Impact of Procrastination and Academic Motivation on Academic Self-Efficacy among University Students

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Abstract:-The aim of the present study was to explore predictability of Academic Procrastination and Motivation with Academic Self-Efficacy among University Students. The data on Demographic Characteristics, Procrastination, Self-Efficacy and Achievement Motivation was collected through self-report questionnaires from a sample of 250 (150 Females and 100 Males) students majoring in B. S (Hons.) and M. Sc programs of University of Gujrat, Gujrat. The sample was selected via Stratified Proportion Sampling Technique. Data was collected by using the Academic Motivation Scale (AMS-C 28;Vallerand, Blais, Brière, & Pelletier, 1989) [1], Academic Self-Efficacy (Zajacev, Lynch, &Espenshade, 2005)[2], and Procrastination Assessment Scale-Students (PASS; Solomon&Rothblum, 1984)[3]. Results of multilevel regression analysis found that significant predictors of academic self-efficacy are intrinsic motivation and procrastination. The findings implied that training workshops are required to make the students and faculty aware of the importance of the deadlines and time constraints in submission of assignments and projects, thus, affecting the academic performance of the pupils for their enhanced learning.

Keywords:-Achievement Motivation, Academic Self-Efficacy, Academic Procrastination, University Students, Educational Workshops

I. INTRODUCTION

This study is based on the investigation of the Impact of Procrastination and Motivation on Academic Self-Efficacy among University Students. Previous studies have checked the effect and relationship of motivation, self-efficacy, and procrastination with academic performance. But this research has focused on the predictive relationship of academic motivation and procrastination with the self-efficacy that is how motivation whether it’s intrinsic, extrinsic or amotivation and procrastination affected the confidence of students. The word procrastination originates from the Latin verb procrastinare, meaning to put off or postpone until another day [4]. Procrastination is a fundamental form of self-regulatory failure that is not completely understood. It is estimated that 80% to 95% of college students are involved in procrastination [5]. Procrastination is described as postponing anything which is essential for reaching some set goals [6]. The point is that non-procrastinators are better than procrastinators because the students who procrastinate get poorer scores; possibly it’s due to miscalculation of time that is required in performing the tasks [7]. Procrastination significantly means waste of time, if any work is supposed to be performed [8]. Students easily diverted their behaviors e.g., social activities, when they procrastinate [9].

Academic procrastination is defined as “Intentionally delaying or deferring work that must be completed” (p. 12)[10]. It is essentially the reverse of motivation which means absence of objective or will to take action [11]. Research has shown that procrastination badly influences educational progress because it restricts both the excellence and capacity of the students’ work.

Since the aim of all academic institutions is to teach and train talented peoples who have anticipated ability to excel in their career later on, the effective criteria of measuring individual ability and to check the achievements are academic performance. Motivated individual means a person is motivated to do something. Motivation is very essential for the learning of the students [12], but at any stage presence of less motivation is a common problem for the students. People are characterized unmotivated who have no energy and motivation; on the other hand, energized or motivated people are considered motivated. Motivation concerned with drive, mode and persistent. Motivation is significant element for achievement and learning from infancy through puberty [13, 14]. Research has exposed that motivation is connected to numerous consequences such as interest, determination, knowledge and enactment [15].

There are three major types of the motivation known as Intrinsic, Extrinsic, and Amotivation. Each of motivation contributes in one way or another in the education, personal experience and performance of the students. The utmost discrepancy is among intrinsic motivation, extrinsic motivation. Intrinsic Motivation means

DOI: 10.9790/0837-2106040713  www.iosrjournals.org 7 | Page
person is doing an action forinatepleasures rather than for some distinguishableconsequence. Those persons who are intrinsically motivateddoingeverything for fun or challenge not for externalurges, burdens, andprizes [11]. Numerous researchers exposed that intrinsic motivation enhanced bypositive performance feedback [16, 17], whileits diminished level adversely affect theperformance response [18]. Extrinsic motivation is opposite to intrinsic motivation. It states that performing an action just for the pleasure of activity itself, not for its influential value. Yet, differently the perception of mostly person is that behavior which is extrinsically motivated is non-autonomous. For example, a student who studied because he or she fears that the parents might punish for not doing do, is extrinsically motivated because he is doing the work in order to attain the separable outcome of avoiding sanctions. Similarly, a student who did the work because she or he personally believes it is valuable for the chosen career is also extrinsically motivated because of the instrumental value rather than because she finds it interesting. Above two instances contain instrumentalities. However, the latter situation contains personal validation; feeling of choice, while previous included simple obedience through an external control. Amotivated individuals don't perceived likelihoods among consequences and their own activities. They are not intrinsically as well as extrinsically motivated. Individual who is amotivated face incompetency feeling of uncontrollability; they see behaviors affected by a force that is out of control. They ask there selves why they need to go to school and feel useless/ undedeceived. Ultimately they don't participate in school activity [11, 15].

The concept of self-efficacy originates from Bandura’s (1977) [19] social learning theory. Different researches on Bandura’s theory in 1995 [20] shows self-efficacy create a discrepancy in what way people behave, sense, reason, and stimulate themselves. Self-efficacy impacted onindividual choices and actions. It can rise or fallinspiration. Those individuals who are highly efficacies move toward hardchores as dares and neednot to try to avoid these tasks. “People’s self-efficacy beliefs determine their level of motivation, as reflected in how much effort they will exert in an endeavor and how long they will persevere in the face of obstacles” (Bandura, 1989, p. 1176)[21]. A person with greater sense of efficacy conceive achievements that deliversupports or optimistic guides for better performance. “Expectations of personal efficacy are derived from four key sources of information: performance accomplishments, vicarious experience, verbal persuasion and physiological cues” (p. 191) [19]. To judge self-efficacy level of person’s use this information. Fourpioneers of self-efficacy are given below

1) Performance Accomplishment means successfulness at the tasks. For instance, a person self-efficacy increased, when he/she is successful at a task repeatedly. But, self-efficacy sense is declined, if person is fail again and again. When a person success continuously, anenthusiastic feeling rise; then he/she is less upset by slight obstacles.

2) Vicarious Experiences occur when one person watches other person to do a chore and they feel confident that he/she has a capability to perform this task fruitfully with positive consequences. It’s true if the viewer thinks that he/she has the similar capabilities.

3) Verbal Persuasion referred to convince another person that he is capable of being successful. People can satisfy/persuade other persons that they also be successful in this task.

4) Physiological Cues like physical response for it.

Bandura has described that self-efficacy was constructed as multi-dimensional which has impact on person’s performance indirectly or directly. It has been found to be affected by other factors like self-motivation, emotions, and regulation. Numerous researchers had seen its play a vital role in affecting individual choice of task, its effort, perseverance, flexibility, and success of persons. The self-efficacy level of every individual was not same. It depended on the task nature and situation in which this task was performed and it served as a sole reason behind the extensive study of application of self-efficacy in different settings like clinic, education, health, and sports. The efficacy relevant to educational setting is called academic self-efficacy, an assessment of individual capabilities, or his success in academic setting which is the main focus of the present study. The students whose academic self-efficacy level was high have better feeling, their behavior was good, and they think positively; they are motivated and perform well in any situation; continually strive when face difficulties until they got the solution; they believe that they manage in failure situation and know how to overcome from trouble situations; they are not frightened from challenges even feel proud that they take a chance to learn from new situation. Therefore, these Features permit them to be fruitful in their academic success. On the other hand, those students whose self-efficacy have low they are not interested in doing any kind of task, they are frightened from any situation, they are not giving attention and escape from goal oriented tasks, and they immediately perceive that they have no ability to perform any task. Thus, these researchers identified that self-efficacy beliefs affect choice of task, person goal, determination, willpower, flexibility, and achievement [19, 23, 24].

Ayub (2010) [25] investigates a study to explore “relationship between intrinsic and extrinsic motivation on academic performance”. From Karachi University 200 students were selected as a sample. Age range of student is from 18-21. Results show that IN, EX motivation and academic performance were related positively (r=.563; n=200; sig=.000). Yusuf (2011) [26] investigates the “impact of self-efficacy, achievement motivation, and learning strategies on students’ academic achievement”. Undergraduate students were selected

DOI: 10.9790/0837-2106040713 www.iosrjournals.org
for study. Results of the study indicate the effect of these three variables on academic achievement. Analysis shows that Self-efficacy beliefs significantly improved student learning achievement. AlQudah, Alsubhien, and AL Heilat, (2014) [27] explored that there was negative correlation among academic procrastination and self-efficacy. This shows that when student academic procrastination level increase, self-efficacy level decrease or vice versa. Amrai, Motlagh, Zalani and Parhon (2011)[28] explore “the correlation between academic motivation and academic achievement among Tehran University students”. The method used in this study was cross-sectional, 252 Tehran University students fill the academic motivation questionnaire. Correlation results indicate positive association amongst Academic Motivation and Academic Achievement. Therefore, based on the literature review cited above, the following hypothesis was devised and tested by Statistical analysis.

1.1. Hypothesis of the Study

“Achievement Motivation, Academic Procrastination will be meaningful predicators of students’ Self-efficacy n university”.

This hypothesis is graphically depicted as below

![Diagram showing the relationship of Intrinsic, Extrinsic, Amotivation and Procrastination with Self-Efficacy.](image)

Figure 1. Relationship of Intrinsic, Extrinsic, Amotivation and Procrastination with Self-Efficacy.

Figure 1 shows the basic conceptual model of present research and show how these variables are linked with each other, and also give a general idea of the entire research by highlighting idea that come forward from review of literature. The model in figure depicts how these concepts are interrelated and explain the link amongst academic motivation, procrastination and academic self-efficacy. These structures of model are used as tools for analyzing research objectives. It focuses on to what extend the motivation and procrastination affect self-efficacy.

In this study academic motivation was measured o Academic Motivation Scale in the term of score of respondents on AMS-C. High score show high sense of motivation and low score show the low motivation [1]. High scores on PASS show high sense of Procrastination and low score show the low Procrastination [3]. In Self-Efficacy Inventory, high scores on academic self-efficacy show high sense of Self-efficacy and vice versa

1.1. Significance of the Study

Many studies have examined the impact of procrastination and motivation on academic self-efficacy among college and university students in overseas and Asian countries. But fewer studies have investigated the impact on socio-cognitive factors (academic self-efficacy and academic motivation). Concerning the above-mentioned studies, the aim of the study is to determine the relationship between academic motivation, and academic procrastination with academic self-efficacy by examining the prediction of each variable with academic self-efficacy. Subsequently there is a lack of empirical studies of this kind in Gujrat. The results and implications would be helpful for higher learning institution practitioners, and for the academic students. Lastly, the consequences of this study would give directions for realistic intervention that could be fruitful to both the faculty and the students of the University of Gujrat.

II. METHOD

1.2. Research Design

Cross sectional survey research design was used to observe the association between procrastination, motivation and self-efficacy as the study variables.
1.3. Sample
The sample consisted of 250 B. S (Hons.) (3rd & 7th semester) and M. Sc. (3rd semester) students. Out of 250, there were 100 male and 150 females. The participants were enrolled in different departments of university of Gujrat. Stratified Proportionate Sampling was used to take participants from higher learning institution. Strata were made to recruit the departments from the selected faculties. Concerning departmental structure of the sample, the students were selected randomly from different departments. The demographic characteristics of the sample are given in the table 1.

1.4. Instruments
Academic Procrastination (PASS), Academic Self-Efficacy (ASES), and Academic Motivation Scale (AMS), English Versions were used in the present study. Demographic information about students’ age (years), gender (Male/Female), semester (BS, MSc), departments (Sociology, Chemistry, Botany, Economics), father’s occupation (government job, private job, others), mother occupation (government job, private job, others), family system (nuclear/joint) was taken separately from the scales. PASS is broadly used to explore procrastination on academically related task. This scale was developed by Solomon and Rothblum, 1984 [3]. This scale has 44 items with 0.78 to 0.86 [29]. Academic Self-Efficacy Scale consisted of 27 items. This scale was developed by Zajacova, Lynch and Espenshade (2005) [2]. The reliability of this scale is ranged from 0.72 to 0.90. AMS measured individual differences in Intrinsic, Extrinsic and Amotivation. It is a likert-type scale with 5-point response categories. It consists of 28 items. The AMS found highly reliable, with an average the value of α is (0.63 to 0.86) to measure the student’s motivation quality [3].

1.5. Procedure
Before collecting the data permission would be taken from the registrar and the heads of the departments. The permission was taken from the student as well to participate in the study. Instructions were given to the participant to fill the questionnaire. Before responding to each statement, all participants were asked to read the instructions carefully. Overall respondent was taken 25-30 minutes to fill the questionnaire. Participants were contacted and briefed about the purpose of the research. Consent was obtained regarding the participant’s willingness to participate in the research.

1.6. Ethical Consideration
Permission was taken from the authors through email before using the tests. Data was collected from student of university of Gujrat by taking permission from each head of department and each class teacher to collect data from the respective participants.

III. RESULTS AND DISCUSSION
This study was conducted to observe the association between academic procrastination, motivation and academic self-efficacy. Statistical Package for Social Sciences (SPSS 21 version) was used for analyzing data. A total of 250 students were taken from different departments for this research. Analysis also included the psychometric analysis of the questionnaires. Multiple linear regression analysis was applied for testing the prediction among variables.

Table 4.1. Psychometrics properties of major constructs of the study variables.

<table>
<thead>
<tr>
<th>Variables</th>
<th>No. of items</th>
<th>M</th>
<th>S.D</th>
<th>α</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrinsic</td>
<td>12</td>
<td>42.64</td>
<td>7.39</td>
<td>.81</td>
</tr>
<tr>
<td>Extrinsic</td>
<td>12</td>
<td>45.75</td>
<td>8.51</td>
<td>.86</td>
</tr>
<tr>
<td>Amotivation</td>
<td>4</td>
<td>10.57</td>
<td>3.27</td>
<td>.54</td>
</tr>
<tr>
<td>Academic self-efficacy</td>
<td>27</td>
<td>94.31</td>
<td>14.94</td>
<td>.89</td>
</tr>
<tr>
<td>PASS</td>
<td>44</td>
<td>131.30</td>
<td>19.31</td>
<td>.86</td>
</tr>
</tbody>
</table>

Table 4.1. shows that the value of Academic Motivation Scale (AMS) on Cronbach Alpha which is highly reliable, the value of intrinsic and extrinsic motivation is also highly reliable, but the value of Amotivation is less reliable. The value of academic self-efficacy scale and procrastination assessment scale is highly reliable on Cronbach Alpha.

Table 4.2. Frequencies and percentages of demographic variables (n=250)

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
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</tbody>
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DOI: 10.9790/0837-2106040713
www.iosrjournals.org
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Table 4.2: shows the frequencies and percentages of age, i.e. in age category, majority of students were in 19-21 (n=170, 68%) and less fall in 22-24 (n=80, 32%). In gender majority were female (n=150, 60%) and second category was of male (n=100, 40%). In semester, first majority category (n=133, 53%) were from M. Sc, second category (n= 117, 47%) were from B. S (Hons.). With regard of departments majority of respondents (n=63, 25%) were from sociology and chemistry departments, second major category (n=62, 25%) were from economics and botany departments. Majority of the respondents father occupation was in government job (n=104, 41%) and mostly were doing private job (n=97, 39%), and some of the person were in other occupations (abroad, retired) (n=49, 20%). Majority of the respondents mothers’ occupation was in other category (housewives) (n=211, 84%) and mostly were doing government job (n=35, 14%), and some of them were doing private job (n=4, 2%). In family system, majority of respondents (n=157, 63%) belonged to nuclear family system and (n=93, 37%) belonged to joint family system.

Table 4.3: Multiple Linear Regression Analysis for the prediction of Academic Self-efficacy

<table>
<thead>
<tr>
<th></th>
<th>R²</th>
<th>B(SE)</th>
<th>β</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>.17</td>
<td>50.8(6.2)</td>
<td>8.15</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Intrinsic</td>
<td>.48 (.16)</td>
<td>.239</td>
<td>2.91</td>
<td>.004</td>
<td></td>
</tr>
<tr>
<td>Extrinsic</td>
<td>.24 (.14)</td>
<td>.142</td>
<td>1.70</td>
<td>.089</td>
<td></td>
</tr>
<tr>
<td>Amotivation</td>
<td>.26 (.27)</td>
<td>.057</td>
<td>9.51</td>
<td>.342</td>
<td></td>
</tr>
<tr>
<td>Procrastination</td>
<td>.24 (.12)</td>
<td>.127</td>
<td>2.05</td>
<td>.41</td>
<td></td>
</tr>
</tbody>
</table>

Note: *p < 0.05, **p < 0.01, ***p<0.001.

Table 4.3 shows that the value of R² indicate that 17 percent total variation in self-efficacy have been explained by intrinsic motivation, extrinsic motivation, amotivation, and procrastination. The table shows that p-value of amotivation and extrinsic motivation is greater than α, which indicate that variation in self-efficacy explained by amotivation is non-significant. On the other hand the p-value of intrinsic motivation and procrastination is less than α which indicated that the variation in self-efficacy is explained is significantly by them. Therefore, the
significant predictors of academic self-efficacy are intrinsic motivation ($\beta=.23; \text{p}<.05$), extrinsic motivation ($\beta=.14; \text{p}<.05$) and procrastination ($\beta=.12; \text{p}<.05$). The results revealed that the change in self-efficacy is explained by the combination of all factors i.e., Intrinsic motivation, Extrinsic motivation and procrastination. However, the role of intrinsic motivation and procrastination is significant.

IV. RESULTS AND DISCUSSION

The objective of study is to assess the relationship among procrastination, motivation and self-efficacy, and investigate the impact of procrastination and motivation on self-efficacy. Multiple Step-wise Linear Regression Analysis found that significant predictors of academic self-efficacy are intrinsic motivation and procrastination. Previous researches supported the findings of the present study. Results show motivation was positively associated with self-efficacy. The results of previous studies indicated that academic self-efficacy significantly related with student achievement motivation, also proposing that highly self-efficacious students had higher achievement motivation. The results of many previous studies are similar with these findings [25, 26, 27, 28]. The findings of table 4.3 supported the hypothesis of the study, that is students’ academic self-efficacy was positively related and predicted by academic intrinsic motivation. The outcome of present study is inconsistent with previous studies which show a negative relationship between academic self-efficacy and procrastination behavior of the students because it appeared to be positive among university students. Saleem and Rafique (2012)[30] shows a negative relationship among procrastination and self-esteem among university students. Kiamarsia (2014) [31] presented a study on relationship of procrastination and self-efficacy. Analysis shows that there was inverse relationship between procrastination and self-efficacy. Attiyah and Asma (2010) [32] in achievement motivation there was differences amongst high and low Academic Procrastination and Self-Efficacy for low students was positively related with Academic Procrastination. Therefore, it is recommended that the management of the University of Gujrat, Hafiz Hayat Campus has to give the faculty rights of planning and executing the academic calendar’s deadlines (in programs of Masters, Bachelors, and Doctorial) for different learning outcomes to increase the students’ self-efficacy. This would enhance their academic performances and they would be able to meet the challenges given by the life in their career professions.

V. CONCLUSION

The findings of the present study showed that there are 17% influences of study variables such as intrinsic, extrinsic motivation, amotivation and procrastination on the self-efficacy. However, intrinsic motivation and procrastination has significantly contributed to the positive prediction of the academic self-efficacy of the students studying in the Gujrat Campus. The Present study provides the significant results, it does not show picture of perfection. There are some limitations and drawbacks in it. Procrastination has been considered harmful for the students’ success in academics but the sample of the present study was small. Further researches could take larger samples of the graduate, master and M. Phil students to observe motivational, procrastination and self-efficacy variables and see the effect of these variables on their academic performances. The existing study used self-reported measure of motivation, procrastination and self-efficacy. Future research might pay more attention on actual procrastination behavior, and assess the measure of a student’s procrastination behavior. The resources and time frame was very limited for this study. The study was conducted only the sample size of (250) university students. The sample is not sufficient for the generalization of the results. Another limitation is that the standardized scales are used but the cultural differences are not catered by translating the scales. Only the students of Gujrat University were included, and the students of other universities, colleges and school were not part of the study. The sample size for future researches should be large enough so that the results can be sufficient and generalized. It is suggested that further researchers should take school and college students as well to control the drawback of the study. Self-developed scale should be used with the purpose of measuring the construct according to the cultural trends and customs. It is also suggested that future researches should explore the relationship among academic procrastination, motivation and self-efficacy with other variables.

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DOI: 10.9790/0837-2106040713  www.iosrjournals.org 12 | Page


