

RELATIONSHIP BETWEEN SELF- EFFICACY, LOCUS OF CONTROL AND ACADEMIC PROCRASTINATION AMONG ADOLESCENTS



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CERTIFICATE OF APPROVAL

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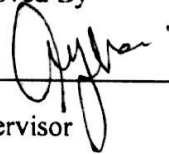
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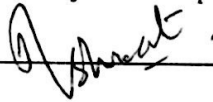
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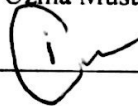
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ABSTRACT

Academic procrastination as a wide spread phenomenon that experiencing negative results due to unnecessarily avoiding tasks. It is a serious issue in the educational environment which involves voluntarily delaying the unpleasant task for another time where learner experiences short term benefits and long-term costs. The purpose of this study was to find out relationship between self-efficacy, locus of control and academic procrastination among adolescents. A sample of 300 individuals including 150 male, and 150 females, was taken from the school and colleges of Islamabad and Rawalpindi. The General self-efficacy scale was used to access self-efficacy, Academic procrastination scale was used to measure academic procrastination and Locus of control scale was used to measure locus of control. A spearman correlation analysis was done to find out relationship between variables. Result shows that there is significant correlation between variables. Mann - Whitney was used to compare gender difference between male and female. Findings reveals that men exhibit higher academic procrastination levels, while women exhibit higher level of locus of control and self- efficacy. The finding underscores the complex dynamics between psychological factors and academic behaviors, contributing insights for tailored interventions to enhance academic performance.

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Introduction

In a brief amount of time there has been a tremendous advancement in science and technology that has both, beneficial and aversive effects on every part of life. Student's interest and aspiration have changed as a result of these developments. These developments cause the change in student goals and duties in their academic activities. As a result, this has caused issues to arise in academic setting, and academic procrastination is one of them. The purpose of present of study was to find out relationship between self-efficacy, locus of control and academic procrastination.

Self-efficacy

Self-efficacy is person's faith in his capability, to do work. It involves a person's trust in his own skills to attain a specific outcome (Maddux et al., 2012). It is a theory put forth by psychologist Albert Bandura that has lot in common with self-assurance and self-worth. Self-efficacy beliefs affect how people feel about themselves and how they approach and react to different situation. People who have self-belief in themselves they're capable of performing tough mission. In contrast people who have low confidence and have doubts in their work are unable to perform the challenge. Self-efficacy guides how people approach their task and how hard they attempt to overcome difficulties (Pajars& Shank, 2001).

Research showed that self-efficacy is an important element in regulating the success or failure in a lifetime. Self- efficacy beliefs affect numerous facets of personal functioning. Students who have high level of self-efficacy are more likely to set challenging objectives, stick with their studies and perform well, better physical and mental health as compared to lower self- efficacy. People who have self- belief are more victorious and more satisfied with their lives than those who doubts in their abilities (Schwarzer et al., 2008). According to research people with low self-efficacy believe they are powerless and unable to control the event in their life and they belief they are not capable of doing

any particular task, due to this people with lower self-efficacy tends to avoid challenges and they be afraid of failure which limits their ability to grow. A person academic success, job advancement can be significantly impacted by low self-efficacy. Individuals with low self-efficacy often engage in negative self-talk, where they undermine their abilities and anticipate failure. This negative mindset can further contribute to procrastination as it reinforces the belief that they won't be able to succeed, making it easier to put off the task. (Jungert et al., 2010).

Research as shown that in both academic and professional settings self-efficacy is extremely important, students who have high levels of self-efficacy are likely to set challenging learning objectives, stick with their goals and perform well in school. High self-efficacy students probably work harder and keep going when things get tough. They approach challenging academic work with a sense of commitment because they see problems as chances for progress rather than as dangers (Panadero et al., 2015). Adolescent social relationship at school or in colleges might suffer because of lower self-efficacy. They could experience anxiety when starting conversation or taking part in some tasks which result in social isolation and unable to accomplish certain task. The belief, behaviors, and overall development of adolescent are shaped by self-efficacy. Parents, teachers can help students achieve their goals, overcome obstacles by encouraging adolescent to believe in their own abilities. Self - efficacy is the most significant and crucial mechanism in explaining the human behavior. A person can thrive in life and achieve goals by having high level of self-efficacy and motivation (Cassidy, 2015).

According to Jackson motivation is desire to work and realization of one's objective. People are more likely to bring about effective work because of high self-efficacy and motivation. They are more self-assured, hopeful and this can result in enhancement of self-efficacy. Developing and enhancing self-efficacy is important for personal growth and success. This can be achieved through setting realistic goals, seeking positive experiences and role models, obtaining constructive feedback, and engaging in activities that align with one's strengths and interests. Building self-efficacy is an

ongoing process that requires self-reflection, practice, and learning from both successes and failures (Jackson, 2002).

According to Heslin, resilience and self-efficacy are notions that go hand in hand. The term "self-efficacy" describes a person's confidence in their capacity to carry out an activity or accomplish a goal. Contrarily, resilience describes a person's capacity to rise above misfortune or confront difficulties. The impact of self-efficacy extends beyond academics, shaping a student's overall well-being. A sense of mastery over tasks and challenges contributes to increased resilience and mental health. Students with high self-efficacy are better equipped to cope with stress, navigate uncertainties, and maintain a positive outlook. In contrast, low self-efficacy may lead to heightened stress levels, anxiety, and a diminished sense of overall well-being (Heslin et al., 2006). According to research individuals with a strong sense of self-efficacy tend to be more resilient, as they believe in their ability to overcome challenges and are more likely to take action to address difficult situations. Additionally, individuals with a strong sense of self-efficacy are more likely to view setbacks as opportunities for growth, which can help them to develop resilience over time. Conversely, individuals with a weak sense of self-efficacy may be less resilient, as they may be more likely to give up in the face of adversity or view challenges as insurmountable. Therefore, it is important to develop self-efficacy in order to promote resilience and the ability to overcome challenges (Ein Gar, 2017).

According to research self-efficacy influences a student's choice of academic pursuits and career paths. Those with a strong sense of self-efficacy are more likely to select challenging courses and pursue careers aligned with their interests and skills. In contrast, individuals with low self-efficacy may opt for less challenging paths, limiting their potential for personal and professional growth (Vancouver et al., 2017).

Magnitude includes the extent to which person can determine the level of the task that either the task is difficult or easy, it requires ability to understand that whether individual is able to carry on task or not, If the task is easy and person is able to accomplish the task, we can have a sense of high

self-efficacy. But if the task is difficult to carry on individuals, ability to deal with obstacles to achieve particular tasks is considered. Self-efficacy is a general construct that indicates a person faith in their ability to succeed in variety of situations. for example, an individual with self-assurance may belief that he can succeed not only in academic tasks but also in social situations, athletic pursuits and other areas of life (Cerino et al., 2014).An individual with low self-efficacy may doubts their abilities to succeed in variety of situation and avoid challenges and engage in self-defeating behaviors. Strength includes the extent to which person is confident in his abilities to carry on particular tasks. When person feels physically strong and capable, they may have high sense of self efficacy. On the other hand, when the person feels physically weak or incapable, they may have lower self-efficacy (Usher et al., 2008).

According to research high self-efficacy is associated with more effective coping strategies. Individuals who believe in their ability to overcome challenges are likely to approach stressors with resilience and problem-solving skills, contributing to better performance. Self-efficacy plays a role in stress management. Individuals with confidence in their capabilities tend to perceive stressors as challenges rather than overwhelming threats, leading to reduced stress levels and, consequently, improved mental health. High self-efficacy is linked to a positive outlook on life. Believing in one's ability to achieve goals and handle difficulties fosters optimism, which can positively impact mental health by promoting a sense of purpose and motivation (Shrait et al., 2008).

According to the study adolescents with high self-efficacy are more likely to set ambitious academic goals, persist in the face of challenges, and ultimately perform better in their studies. This positive mindset fosters a love for learning and a sense of competence. Self-efficacy extends to interpersonal skills, affecting how adolescents navigate social interactions. Those with strong self-efficacy are often more confident in building friendships, handling conflicts, and developing positive relationships with peers and adults. Influencing career choices, self-efficacy empowers adolescents to pursue and persist in their chosen paths. Those with confidence in their abilities are more likely to set

ambitious career goals, take on challenges, and navigate the complexities of career development (Alqurashi et al., 2016).

Research has shown that self-efficacy acts as a powerful motivator. When students possess a strong sense of self-efficacy, they approach tasks with confidence and determination. This belief in their capabilities fuels intrinsic motivation, making them more likely to set challenging goals and persist in the face of obstacles. In contrast, students with low self-efficacy may shy away from challenges, fearing failure and doubting their ability to succeed. Educators play a crucial role in fostering and enhancing students' self-efficacy. Providing constructive feedback, offering support and encouragement, and creating an inclusive learning environment all contribute to the development of self-efficacy. Additionally, helping students set realistic goals, break down tasks into manageable steps, and celebrate their achievements reinforces their belief in their abilities (Strunck et al., 2011).

ACADEMIC PROCRASTINATION

Academic procrastination is defined as "hold over something" or delaying some work that you need to do at appropriate time (Sirois et al., 2003). Academic procrastination can be a basic problem for many adolescents and reasons of task delaying and had obtained abundance of research attention over the last 10 years (Steel, 2007). Academic procrastination is an extensive and probably unfit behavior for many students result in feelings of distress.

Academic procrastination is a negative personality trait that reflects the habit of prioritizing short-term benefits over long term cost of academic success. Symptoms of academic procrastination include lack of sleep, intense stress, uncertainty, self-blame, feelings of guilt and inadequacy, low self-esteem, anxiety, and depression (Dietz, 2007).

Academic procrastination is one of the elements linked to academic failure. Research in the area of academic procrastination has indicated that procrastinators spend their most of time in unproductive activities. Adolescent's attentions might easily draw away from academic task because

of the accessibility of diversions like social media, video games which results in academic procrastinations. People that demonstrate academic procrastinating tendencies disturb their academic activities in some way which put them in problems. Academic procrastination is a problematic behavior that not only causes difficulties for the people who are engage in them but also has impact on those that depend on them. Academic procrastination is not always a bad thing but when student unnecessarily put off learning assignment it can result in tension and frustration (Ferrari, 2013).

Academic procrastination which affects almost half of the students is a universal self-regulatory failing. According to study academic procrastination leads to unfavorable outcomes like poor achievements and lack of academic life satisfaction and course drop up in adolescents. Students who continually put off completing their duties obtained poorer results in exams. By delaying tasks, procrastinators miss out on opportunities to develop important skills such as time management, organization, and self-discipline. These skills are crucial for success not only in academics but also in professional and personal life. Academic procrastination in college students has been also linked to depression, regret guilt worry, illogical thinking cheating. A lot of studies showed academic procrastination influence learning capabilities of students which result in low grades. Using some tactics such as motivational regulation could help to reduce the academic procrastination in adolescent (Zack et al., 2018).

Task aversion and fear of failure are two main causes of academic procrastination. Task aversion is defined as task that is unpleasant to perform and elements that are associated with fear of failure are lack of faith in one's abilities and not living up to expectations of others. So, it indicates that the nature of task and student's personal attributes interacts and generates academic procrastination (Howell, 2007).

Rosario offered four general explanations for the issue of academic procrastination. These include situational perspective, clinical psychology perspective, motivational and volitional psychology and differential psychology perspective. Academic Procrastination is investigated from

differential perspective as personality traits relating it to other qualities and perspective with traits similar to it. While clinical psychology perspective focuses on clinical examination of procrastination and links it to anxiety, depression, stress and personality disorder, the perspective of motivational psychology operationalizes procrastination as motivational failure. The contextual aspect looks into how domain specific task characteristics affect procrastination (Rosario et al., 2013).

Academic procrastination has both internal and external effects. Tension, self-blame, remorse is the example of internal negative effects. External negative effects include impeding academic and professional growth, missing opportunities and broken relationship. Thus, pupils with a propensity to put off doing tasks receive bad grades (Tuckman et al., 2002).

According to academic procrastination studies, procrastinators are more susceptible to being sidetracked by interesting or enjoyable pursuits. They choose to do the things that are enjoyable than to finish projects that have due dates. An individual's ability to start and finish projects with passion is referred to as personal initiative. Students who lack initiative become less motivated to finish homework on time. Academic accomplishment and student motivation are typically strongly related. Consciously controlling actions and behaviors to maximize available time is a key component of time management abilities. Academic procrastination sufferers frequently exhibit a lack of these abilities, which causes a large mismatch between their goals and reality (Ozer et al., 2011).

Procrastination is associated with a wide range of academic issues, like lower quality work, worse exam scores, worse grades, increased academic misconduct and dishonesty, increased course failures, increased course withdrawals, and an increased likelihood of dropping out (rather than graduating). Procrastination can lead to various negative emotions, like guilt, shame, and sadness. Procrastination can lead to various mental health issues, like stress, as well as physical health issues, like lack of sleep and exhaustion (Afzal et al., 2018).

Academic procrastination, a common challenge faced by students, can exert a profound impact on their educational journey. This phenomenon, characterized by the postponement of tasks and assignments, manifests itself in various ways, causing both short-term and long-term consequences. The effects of academic procrastination encompass aspects of mental health, overall academic performance, and the development of crucial skills. One of the primary repercussions of procrastination is heightened stress levels. As deadlines loom closer, students who have delayed their tasks often find themselves grappling with increased anxiety. The pressure to complete assignments in a compressed timeframe can be overwhelming, leading to a cycle of stress that exacerbates the negative impact on mental well-being. Beyond the immediate stressors, academic procrastination can detrimentally affect the quality of work produced. When tasks are postponed, the time available for thorough research, thoughtful analysis, and revision diminishes. Consequently, students may submit assignments that fall short of their true potential, impacting their grades and overall academic standing. The habit of last-minute completion can instill a pattern of mediocrity, impeding the development of essential skills required for success in both academic and professional sphere (Goroshit et al., 2018).

To combat academic procrastination, students can employ various strategies. Breaking down tasks into smaller, manageable steps, creating realistic schedules, and seeking support from peers or mentors are effective approaches. Additionally, fostering a positive mindset and acknowledging accomplishments, no matter how small, can contribute to overcoming the psychological barriers that fuel procrastination (Viji et al., 2014).

LOCUS OF CONTROL

Many behaviors have been thought to influence by locus of control. The concept was given by Julian Rotter (1966). Locus of control refers to degree to which individual's belief they are responsible for the outcome of event and are accountable for results. There are two types of loci of control internal and external. Individuals who have internal locus of control conceive that outcome of the result are on his hands and outcome of results are due to his own abilities while those with external locus belief

that outcome of the result are due to some power or fate (Kiniki et al., 2005). People who have internal locus of control consider their choices and actions to be the cause of their own life. Setting higher goals for themselves, persevering in difficult circumstances and effectively pursuing their objectives are all the traits of people with internal locus of control (Francis et al., 2020)

Research has also explored the effect of locus of control on academic procrastination. People with internal locus are more likely to accept responsibilities for their actions and have positive self-concept and less likely to delay their activities, because they believe that their success depends on their will. Furthermore, they tend to feel happier and less stressed. On the contrary, a person with external locus of control tends to be more stressful (Cascio, 2014).

Research as shown that numerous individuals believe that locus of control is a personality attribute that is innate from birth. Evidence suggests that parents may have major impact on child's locus of control development. Adolescent poor internal locus of control can be enhanced by supporting their independence and informing them that their action has consequences. Adolescents with lower internal locus of control rely more on external approval and feedback to gauge their success. Instead of discovering their own internal motivation and learning how to evaluate their own performance they constantly looked for other help. Adolescent goal setting abilities may be compromised because of decreased internal locus of control because they belief that others forces such as power or fate have greater impact on their success and their capacity to plan and worked towards long term academic goals are hampered as a result (Shepherd et al., 2006).

Adolescents who grew up in an environment that encouraged them to take responsibility for their actions and are taught that they have control over their lives and have internal locus of control. Similarly, individuals from cultures that emphasize individualism and self-reliance possibly have a strong internal locus of control. Past experiences, particularly those that involve success or failure, can also shape an individual's sense of control over their life. Finally, certain personality traits, such as self-efficacy and optimism, are associated with a strong internal locus of control. Self-motivated

people typically have an internal locus of control. They have a high feeling of self-worth and are more inclined to be motivated by internal rewards like self-gratification, a sense of accomplishment, or the intrinsic enjoyment of the work itself. Adolescent internal locus of control can be enhanced by encouraging them to take responsibility for their actions, providing opportunities for them to make decisions and solve problems, and recognizing and rewarding their success. Finally, providing positive feedback and encouragement can help adolescents to develop a sense of self-efficacy and control over their lives. Strong internal locus of control and high self-efficacy can be empowering, as individuals feel a sense of control and confidence in their ability to shape their lives. These beliefs can positively impact motivation, goal setting, problem-solving, and overall well-being (Galvin et al., 2018).

Internal locus of control can be applied in schools and colleges by teaching students to take responsibility for their academic success and encouraging them to develop a growth mindset. This can involve providing opportunities for students to make choices and take ownership of their learning, such as allowing them to choose their own research topics or giving them input into the classroom rules. Additionally, recognizing and rewarding student success can help to reinforce the idea that they have control over their academic outcomes (Parameswari., 2012).

External locus of control can affect students in a number of ways. Students with a strong external locus of control may feel that their academic success or failure is determined by factors outside of their control, such as luck or the actions of others. This can lead to a sense of helplessness and a lack of motivation to succeed. This mindset can lead to a lack of initiative and a tendency to give up easily when faced with challenges. They may rely heavily on others, such as teachers or parents, to guide them and make decisions for them. They may struggle with taking responsibility for their own learning and become dependent on external sources of authority. Additionally, students with a strong external locus of control may be more likely to blame others for their failures, rather than taking responsibility for their own actions. This can lead to a negative classroom environment and

strained relationships with peers and teachers. Finally, students with a strong external locus of control may be more likely to experience anxiety and stress, as they feel that they have little control over their academic outcomes (Zaid., 2013).

Research has shown that an internal locus of control is generally associated with positive outcomes in different areas of life. Individuals with an internal orientation are more likely to set and achieve goals, cope effectively with stress, and have better overall well-being. They often exhibit a greater sense of responsibility for their actions and are more adaptable to changing circumstances (Pinjer et al., 2018)

Research as shown external locus of control is linked to a range of challenges. People with an external orientation may struggle with feelings of helplessness, reduced motivation, and a reluctance to take step. This mindset can hinder personal development and limit opportunities for growth, as individuals may attribute failures to external factors rather than taking responsibility for their actions. People with external locus of control frequently feel that they have little command over their own fate and that their activities insignificantly affect the results they experience. People who have an external locus of control may look detached from life-altering events and prefer to accept things as they happen rather than actively creating their own circumstance. People with an external locus of control might depend intensely on others for direction, choices, and answers for issues, as they question their capacity to freely deal with things. They might need self-assurance and uncertainty their own skill in different circumstances, prompting a hesitance to take on difficulties (Tyler et al., 2020).

Individual with internal locus of control acknowledge that the decisions and actions they make in daily life affect the outcomes they experience. They gain a feeling of pride in their accomplishments and setbacks. People with internal locus of control acknowledge that they are in control of their predetermination; they are frequently self-inspired and motivated. People who possess an inner locus of control are obligated to take initiative and seek for opportunities to achieve their goals. People with

Internal locus of control believe they can control their circumstances, they usually exude greater confidence (Jaydipsinh et al., 2017)

Literature review

Procrastination that takes place in academic setting is known as academic procrastination. It involves knowing that one needs to complete an academic task or academic activity such as studying for an exam, completing a project for school, but failing to motivate oneself to do so within anticipated time frame. Academic procrastination may be in person because he is unable to make effective planning, lack of direction, fear of failure (Gneezy& Shu, 2010).

Balkis and Duru investigated that 23% of the individual use delaying tactics and do not able to finish the work on time and they put of their task on later stage (Balkis & Duru, 2009). It is indicated that procrastination is created because of lack of self-efficacy in completion (Ellis & Knaus, 2004). Researchers claim that self-efficacy is pivotal for accomplishment of task. Adolescent with high self-efficacy is inclined to exert extra energy to carry on task (Bandura, 1997). Individuals are sure that they can productively reach to expected outcome.

Self-efficacy served as a driving force for self-regulation which help individual avoid distractions, create realistic and learning strategies that enhance learning as well as make to accomplish task at required time (Klassen et al., 2000).

According to research association between self-efficacy and locus of control has been demonstrated. Person with more internal locus of control will have better sense of self efficacy than the person with external locus of control. Self-efficacy is conviction that one can succeed facets of life, while locus of control refers to how much one feels they have control over the result, those with high self-efficacy are confident in their ability to influence how things turn out. Students with internal locus of control are acknowledged that their ability to succeed academically depend on how hard they work and how much effort they put out. Every piece of information that can help them to achieve their goals is carefully considered by them. There is significant and immediate association between self-

efficacy and internal locus of control. There is no significant correlation between external locus of control and self-efficacy (Mir Arzgar, 2014).

Individuals with high self-efficacy and an internal locus of control are more likely to set ambitious goals and work persistently toward them. High self-efficacy often correlates with an internal locus of control. Individuals who believe in their ability to achieve goals are more likely to perceive themselves as having control over their life events, fostering a proactive approach and motivation (Drago et al., 2018).

Researchers explore academic procrastination as psychological flaw that students often exhibit and is closely related to self-efficacy because students with procrastinator behavior are engaged in activities that causes anxiety and stress and due to this, they believe they are unable to achieve their desired goals (Batool et al., 2017).

Studies reveal that there exists a relationship between academic procrastination and internal and external locus of control. Students who have internal locus of control finalized assignment shortly than those with external locus of control. The results showed positive association between the external locus of control and negative correlation between the internal locus of control and academic procrastination (Dervishalij&Xhelili., 2014).

Academic procrastination and internal locus of control are closely linked. People who have high internal locus of control accept responsibility for their actions and have positive self-concept. They believe that they are in charge of their academic assignment and due dates. They are motivated and finish assignment on time. People with internal locus of control are less likely to procrastinate. Then individual with external locus of control. Pupil with external locus of control have trouble in managing their time. They rely on outside cues and factors and may result in ineffective planning and delay in tasks (Moonaghi et al., 2017).

Individuals with high self-efficacy believe in their capacity to achieve goals, influencing their motivation and persistence. On the other hand, an internal locus of control aligns with a belief that one's actions can affect outcomes, contributing positively to self-efficacy. In contrast, an external locus of control may diminish self-efficacy as individuals may perceive outcomes as beyond their influence. These concepts together play a significant role in shaping an individual's mindset and behavior (Nykahan et al., 2019).

Individuals with a strong sense of self-efficacy and an internal locus of control tend to be more proactive and resilient. They believe in their ability to overcome obstacles through effort and perseverance, seeing challenges as opportunities for growth. This positive mindset contributes to a proactive approach to problem-solving and a greater likelihood of setting and achieving ambitious goals (Waseem et al., 2020).

Individuals with low self-efficacy and an external locus of control may exhibit a more passive or fatalistic mindset. They may attribute successes or failures to luck or external factors, feeling a lack of control over their circumstances. This can lead to a diminished motivation to exert effort, as the belief in personal efficacy is a crucial factor in determining the willingness to take on challenges (Akca et al., 2012).

Teenagers who struggle with academic procrastination have poorer levels of self-worth and self-efficacy as well as a worse GPA than those who don't have procrastination behavior. In 2006 study which involved more than 3,000 first year students, showed that those who scored lower on internal locus of control have high GPA than those who scored high on external locus of control. The link between self-efficacy and academic procrastination was mediated by autonomous motivation. Academic procrastination and self-efficacy are correlated, although this relationship is moderated by autonomous motivation. Student's self-efficacy was favorably correlated with autonomous motivation, while autonomous motivation was adversely correlated with academic procrastination (Van Dinther et al., 2011).

Students have to perform so many tasks such as projects; papers in their academic career, so academic procrastination can have negative impact on their lives. Academic procrastination is similar to general procrastination in the way that it is negatively related to self-efficacy and positively related to stress and anxiety (Rabin, 2011).

Academic procrastination is common occurrence in academic community. However, western nations conducted most of the research on academic procrastination. There were not many studies done in non-Western civilization. The majority of results on procrastination came from English-speaking nations, especially the United States, which accounted for 65% of the total. (Moon et al., 2005). Research on academic procrastination conducted in turkey found that more than 80 % of Turkish student spent three or more hours daily in procrastinating (Motie et al., 2012).

According to research by Onwueglouzie between 40% and 60% of college student put off writing paper, studying for exams and reading assignments on regular basis (Onwueglouize., 2004). According to survey done by Abu Ghazal, 25% of university students are procrastinators (Abu Ghazal., 2012).

Self-efficacy is linked to a person's locus of control, and stress also has a connection with these two aspects. Self-efficacy is important concept that people use to cope with stress. Some findings suggest that those with external locus of control and low-level self-efficacy may face may mental illnesses. These people are also more vulnerable to external influences and as a result, they become more responsive to stress (Leftcourt, 2014).

Theoretical framework

Self-efficacy theory of motivation (Albert Bandura, 1977)

The concept of self-efficacy theory of motivation was given by Albert Bandura. According to the self-efficacy theory, a person's confidence in his ability to succeed in a particular task is a direct result of his efforts (Bruinsma et al., 2009). Self - efficacy is essential to motivation, behavior and

individual success. Its effect people's decisions, the efforts they put forth in projects and their determination in facing difficult challenges. Self-efficacy as belief generates desired effect, inspired people to have faith on their skills and helped people to carry on their task even though during difficult situations. People who have high self-efficacy probably make more efforts and are more prosperous than the people with low self-efficacy.

According to self-efficacy theory of motivation there are several factors affecting self-efficacy.

Mastery experience Successfully completing task or attaining goals build confidence and affect self-efficacy results in accomplishment of desired behavior.

Self-efficacy can be influenced by support criticism and encouragement from others. Confidence is boosted by constructive criticism. When individual receive positive feedback from others, they are more likely to believe that they can accomplish a particular task.

Verbal persuasion is persuading an individual that he has capability to conduct a particular task. Persuasion techniques are used by teachers' influencers to enhance self-efficacy.

Physiological factors Self-efficacy views can be influenced by physiological and emotional factors people are more likely to think they can complete a task when they feel good and when they experienced positive emotions. Positive emotions increase people's mental flexibility which improves cognitive processing. Positive emotion makes people more prone to think broadly and flexibly which can lead to the creation of fresh concepts and solutions to issues. As a result, one may feel competent and self-sufficient (Rittmayer et al., 2008).

The social psychologists showed that no matter how talented the individual is, if they do not believe, they are capable of doing a particular task; this belief will have strong effect on their abilities.

The purpose of this study was how locus of control and self-efficacy are associated with academic procrastination. According to Bandura's theory of three-dimensional, learning activities of individuals determined by three processes of personal, environment and behavior (Zimmerman, 2002).

An individual with internal locus of control has beliefs that upcoming results of event are in his own hand and he believes that he is capable to achieve his goal. He has ability to accomplish task which lead to bring about appropriate behavior. Internally controlled individuals are more likely to engage in proactive planning and time management, reducing the tendency to procrastinate on academic tasks. Individuals with an internal locus of control are generally less prone to academic procrastination. These individuals are more likely to take responsibility for their academic tasks and are less prone to blaming external factors for their difficulties (Korkmaz et al.,2018). Research suggests that individuals with an internal locus of control and high self-efficacy are more likely to perform well academically and achieve success in their careers because they have ability to manage time. Individuals with an internal locus of control often exhibit higher self-efficacy, as they believe their actions can significantly impact their outcomes. On the other hand, those with an external locus of control may feel less in control of their academic success, potentially leading to lower self-efficacy and increased procrastination (Certel et al., 2017).

An individual who has external locus of control believes that luck, fate as well as other external variables have a great deal of power over his life's events which result in lack of confidence in abilities and results in delaying of the appropriate task. An individual perceives a task as challenging and doubt their abilities, and procrastinate as way to cope with fear of failure. External locus of control implies a belief that external forces have more influence over one's life than personal actions. This perception of reduced control, combined with low self-efficacy, can lead to a sense of helplessness, making individuals more prone to delaying academic tasks (Serin et al., 2010). Self –efficacy is enhanced by feedback and encouragement from others, which can significantly impact an individual's internal locus of control and subsequently influence academic procrastination. When individuals receive positive

reinforcement and encouragement from their social environment, it may enhance their belief in personal agency and control over academic outcomes (internal locus of control). This, in turn, tends to reduce academic procrastination tendencies, as individuals with a strong internal locus of control are more likely to take timely and proactive steps in their academic tasks. Conversely, negative social persuasion or lack of supportive feedback may weaken internal locus of control, potentially contributing to heightened levels of academic procrastination. Therefore, fostering a positive social environment that encourages self-efficacy and a sense of control can be crucial in mitigating academic procrastination (Muzzam et al., 2023).

Rational of the study

The aim of the current research was to find out how self-efficacy and locus of control are associated with academic procrastination. The relationship between self-efficacy locus of control and academic procrastination occurs because individuals with internal locus of control believe what they gain is the fruit of their own abilities and trust in their abilities will result in high self-efficacy and will be able to do task (Rodden et al., 2010). The goal of this study was to determine relationship between these variables and analyze it in Pakistan because most studies tend to focus on or two variables rather than examining all three variables in single study. Academic procrastination is linked to lack of inability and connected to high level of anxiety stress and illness among adolescents. An understanding of relationship posited in this study may help teachers' counselors better understand various aspect of student's behavior. Interaction and relationship between variables like self-efficacy, academic procrastination and locus of control helped in identification of various factors associated with students' success and failure. (Farmer et al., 2022).

Objectives

- The objective of study was to find out relationship between self - efficacy, locus of control and academic procrastination.

- To find out impact of internal and external locus of control on self-efficacy and academic procrastination
- To find out the impact of gender difference on relationship between self- efficacy, locus of control and academic procrastination.

Hypotheses

H1: There will be a negative relationship between high self-efficacy and academic procrastination.

H2: There will be negative relationship between external locus of control and academic procrastination.

H3: There will be positive relationship between high self-efficacy and internal locus of control.

H4: There will be a significant gender difference in relationship of self-efficacy, locus of control and academic procrastination.

Method

Research design

Correlation study design was used to explore the relationship between self-efficacy, locus of control and academic procrastination. The purpose of a correlational design is to investigate the relationship between the variables.

Ethical Considerations

The participants were made aware of the aims and goals of this study. They were then given a consent form which had information about the variables being studied and the purpose of the study. The participants were not forced in any way to be a part of this research; their participation was voluntary. The identities of the participants were assured to be kept anonymous and confidential. Their data was not shared to any third party except the supervisor and the researcher conducting this study. The participants also had access to the results if they wished to be informed of the result of the research. Participants were free to withdraw from the study if they wish to do so at any time and were told that they would not suffer any negative consequences for choosing to withdraw.

Sample

Literature suggests that intended sample of 390 - 490 should be taken from school and colleges of Islamabad and Rawalpindi (Severino et al., 2006). For calculation of sample size, G Power software version 3.1.9.4 was used. Final sample of 300 was chosen for the study which include (150) male and (150) female.

Inclusion Criteria

- Participants of age 10 – 19 years (WHO, 2019).
- Participants who were currently enrolled in School and Colleges.

Exclusion criteria

- Participants with certain medical condition such as chronic illness were excluded.

Sampling

- Convenient sampling technique was used in this research. Convenient sampling was used due to limited time, accessibility, easy availability of respondents and cost effectiveness.

Measures**General Self- efficacy Scale (Jerusalem& Schwarzer, 1979)**

The general self-efficacy scale is evaluation tools that assess a person's self-efficacy. In 1979, Ralf Schwarzer and Matthias Jerusalem created the scale. The general self-efficacy consisted of ten items each of which is rated on Likert scale from 1(not at all) to 4. The reliability of scale is 0.76. Higher scores indicate greater self-efficacy for the test item which is evaluated on the range from 1 to 4.

Academic Procrastination Scale (Mc Closkey, 2011)

Academic procrastination scale is a psychological assessment tool used to measure an individual tendency to procrastinate. Academic procrastination scale consisted of 25 items each of which is rated on Likert scale from 1 (strongly agree) to 5 (strongly disagree). The reliability of the scale is 0.94. Higher scores indicate a higher tendency to procrastinate.

Locus of Control Scale (Terry Pettijohn, 1992)

Julian Rotter (1966) developed a locus of control scale to determine whether a person believes in internal or external reinforcement. Based on Rotter's original concept, Terry Pettijohn devised the locus of control scale. Each item in the scale consists of true and false statements. The reliability of the scale is 0.92.

Procedure

The study followed ethical protocols and obtained necessary permissions from university authorities. Prior to data collection, the researcher approached the students and provided clear explanations of the study's goals and objectives. An information sheet and consent form was given to students, ensuring that they were fully informed about the research and their participation. The students were asked to complete the questionnaires, including General self-efficacy, locus of control and academic procrastination. During the data collection process the researcher was present to assist participants if they encountered any difficulties in understanding or completing the survey. The gathered information was treated with utmost care and handled securely to protect the participant's identities.

Result

This study aimed to find out relationship between Self efficacy, Academic procrastination and Locus of control among adolescents. The data has been collected from school and colleges of Islamabad and Rawalpindi and was analyzed through descriptive includes, mean, median, and mode and frequency statistics for demographic variables and also calculate the reliability and Spearman correlation of variables, self- efficacy locus of control and academic procrastination and in order to check the gender difference, Mann – Whitney was used.

Table 1**Demographic characteristics of variable**

variable	Categories	<i>f</i>	%
Gender	Female	150	50
	Male	150	50
Education	Matric	100	33.3
	First year	100	33.3
	Second year	100	33.3
Age	15	3	10.0
	16	93	31.0
	17	109	36.0
	18	81	27.0
	19	14	4.7

Note : *f*= frequency, %=percentage

The demographic characteristics of the sample are presented in Table 1. The sample consisted of N = 300 participants, with an equal distribution of gender, comprising 150 females (50%) and 150 males (50%).

In terms of education, the participants, 33.3% (n = 100), had a matric level of education, 33.3% (n = 100) held a first-year educational level. While 33.3 (n = 100), held second year level. The age distribution ranged from 10to 19 years old. The largest age group was 19 years old, comprising 4.7%

(n = 14) of participants. The smallest age group was 15 years old, representing 10.0% (n = 3) of the sample.

The remaining age groups were as follows: 16 years old (3.1%, n = 93), 17 years old (3.6%, n = 109), 18 years old (27%, n = 81). Overall, the sample consisted of an equal number of male and female participants, with a relatively balanced distribution across, education levels.

Distribution curve

Histograms showing the distribution curves for Self-efficacy scale, Locus of control scale and academic procrastination scale

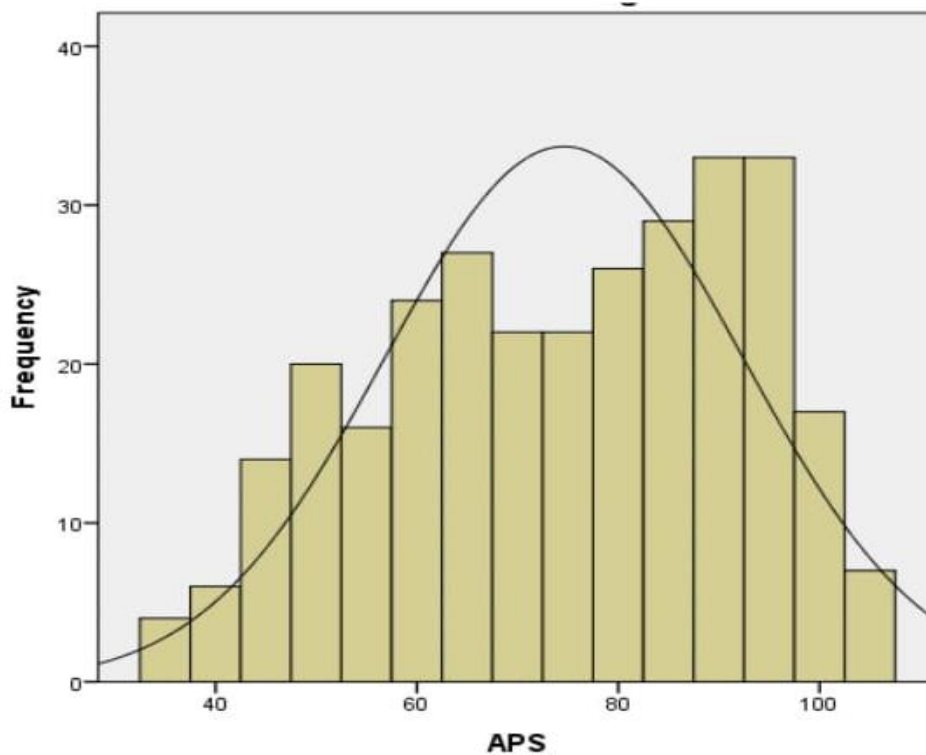
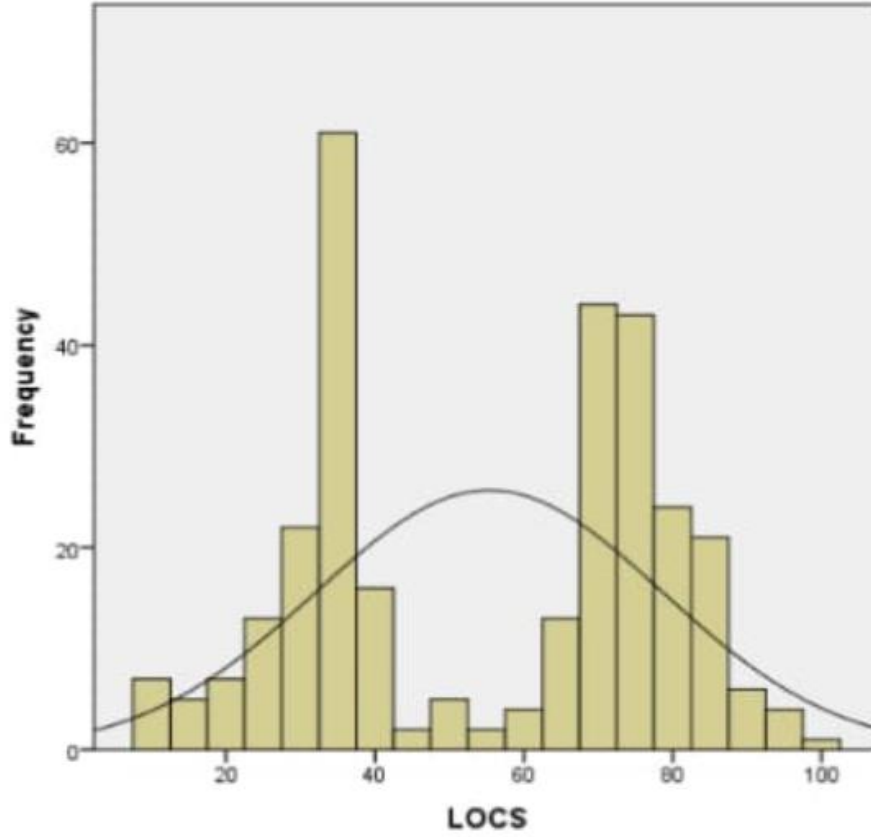


Figure 1: Histogram for academic procrastination scale

The graph illustrates academic procrastination among 300 participants. The histogram shows non normal distribution of data.

Figure 2: Histogram for locus of control



The graph illustrates the distribution of locus of control among 300 participants. The distribution of data deviates from normal.

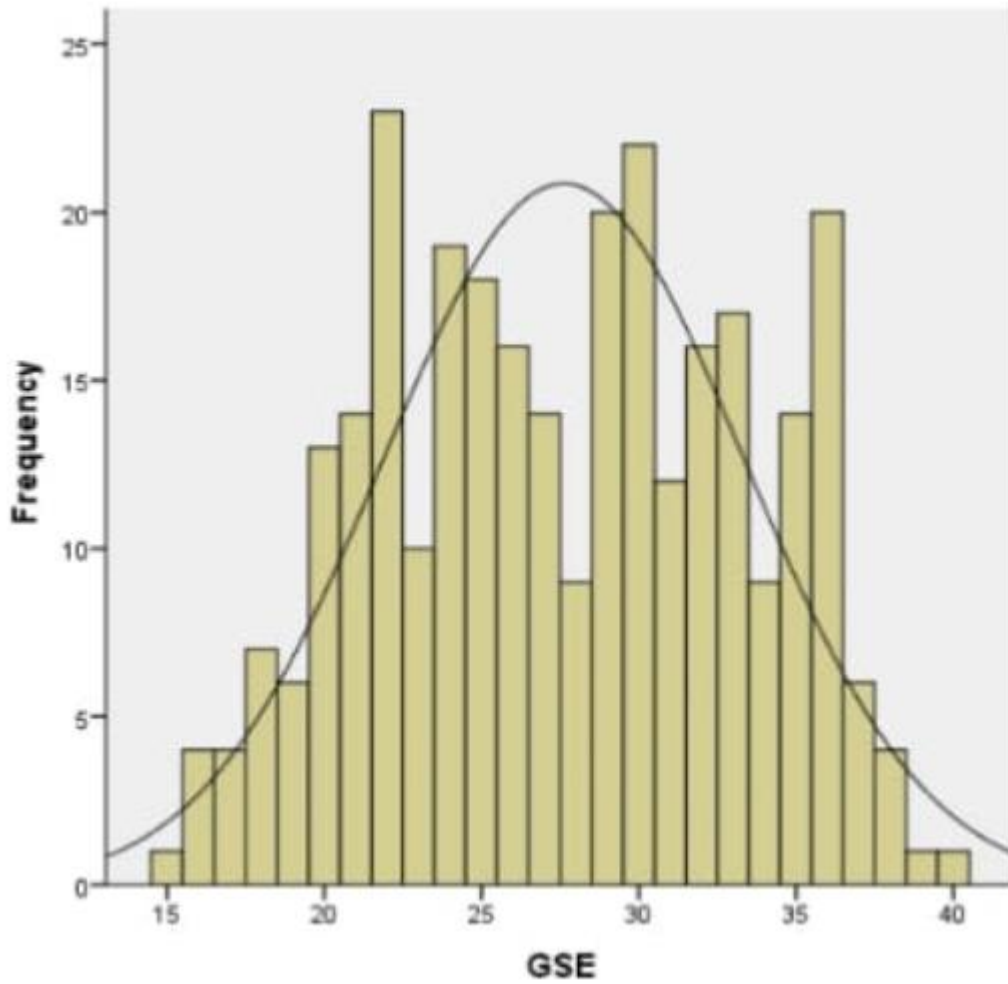


Figure 3: Histogram for General self- efficacy scale

This graph illustrates the distribution of General self– efficacy among 300 participants. The distribution of data deviates from normal.

Table 2

Cronbach's alpha reliabilities of Academic procrastination Scale (APS) Locus of control scale (LOCS) and General Self- efficacy scale (GSE)

Scale	N	M	SD	α	Range		Skewness
					Potential	Actual	
APS	300	74.6	17.7	.856	25-125	35-107	-.248
LOCS	300	55.37	23.3	.824	20- 40	10-100	-.166
GSES	300	27.61	5.73	.787	10-50	15-40	-.030

Note: M =mean, SD = standard deviation, α =alpha reliability, APS= Academic procrastination scale, LOCS=Locus of control scale and GSES = General self- efficacy scale

Table 2.2 presents the means (M), standard deviations (SD), ranges, and Cronbach's α coefficient for the Academic procrastination scale, Locus of control scale, General self-efficacy scale. The AP scale has a mean of 74.6, a standard deviation of 17.7. The Cronbach's α coefficient of .856. Indicates high internal consistency reliability. For the LOC scale, the mean is 55.37, the standard deviation is 23.3. The Cronbach's α coefficient of .824 suggests good internal consistency reliability. The GSE scale has a mean of 27.61, a standard deviation of 5.73. The Cronbach's α coefficient is .787, indicating acceptable internal consistency reliability.

Table 3**Descriptive statistic: Mean, Median, Mode, Skewness, Kurtosis, KS(N=300)**

Scale	M	Median	<i>Mode</i>	Skewness	Kurtosis	K-S	<i>P</i>
APS	74.6	76	66 ^a	-.248	-.993	.087	.000
LOCS	553.7	65	35	-.166	-1.39	.211	.000
GSES	27.61	28	22	-.030	-.969	.076	.000

Note: M= mean, SD= standard deviation, KS= Kolmogorov-Smirnov

In Table 3 the mean (M), median, mode, and standard deviation (SD), skewness, kurtosis values are reported for each scale. The AP scale has a mean of 74.6, a median of 76 and mode of 66^a. The skewness value of -.248 suggests a slightly left-skewed distribution, while kurtosis value of -.933 indicates platykurtic distribution.

For the LOC scale, the mean is 553.7, the median is 65 and the mode is 35. The skewness value is -.166, indicating a slightly right-skewed distribution, while kurtosis value of -1.39 suggest platykurtic distribution.

For GSE scale, the mean is 27.61, the median is 28 and the mode is 22. The skewness value is -.030 suggests approximately a symmetrical distribution, while the kurtosis value of -.969 indicates a platykurtic distribution.

Table 4

Correlation for Academic procrastination scale, Locus of control scale and General self - efficacy scale by using Spearman's rho correlation (N=300)

<i>Variables</i>	<i>N</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>APS</i>	300	-	-.394**	-.540**
<i>LOCS</i>	300	-	-	.510**
<i>GSES</i>	300	-	-	-

Note: APS= Academic procrastination scale, LOCS= locus of control scale, GSES= General self- efficacy scale

Table shows Spearman correlation analysis was used to analyze the relationship between self-efficacy locus of control and academic procrastination as the data was non-normally distributed. The result show that there is a negative relationship between self-efficacy and academic procrastination (-.540**) There is negative relationship between locus of control and academic procrastination (-.394**). There is positive relationship between locus of control and self-efficacy (.510**).

*Table 5**Mann-Whitney U- Test values for scales in both genders Male and Female*

	Male		Female		<i>U</i>	<i>P</i>
	<i>N</i>	<i>M</i>	<i>N</i>	<i>M</i>		
APS	150	161.63	150	139.37	9581.00	.03
LOCS	150	134.51	150	166.49	8852.00	.00
GSES	150	138.89	150	162.11	9508.50	.02

Note: *N*= No. of participants *M* = Mean rank *U* = Mann- Whitney

The table provides Mann-Whitney U-Test values for scales in both male and female participants. APS (Academic Procrastination Scale): Male mean rank = 161.63, Female mean rank = 139.37, *U* = 9581.00, *p* = 0.03. LOCS (Locus of Control Scale): Male mean rank = 134.51, Female mean rank = 166.49, *U* = 8852.00, *p* = 0.00. GSES (General Self-Efficacy Scale): Male mean rank = 138.89, Female mean rank = 162.11, *U* = 9508.50, *p* = 0.02

These results suggest significant gender differences in the relationship between locus of control, self-efficacy, and academic procrastination, as indicated by the *p*-values. The mean rank for Academic procrastination scale (APS) is higher for men (161.63) compared to women (139.37). The mean rank for locus of control scale (LOCS) is higher for women (166.49) compared to men (134.51). The mean rank for General self- efficacy (GSES) is higher for women (162.11) compared to men (134.51).

Discussion

The aim of the present study was to find relationship between self -efficacy, locus of control and academic procrastination among adolescent. Findings from table provide a deeper understanding and insights into the objectives of this study.

The main focus of objective 1 was on establishing a relationship between self- efficacy, locus of control and academic procrastination. Research has indicated that individual with high self-efficacy is more likely to approach task with confidence, leading to reduced procrastination and have internal locus of control. They believe that they have control over their outcomes, potentially procrastinate less and manage their time effectively and have confidence in their abilities to complete an appropriate task. (Alqudah et al., 2014).

The main focus of objective 2 was to find out impact of internal and external locus of control on self-efficacy and academic procrastination Individuals with a strong internal locus of control tend to believe that they have control over their own destinies. As a result, they may be more likely to take responsibility for their academic tasks and deadlines. Internal locus of control is often associated with lower levels of procrastination because these individuals believe their actions directly influence their academic outcomes. External locus of control is often associated with lower self-efficacy. Individuals who believe that external forces largely determine their academic success may lack confidence in their ability to overcome challenges and may be more prone to feelings of helplessness. This can negatively impact their motivation and academic performance (Sari et al., 2019).

The main focus of objective 3 was to find out impact of gender difference on relationship self- efficacy, locus of control and academic procrastination. The findings indicate that men exhibit more academic procrastination than women. Research showed an important discrepancy was created in the

study between gender and academic procrastination in light of locus of control. The result of the study reveals that men procrastinate more than women because men tend to believe more on external locus of control than internal factors (Noran., 2000). Findings from above table reveals women tend to have higher self-efficacy as compared to men. A study showed that females generally report higher academic self-efficacy than male (Soe., 2008).

H1: There will be negative relationship between high self-efficacy and academic procrastination.

Based on the findings from table 4, we can conclude that hypothesis is supported. Self-efficacy has significant negative relationship with academic procrastination. Individual with greater level of self-efficacy is more likely to approach tasks with confidence and initiate them in timely manner reducing the likelihood of procrastination (Abu Ezriq et al., 2013)

H2: There will be significant negative relationship between external locus of control and academic procrastination and vice versa.

Based on the findings from table 4 we can conclude that hypothesis is supported. Locus of control has negative relationship between academic procrastination. Studies have shown people are more likely to delay their academic work who believes on external factors. Individuals with an external locus of control may feel, less personally responsible for their academic performance. This reduced sense of responsibility can contribute to a lax attitude towards deadlines and tasks, resulting in procrastination. People with external locus of control are more likely to procrastinate than those with internal locus of control. People with external locus of control tend to believe that their success does not depend on how much effort they put on assignment. Thus they tend to postpone serious efforts and engagement for later (Park et al., 2012).

H3 There will be significant positive relationship between high self-efficacy and internal locus of control and vice versa

Hypothesis 3 is supported by table 4. There will be positive relationship between high self-efficacy and internal locus of control. Studies have shown those with higher level of self-efficacy tends to believe that they are capable of doing a particular task and have internal locus of control because they think they can manage their own activities to affect the results. Individuals with high self-efficacy believe in their competence, leading to increased motivation, perseverance, and goal attainment. This sense of efficacy is often linked to better academic performance, career success, and overall life satisfaction (Denzi et al., 2009).

H4: There will be a significant gender difference in relationship of locus of control, academic procrastination and self -efficacy.

The findings from table 5 showed that women have higher self-efficacy as compared to male. Research indicates that female tend to report higher self-efficacy in certain academic and interpersonal domains, while males exhibit higher self- efficacy in areas traditionally associated with gender role (Wang et al., 2011).

Results from table showed that men showed more academic procrastination as compared to women. Studies on academic procrastination reveal mixed findings. While some research suggests no significant gender difference, other proposes that men may be more prone to procrastination due to believe in external factors like luck, fate (karatas et al., 2015).

Findings from table showed that there is significant difference in locus of control between male and female. Research suggests that a tendency for women to exhibit more internal locus of control. They believe in their ability to overcome obstacles through efforts rather than believing on external factors (Mark et al., 2012).

Conclusion

This discussion has provided an insight into relationship between Self- efficacy, locus of control and Academic procrastination. Studying these variables together can help determine ways to increase internal locus of control and self- efficacy in order to decrease their experience of academic procrastination. In essence, the relationship between locus of control and self-efficacy is dynamic and reciprocal. Both concepts significantly influence an individual's mindset, motivation, and ability to navigate the complexities of life. Recognizing and understanding this relationship can provide valuable insights for personal development, counseling, and interventions aimed at enhancing overall well-being.

The relationship between self-efficacy, locus of control and academic procrastination reveals a complex interplay that significantly influences academic performance and overall well-being. High self-efficacy, characterized by a strong belief in one's abilities, is inversely correlated with academic procrastination. Individuals who possess a robust sense of self-efficacy tend to exhibit proactive behaviors, tackle challenges with confidence, and manage their time effectively, thereby reducing the likelihood of succumbing to procrastination. On the other hand, locus of control plays a pivotal role in shaping how individuals perceive and approach academic tasks. Those with an internal locus of control, who believe in their ability to influence outcomes, are more likely to take proactive measures to complete assignments and meet deadlines. In contrast, individuals with an external locus of control may struggle with a sense of helplessness, potentially leading to higher levels of academic procrastination.

The intricate connection between these psychological constructs underscores the importance of addressing them collectively in efforts to enhance academic performance. Interventions aimed at reducing procrastination and fostering academic success should consider not only the development of self-efficacy but also the cultivation of an internal locus of control. Encouraging individuals to recognize their capabilities, providing opportunities for skill development, and promoting a sense of

personal responsibility can contribute to a positive academic mindset, ultimately mitigating the detrimental effects of procrastination.

In essence, a harmonious balance between a strong sense of self-efficacy, an internal locus of control, and effective time management can empower individuals to navigate academic challenges with resilience and motivation. Understanding and addressing these factors collectively offer a holistic approach to fostering academic success and personal growth.

Limitations of the Study

The study is confined to specific age range. Therefore, findings may not be representative of other population that limits generalizability of findings. Another drawback of this study was the use of questionnaire as the only method to examine the variables which had a self-reporting aspect and therefore, it was possible to create biasness in the information obtained. Self-efficacy, locus of control, and academic procrastination are often measured through self-report instruments. Respondents may provide socially desirable responses, and self-perceptions may not always align with actual behaviors, introducing potential biases.

The stability of self-efficacy, locus of control, and academic procrastination over time might vary. Longitudinal studies are necessary to explore how these constructs evolve and influence each other across different phases of academic life.

Academic procrastination can be influenced by situational factors such as workload, deadlines, and personal circumstances. Focusing solely on stable traits like self-efficacy and locus of control may overlook the dynamic nature of academic procrastination.

Implications/Recommendation

Future research can be done on other variable such as social persuasion verbal persuasion that influence self-efficacy. The result of the study can be of interest to academic advisor, counselor and educator. Such as academic advisor can educate students how to enhance self-efficacy and manage time so that students can try to complete the task at required time without delaying. Intervention can be derived to enhance self-efficacy so that adolescents can procrastinate less. 'Students frequently suffer from procrastination, which has an impact on their grades, motivation to study, and realization of their own accomplishments. Academic procrastination and both internal locus of control and creative self-efficacy have strong negative associations, according to the current study. Consequently, one strategy for combating academic procrastination may involve the attentiveness and resolve of academic institutions. Academic procrastination may be addressed by students and academic institutions banding together and becoming more proactive. Even though it has been argued in the past and in the results of this study that people who frequently put off doing their academic work may have an external locus of control, it is clear that addressing this locus of control will be valuable.

A person's behavioral, intellectual, and emotional traits can all be combined to form procrastination. The present study both reinforces and validates this assertion. Cognitive and emotional components can be used to categorize people's thoughts and feelings about themselves. On the other hand, bad time management, poor self-regulation, starting and finishing academic work later than necessary, and postponing them until it's too late can be linked to the behavioral component. Therefore, a positive change in the cognition and affective components is likely to decrease academic procrastination.

The type of the study was correlational study, future research can be done on other variable which determine casual effect. Moreover, it is suggested that future research in this area look at academic procrastination in students of other age group

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INFORMED CONSENT FORM

I am a student of BS psychology at Capital University of Science and Technology. I hereby invite you to take part in my study. The title of my research study is " Relationship between Self- efficacy, Locus of control and Academic procrastination among adolescents". The purpose of the research is partially fulfillment of BS degree.

I request you to support my purpose and participate in this research study. I assure you that information taken from you will be kept confidential and used only for research purpose. If you feel uncomfortable you can withdraw from the research, and your provided data will be discarded. Your help, support and participation will be highly appreciated.

Thankyou!

Signature: _____

(I am willing to participate in this research)

Date: -----

DEMOGRAPHIC INFORMATION SHEET

For the following items, please select the response that is most descriptive of you or fill in the blank as appropriate

1 What is your age____

2 What is your gender

1) Male 2) Female

3 What is your education level

1) Matric 2) First year 3) Second year

(10th) (11th) (12th)

General self- efficacy scale

Instructions

Please indicate how much you agree or disagree with each of the statement by highlighting the single number in each section which represent how you typically feel most of the time.

	Not at all true	Hardly true	Moderately true	Exactly true
	1	2	3	4
1. I can always manage to solve difficult problems if I try hard enough.	1	2	3	4
2. if someone opposes me, I can find the means and ways to get what I want.	1	2	3	4
3. It is easy for me to stick to my aims and accomplish my goals.	1	2	3	4
4. I am confident that I could deal efficiently with unexpected events.	1	2	3	4
5. Thanks to my resourcefulness I know how to handle unforeseen situation.	1	2	3	4
6. I can solve many problems.	1	2	3	4
7. I can remain calm when facing difficulties because I can rely on my coping abilities.	1	2	3	4
8. when I am confronted with a problem, I can usually find several solutions.	1	2	3	4
9. if I am in trouble I can usually think of the solution.	1	2	3	4
10. I can usually handle whatever comes my way.	1	2	3	4

ACADEMIC PROCRASTINATION SCALE

Instructions

The following questions assess your habits and routines as a student. Please answer the following

as they apply to yourself.

How much do you, yourself agree to the following statements?

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	2	3	4	5

1. I usually allocate time to review and proofread my work. *
2. I put off projects until the last minute.
3. I have found myself waiting until the day before to start a big project.
4. I know I should work on schoolwork, but I just don't do it.
5. When working on schoolwork, I usually get distracted by other things.
6. I waste a lot of time on unimportant things.
7. I get distracted by other, more fun, things when I am supposed to work on schoolwork.
8. I concentrate on schoolwork instead of other distractions. *
9. I can't focus on schoolwork or projects for more than an hour until I get distracted.
10. My attention span for schoolwork is very short.
11. Tests are meant to be studied for just the night before.
12. I feel prepared well in advance for most tests. *
13. "Cramming" and last-minute studying is the best way that I study for a big test.
14. I allocate time, so I don't have to "cram" at the end of the semester. *
15. I only study the night before exams.
16. If an assignment is due at midnight, I will work on it until 11:59.
17. When given an assignment, I usually put it away and forget about it until it is almost due.
18. Friends usually distract me from schoolwork.

19. I find myself talking to friends or family instead of working on schoolwork.
20. On the weekends, I make plans to do homework and projects, but I get distracted and hang out with friends.
21. I tend to put off things for the next day.
22. I don't spend much time studying school material until the end of the semester.
23. I frequently find myself putting important deadlines off.
24. If I don't understand something, I'll usually wait until the night before a test to figure it out.
25. I read the textbook and look over notes before coming to class and listening to a lecture or teacher. *

LOCUS OF CONTROL SCALE

Instructions

Please check true or false statement below that best fit your own beliefs.

1.I usually get what I want in life.	True	False
2 I need to be kept informed about news events.	True	False
3. I never know where I stand with other people.	True	False
4. I do not really believe in luck or chance.	True	False
5.I think that I could win lottery	True	False
6. If I do not succeed on task, I tend to give up	True	False
7.I usually convince others to do things my way.	True	False
8.People make difference in controlling crime.	True	False
9.The success I have is largely a matter of chance.	True	False
10.Marriage is largely a gamble for most people.	True	False
11.People must be the master of their own fate.	True	False
12.It is not important for me to vote.	True	False
13.My life seems like series of random events.	True	False
14.I never try anything that I am not sure of.	True	False
15.I earn the respect and honors I receive.	True	False
16.A person can get rich by taking risks.	True	False
17.Leaders are successful when they work hard.	True	False
18.Persistence and hard work usually lead to success	True	False
19. It is difficult to know who my real friends are.	True	False
20.Other people usually control my life.	True	False

Permission for the scale

Appendix C

Documentation of the General Self-Efficacy Scale

8



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Permission granted

to use the General Self-Efficacy Scale for non-commercial research and development purposes. The scale may be shortened and/or modified to meet the particular requirements of the research context.

<http://userpage.fu-berlin.de/~health/selfefcal.htm>

You may print an unlimited number of copies on paper for distribution to research participants. Or the scale may be used in online survey research if the user group is limited to certified users who enter the website with a password.

There is no permission to publish the scale in the Internet, or to print it in publications (except 1 sample item).

The source needs to be cited, the URL mentioned above as well as the book publication:

Schwartz, R., & Jerusalem, M. (1995). Generalized Self-Efficacy scale. In J. Weinman, S. Wright, & M. Johnston, *Measures in health psychology: A user's portfolio. Causal and control beliefs* (pp.35-37). Windsor, UK: NFER-Nelson.

Professor Dr. Ralf Schwarzer
www.ralfschwarzer.de



Terry Pettijohn 5:34 PM

to me ▾



You can use this scale for research purpose. And
take out number of copies as you want



Justin McCloskey 8:15 PM

to me ▾



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