



ORIGINAL RESEARCH PAPER

Psychology

ACADEMIC PROCRASTINATION AMONG COLLEGE STUDENTS: ROLE OF ACADEMIC ANXIETY, ACADEMIC STRESS AND ACADEMIC SELF- EFFICACY

KEY WORDS: Academic procrastination, academic anxiety, academic stress and academic self- efficacy.

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ABSTRACT

An attempt was made in the present investigation to study the impact of academic anxiety, academic stress and academic self-efficacy on academic procrastination among college students. Sample of the present study consists of 400 college students from Chittoor of Andhra Pradesh State. Academic Procrastination scale developed by Priyanka Datta and Banerjee Mita (2016), academic anxiety scale developed by Williams (1998), academic stress scale developed by Sreenivas and Kumar (1999) and academic self-efficacy scale developed by Copeland and Nelson (2004) were used to collect the data. A 2x2x2 factorial design was employed. ANOVA was used to analyze the data. Findings of the study revealed that academic anxiety, academic stress and academic self-efficacy have significant impact on academic procrastination among college students.

INTRODUCTION

As a society becomes increasingly complex owing to rapid scientific and technological progress, it needs high capacity manpower to sustain and maintain the pace of progress of the society. For reasons such as this, the concept of achievement is becoming increasingly important in modern societies. No sphere of life, whether it is education or social, physical science, literature or art etc. has remained uninfluenced by the achievement.

In this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Battle and Lewis, 2002). It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country.

Educators, trainers, and researchers have long been interested in exploring variables influencing academic procrastination. These variables are inside and outside the college that influence students' academic procrastination. These factors may be termed as student factors, The study of academic procrastination, its consequences and psychological factors related to academic procrastination has received increased empirical attention within the field of psychology over the past several decades. In general, procrastination has long been identified as a negative behavior and procrastinators perceive this behavior as a problem that they wanted to reduce because of its serious negative outcomes (Ferrari, 1991a; Solomon & Rothblum, 1984).

Procrastination is defined as a behavior in which an individual leaves a feasible, important deed planned before hand to another time without any sensible reason (Grecco, 1984). Although procrastination behavior is common phenomenon and an unfavorable feature, it does not seem easy to define it in an agreeable manner in the literature. When all the definitions are compared, it is commonly seen that the definition includes actions and behaviors that affect the fruitfulness of the individual in a negative way. This complex issue is studied under five different subtitles as follows; 1- General Procrastination, 2- Academic Procrastination, 3- Decision-making Procrastination, 4- Neurotic Procrastination, 5- Non-obsessional or Nonfunctional Procrastination. While general and academic procrastination is related to the

avoidance of task, the other procrastination behaviors seem to be connected with decision making.

Academic procrastination is a tendency to always or almost always delay the execution of academic assignments and mostly experiences distracting anxiety related to the procrastination (Ferarri, et al., 1998). Academic procrastination behavior is the behavior of avoiding academic duties which cause students have academic failure. Similarly, it can be said that, academic procrastination behavior is to postpone academic duties in a way that is causes failure, academic unhappiness and stress.

Academic procrastination is one of the most common and important forms of procrastination prevalent in the field of education and particularly prevalent among school and university students; it is usually represented by the student delaying or postponing assignments resulting in late submissions, coupled with a general reduction in study time and inadequate preparation for exams.

Anxiety is an inevitable part of students life in contemporary society. Anxiety corrupts a person's ability to think, perceive and learn. A student suffering form anxiety usually experience difficulties in concentrating, remembering the learned material and establishing what the necessary relations among events or people are. Academic anxiety may become detrimental, obstacle in the academic performance over the period of time. As the academic performance of the student suffers, the levels of anxiety related to certain academic chore also increases. Academic stress refers to the pressure caused by learning psychological burden and tension, mainly from two aspects: the external environment, such as meeting future major decision exams; within the individual, for example, the expectations of the community for students are much greater than the students themselves, and students are unable to achieve social expectations for their own reasons. Generally speaking, academic stress is the psychological pressure caused by the excessive demands and expectations of the students, and the gap of the students' self expectation and social expectations.

Academic self-efficacy is defined as students' beliefs about their capability to implement a certain academic task that would reach an expected outcome. In this case, the capability does not emphasize the level of individual competence, but rather to point out belief regarding the tasks and academic activities that can be done by students. That is, academic self-efficacy would determine the individual's decision to complete or avoid the tasks.

Mohammed, Alsubhien and Heilat (2014) explored the relationship between the academic procrastination and self-efficacy among students of King Saud University. The findings revealed that there were statistically significant differences between the academic procrastination and the self-efficacy.

Asude Malkoç and Aynur Kesen Mutlu (2018) investigated the relationship among academic self-efficacy, academic motivation and academic procrastination. The results of the study indicated that academic motivation partially mediate the relationship between academic self-efficacy and academic procrastination.

Lu Qian, Zhao Fuqiang (2018) investigated the mediating effects of active procrastination and passive procrastination on the relationship between academic stress and academic performance. In addition, proposed the moderating effect of academic self-efficacy on the relationship between academic stress and academic procrastination. According to the study, the influence of academic stress on academic performance is mediated by academic procrastination. When individuals perceive the academic stress, they will have better performance if they take active procrastination while passive procrastination can produce poor performance. Moreover, when individuals have high self-efficacy will promote active procrastination.

College students at all levels, from freshman to senior years, mostly suffer from increasing procrastination and its negative consequences. This is a chronic problem in education and will continue to be one. There are no single concrete reasons why students do this, but by providing some explanations some concrete suggestions can be made for possible solutions. On the other hand, a large number of studies have been conducted on students' procrastination in college students. To be sure, we have learned a great deal about academic procrastination, but there is limited research conducted on the role of academic anxiety, academic stress and academic self-efficacy on academic procrastination among college students. So, the present study investigates the role of academic anxiety, academic stress and academic self-efficacy on academic procrastination among college students.

OBJECTIVE

1. To find out the impact of academic anxiety, academic stress and academic self efficacy on academic procrastination among college students.

Hypotheses

1. Academic anxiety would significantly influence academic procrastination among college students.
2. Academic stress would significantly influence academic procrastination among college students.
3. Academic self-efficacy would significantly influence academic procrastination among college students.

METHOD

Sample

Sample for the present study consists of 400 students studying in urban areas of chittoor district of Andhra Pradesh studying in from government and private colleges. The subjects were in the age group of 17-20 years selected using simple random sampling method.

Variables Studied

In the light of the hypotheses formulated, the following variables are studied.

Dependent Variable

1. Academic Procrastination

Independent Variables

1. Academic Anxiety

2. Academic Stress
3. Academic Self- efficacy

Tools

Academic Procrastination scale developed by Priyanka Datta and Banerjee Mita (2016), Academic anxiety scale developed by Williams (1998), Academic stress scale developed by Sreenivas and Kumar (1999 and Academic self-efficacy inventory developed by Copeland and Nelson (2004) were used in the present investigation.

Procedure of Administration

Subjects have been personally contacted and data collected using structured schedule. The time required for each testing session is approximately 90 minutes which has enabled the investigator to plan data collection in view of the examinations and holidays in the colleges. Prior permission from the college principal and Head's of the concerned departments has been taken after briefing them about the purpose of the study before the students are first contacted. The principal, lecturers and students have been co-operative throughout the data collection.

In the main study, after obtaining permission from the concerned authorities to proceed with the research, the investigator met the sample and data collection was conducted in two sessions. In the first session, after establishing personal rapport with selected sample the investigator distributed demographic data sheet, academic procrastination scale, academic stress scale to the group of 15 students at a time. The subjects were explained the instructions in greater detail and their responses were obtained in separate answer sheets. In the second session, the subjects were administered academic anxiety and academic self-efficacy scales and were explained the instructions and obtained their responses. The students were helped whenever they felt ambiguous about an item or expressed a feeling of confusion.

Research Design

As there are three independent variables i.e., academic anxiety (low and high), academic stress (low and high) and academic self-efficacy (low and high) and each variable is divided into two categories, a 2x2x2 factorial design was employed in the present study.

Statistical Analysis

The obtained data was analyzed statistically in order to test the hypotheses using Means, SD's and Analysis of Variance (ANOVA).

RESULTS AND DISCUSSION

Table-I: Means and SDs for scores on academic procrastination among college students.

Academic Self Efficacy		Academic Anxiety			
		Low		High	
		Academic Stress	High	Academic Stress	High
Low	Mean	88.36	87.96	89.81	95.60
	SD	14.35	13.34	12.50	14.10
High	Mean	86.10	90.03	87.58	94.12
	SD	13.00	13.44	14.58	13.60

Grand Means

Low Academic Anxiety = (M:88.11)	Low Academic Stress = (M:87.96)
High Academic Anxiety = (M:91.77)	High Academic Stress = (M:91.92)
Low Academic Self Efficacy = (M:90.43)	
High Academic Self Efficacy = (M:89.45)	

A close observation of table-I shows that the subjects with high academic anxiety, high academic stress and low

academic self efficacy obtained a high score of 95.60 indicates their high academic procrastination compared to other groups. Subjects with low academic anxiety, low academic stress and high academic self efficacy obtained a low score of 86.10 shows their low academic procrastination compared to other groups.

In terms of academic anxiety, subjects with high academic anxiety (M=91.77) high academic procrastination than the subjects with low academic anxiety (M=88.11). In terms of academic stress, subjects with high academic stress (M=91.92) high academic procrastination than the subjects with low academic stress (M=87.96). In terms of academic self efficacy, subjects with low academic self efficacy (M=90.43) high academic procrastination than the subjects with high academic self efficacy (M=89.45).

As there are differences in the mean scores with regard to the academic procrastination among college students, the data were further subjected to analysis of variance to find out the differences between the groups are significant or not, and the results are presented in table-II.

Table-II: Summary of ANOVA for scores on academic procrastination among college students.

Source of Variance	Sum of Squares	df	MSS	F-Values
Academic Anxiety (A)	1665.122	1	1665.122	5.06*
Academic Stress (B)	2433.063	1	2433.063	7.40**
Academic Self Efficacy (C)	2395.022	1	2395.022	7.28**
(A x B)	1701.563	1	1701.563	5.17*
(A x C)	2213.703	1	2213.703	6.73**
(B x C)	2155.023	1	2155.023	6.55**
(A x B x C)	2606.103	1	2606.103	7.93**
Within	128811.500	392	328.601	--
Total	143981.100	399	--	--

**- Significant at 0.01 level *- Significant at 0.05 level

Hypothesis-1 stated that **Academic anxiety would significantly influence the academic procrastination among college students.**

It is evident from table-III that the obtained 'F' value of 5.06 is significant at 0.05 level indicates that academic anxiety has significant impact on academic procrastination among college students. As the 'F' value is significant, the hypothesis-I, which stated that academic anxiety has significant impact on academic procrastination among college students, is accepted as warranted by the results.

When we take the means into consideration students with high academic anxiety (M=91.77) have high academic procrastination than the students with low academic anxiety (M=88.11) which indicates that academic anxiety has significant influence on academic procrastination among professional college students.

In the context of globalization and privatization of education many college students are often subjected to a lot of academic anxiety. The importance of anxiety as a powerful influence in contemporary life is increasingly recognized, and manifestations of current concern with anxiety phenomena are ubiquitously effects in literature, science and technology as well as in many other facts of our culture.

Academic anxiety corrupts a person's ability to think, perceive and learn. A student suffering form academic anxiety usually experience difficulties in concentrating, remembering the learned material and establishing what the necessary relations among events. So only college students postpone their academic activities and experience academic procrastination.

Academic anxiety has four components, worry, and emotionality, task generated interference, and study skills deficits. Problems with current study methods create academic anxiety. For example, last-minute cramming resulting in not knowing answers to test questions or poor note-taking during lecture resulting in confusion about a major assignment. Many students experience academic anxiety as results of study skills deficits. Worry, emotionality, task generated interference, and study skills might have contributed for academic procrastination.

Hypothesis-II stated that **Academic stress would significantly influence the academic procrastination among college students.**

It is evident from table-III that the obtained 'F' value of 7.04 is significant at 0.01 level indicates that academic stress has significant impact on academic procrastination among college students. As the 'F' value is significant, the hypothesis-II, which stated that academic stress has significant impact on academic procrastination among college students, is accepted as warranted by the results.

When we take the means into consideration students with high academic stress (M=91.92) have high academic procrastination than the students with low academic stress (M=87.96) which indicates that academic stress has significant influence on academic procrastination among college students.

Academic stress mostly caused by intensive academic workloads is associated with depression. The perception of not having enough time to widen knowledge base required, studying for examinations for grade rivalry and mastery of a huge amount of study syllabus information in little time period all these lead to academic stress. This depression can affect students' confidence and leads to academic procrastination.

Academic pressure has increased over the past few years; there are examinations, assignments and many other activities that a student has to shuffle through. Not only the design but teachers and parents also burden the students with a lot of pressure of getting good grades. These expectations make the students work relentlessly and end up in creating more stress. With academics, the parents and the institutions want the students to participate in extracurricular activities too, the current expectations from the students is to be an all-rounder. When the students fail to adjust and cope with these activities procrastinate academic activities.

Hypothesis-III stated that **Academic self-efficacy would significantly influence the academic procrastination among college students.**

It is evident from table-III that the obtained 'F' value of 7.28 is significant at 0.01 level indicates that academic self- efficacy has significant impact on academic procrastination among college students. As the 'F' value is significant, the hypothesis-III, which stated that academic self-efficacy has significant impact on academic procrastination among college students, is accepted as warranted by the results.

When we take the means into consideration students with low academic self-efficacy (M=90.43) have high academic procrastination than the students with high academic self-efficacy (M=89.45) which indicates that academic self-efficacy has significant influence on academic procrastination among college students.

Academic self-efficacy beliefs make a powerful and independent contribution to the prediction of their academic performance. It shows that high academic self-efficacy influences academic achievement and reduce academic procrastination.

Academic self-efficacy and optimism were strongly related to performance and adjustment, both direct influences on academic performance. The academic self-efficacy is strongest predictors of future education orientation significantly and positively related to academic achievement and negatively related to academic procrastination.

Because of high academic self efficacy, students will become more engaged in the activity, work harder and sustain high levels of effort even when obstacles are encountered and reduce academic procrastination. High academic Self-efficacy has also been consistently associated with levels of persistence. When they view a task as difficult, students with higher self-efficacy tend to be more persistent than the students with lower self-efficacy.

CONCLUSIONS

Academic anxiety has significant impact on academic procrastination among college students. Academic stress has significant impact on academic procrastination among college students. Academic self-efficacy has significant impact on academic procrastination among college students.

Implications

The foregoing findings imply academic anxiety, academic stress and academic self-efficacy have significant impact on academic procrastination among college students. There appears to be urgent need to develop interventions to boost academic self-efficacy and reduce academic stress and academic anxiety among college students so that academic procrastination can be reduced.

Psychologists, educationalists, and counselors need to extend their expertise in developing behavioral modification techniques and intervention programmes to reduce academic procrastination, academic anxiety and academic stress and help students to have more information on effective ways of coping with problems in academic settings.

Steps initiated towards this end would ultimately result in alleviating the problems of students and improving their academic achievement.

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