacy, academic procrastination, socioeconomic situation, student nature and drive, batch-mate pressure, and parental assistance. It includes academic success, achieving learning goals, acquiring desired skills and competencies, satisfaction, perseverance, and performance after college (Masud et al., 2019). Studies have shown socioeconomic characteristics, and student characteristics including temperament, motivation, resilience, and peer and parental assistance have a bearing on academic performance in students. (Masud et al., 2019).

Background

It was reported that Different elements, including learning styles, gender, and race, have an impact on student's academic performance (Shahzadi and Ahmad, 2011). A study was conducted to explore the psychological, cognitive, and demographic factors that influence first-year Australian university students' academic achievement (Mckenzie and Schweitzer 2001). One of the prime factors that affect the academic performance and retention rate among students is academic procrastination

Academic procrastination affects students' academic performance and motivation. Students who delay academic tasks are said to engage in procrastinating academically. It can be understood as a propensity for students to put off completing academic assignments out of a lack of drive, low academic self-efficacy, the concern of failing, and erroneous time requirements or availability assumptions. It has been demonstrated that procrastination occurs frequently in academic contexts, particularly among college students. According to estimates, between 50% and 95% of students to go to college, regularly put off doing their work (Steel and Ferrari, 2013). This has a considerable adverse result on the student's academic performance.

Significance of the study

Academic procrastination has been perceived to have a dual nature. Active procrastination entails purposefully delaying choices or activities to utilize the approaching deadline as inspiration to finish work. This kind of procrastination is sometimes linked to advantageous

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consequences, including increased academic performance. Passive Procrastination entails delaying choices or actions as a result of being unable to complete tasks promptly. This is related to several detrimental effects, including decreased performance and incremental pressure. Hence Academic procrastination, whether active or positive, can vividly influence the academic performance of the students, thereby hampering it. To reduce 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. Since it was noticed that students possessing a high perception of self-efficacy exhibit higher Academic performance and help in reducing academic procrastination.

Objectives of the study

1. To study the effect of academic procrastination on academic performance.
2. To study the effect of self-efficacy on academic procrastination.
3. To study the effect of self-efficacy on academic performance.

Hypothesis

H1 Is there any effect of Academic Procrastination on the Academic Performance of the students?

H2 Is there any effect of Self-efficacy on the Academic Procrastination of the students?

H3 Is there any effect of Self-efficacy on the Academic Performance of the students?

Methodology

Since the investigator had chosen to study self-efficacy as a modulator for academic procrastination and academic performance. Therefore the investigator has employed the philosophical method and collected data from primary and secondary sources. Scrutiny of the data was done to arrive at the outcome. The qualitative technique of content analysis was used in the study. Finally, the researcher maintained a logical sequence to report the results so that an appropriate conclusion was reached.

Reasons to Procrastinate Academically



Studies conducted on Academic Procrastination have showcased that building Self-Efficacy has served as a critical factor for curbing a propensity for procrastination Academically. Procrastination has regularly been proven to be strongly and negatively connected with self-efficacy under a variety of categories of procrastination (Wolters and Corkin, 2012). Lowman (1993) believes Procrastination and other elements like self-efficacy, hostility, neuroticism, and conflict are related. People who procrastinate a lot could feel more tension which results in a lack of self-control and disbelief in their abilities (Balkis and Dura, 2007). Another study revealed that procrastination is negatively impacted by perceived self-efficacy beliefs, as a result, people with strong academic self-efficacy will rarely postpone(Skay, Haycock, and MCarthy,1998). Kuzucu and Klassen (2008), noted that a connection exists between academic procrastination and academic self-efficacy. Among the adolescent students of Turkey, they emphasized that self-efficacy is a powerful indicator of academic procrastination. From the above studies, we can say that self-efficacy plays a crucial part in decreasing the tendency among students to procrastinate academically.

Self-efficacy is the strong belief that one can accomplish in a given circumstance. It is important as it affects how one feels about themselves and their quality to accomplish their life goals. The idea of self-efficacy alludes to an individual's views about their capability to learn or accomplish a task, as well as their capacity to perceive and

put into practice the action steps necessary to achieve the desired goal (Zimmerman and Kitsantas, 2009). Additionally, it relates to the estimation of a person's capability for achievement (Bandura, 2006). It also results in long-term success and amplified personal well-being (Baron, 2005). When pupils examine data from four primary roots: such as mastery experience, vicarious experience of witnessing others, social persuasions that pupils acquire from others, and emotional and psychological states, they build self-efficacy beliefs. (Bandura, 1977). Encouragement and disapproval regarding a person's performance or quality to execute have an impact on self-efficacy (Redmond, 2010).

Self-efficacy as a Cure to Academic Procrastination and Enhance Academic Performance

Academic performance is the benchmark to measure an individual's endeavor and success in the Educational field. Excellent Academic performance serves as a motivator in a student's progress and growth but was observed that in the present era, most pupils are unnecessarily postponing or delaying academic tasks till the end moment, which can result in worse negative outcomes e.g; increased academic dishonesty, work of lower quality, bad grades, increased course failures, bad exam scores, and a likelihood of dropping out.

Keeping in view the findings of researchers on academic procrastination, this particular concept has been divided dealt in from three perspectives: Behavioral procrastination, Institutional Procrastination, and Social procrastination. Behavioral procrastination is an act of holding off in academics by learners, caused by depression, obsessive-compulsive disorder, lack of attention, passivity, self-regulation failure, and task aversion. Institutional Procrastination appears when students unnecessarily stop academic tasks due to the concern of failure, anxiety, academic workload and unprofessional attitude of teachers, and lack of learning skills. Social procrastination is putting off an academic task repeatedly as a result of a dysfunctional family, unfavorable environment, and high expectant outcomes, and peer pressure, ineffective and hyperactive communication.

Self-efficacy is the reliance on one's capability to plan and execute the actions necessary to handle potential

scenarios. Everything from psychological states and behavior to motivation can be affected by self-efficacy. It significantly affects how objectives, jobs, and obstacles are tackled. Students possessing high self-efficacy commit more to their hobbies and extracurricular activities and have control over the tasks they choose to do, and their level of perseverance while doing them. It is connected to many advantages in daily life, including resilience to adversity and stress as it enables a person to shift his viewpoint on difficult situations, and can serve as the basis for motivation, well-being, and personal accomplishment. Students having higher self-efficacy may perform better academically, be more organized, and have more motivation for learning. A learner possessing higher self-efficacy will set goals for themselves and use strategies to help them achieve those targets. The choices a student makes and what they believe is doable are attributed to their level of self-efficacy. Researchers demonstrated that self-efficacy affects physical and mental health, career and work happiness, family relationships, learning, and achievement. Improvements in collective resilience and capability can result from interventions to boost self-efficacy in particular groups. This can enhance inter-group connections and bring about beneficial social change within communities. Therefore, the methods for enhancing from the institutional, behavioral, and social perspectives are listed below,

Institutional Perspective

- Teachers should acknowledge and identify the student's achievement wholeheartedly.
- Teachers should offer ample opportunities to the students to take part in the process of making classroom decisions.
- Teachers should use the transformational education model as it will improve students' self-efficacy.

Behavioral Perspective

- Students should self-motivate themselves despite facing challenges in performing a task.
- Students should prepare themselves before for examination instead of waiting until the last moment.
- When under pressure of study tasks a student should divide their tasks into minor parts to complete them

one at a time instead of giving up.

- A student should never feel over-confident regarding any task assigned and decide on not to do it.

Social perspective

- Parents should never pressurize their children to achieve more while comparing them with others.
- Parents should not quarrel with their children as it will negatively impact the child's personality development.
- A student should never feel depressed by the judgmental remarks of the neighborhood and relatives

Findings and Conclusion

The study concluded that self-efficacy is directly proportional to academic performance and oppositely proportional to Academic procrastination. In other words, with higher self-efficacy academic performance will be higher and academic procrastination will be lower.

Success in learning institutions is determined by academic achievement but it was been noticed that students encounter more pressure and challenges, which gives rise to Academic Procrastination. This further resulted in stress, worse grades, academic misconduct, likelihood to drop out, and poor mental health, and therefore negatively contributes to academic performance. To reduce the tendency of procrastination in the students, self-efficacy plays an important role to curb this menace as it helps the student to develop a positive outlook towards life and the challenges posed, ignites motivation, self-belief, and confidence. The present study thus highlighted the importance of self-efficacy and the methods to improve it. As Self- efficacy and Academic Performance are positively correlated with each other, students possessing a high belief in self-efficacy can improve their academic performance and lower the propensity to put off things academically.

Educational implications

The findings focused on the importance of higher self-efficacy, therefore, the stakeholders of education should focus on the methods to improve self-efficacy by providing orientation programs, and workshops and keeping a check on daily classroom behavior. Apart from that teachers should praise and acknowledge the accomplishments of the students. He or she should create realistic expectations and

encourage the pupil to yield control of their own learning. By providing them

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with opportunities for decision-making in case of assignments or classroom rules. The teacher should not compare the students with one another rather he should accept them as everyone has their sets of unique strengths, talents, and needs.

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