

# ASSOCIATION BETWEEN ACADEMIC PROCRASTINATION AND THE ACADEMIC SELF EFFICACY AMONG UNIVERSITY STUDENTS



by

Muhammad Junaid Moazzam  
BSP191031

A Research Thesis submitted to the

DEPARTMENT OF PSYCHOLOGY

in partial fulfillment of the requirements for the degree of

BACHELOR OF SCIENCE IN PSYCHOLOGY

Faculty of Management and Social Sciences

Capital University of Science & Technology,

Islamabad

January, 2023

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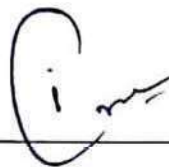
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## CERTIFICATE OF APPROVAL

It is certified that the Research Thesis titled "Association between Academic Procrastination and the Academic Self-Efficacy among University Students" carried out by Muhammad Junaid Moazzam, Reg. No. BSP1891031, under the supervision of Ms. Irum Noreen, Capital University of Science & Technology, Islamabad, is fully adequate, in scope and in quality, as a Research Thesis for the degree of BS Psychology.

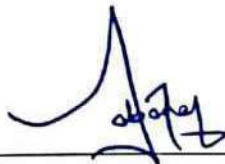
Supervisor:



---

Ms. Irum Noreen  
Lecturer  
Department of Psychology  
Faculty of Management and Social Sciences  
Capital University of Science & Technology, Islamabad

HOD:



---

Dr. Sabahat Haqqani  
Assistant Professor  
Department of Psychology  
Faculty of Management and Social Sciences  
Capital University of Science & Technology, Islamabad

**Association between Academic Procrastination and the Academic Self-Efficacy among University**

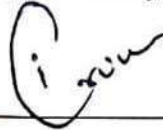
**Students**

By

Muhammad Junaid Moazzam

Registration # BSP191031

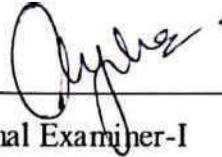
Approved By



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Supervisor


Ms. Irum Noreen



---

Internal Examiner-I


Ms. Ayesha Aneeq



---

Internal Examiner-II

Ms. Sadaf Zeb



---

Thesis Coordinator

Ms. Irum Noreen



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Head of Department

Dr. Sabahat Haqqani

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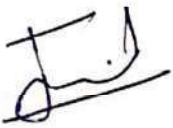
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### ***Dedication***

*I dedicate my thesis to my parents and my grandparents, who supported me enough to can be what I am today. My parents have always helped me achieving my goals they equally part of everything in my life. They have always been on my side through all the ups and downs my life. I truthfully appreciate their efforts and hope to make them as happy as they made me.*

## DECLARATION

I, Muhammad Junaid Moazzam certify that to the best of my knowledge the research work embodied in this thesis, titled “**Association between Academic Procrastination and Academic Self-Efficacy among University Students**”. Was entirely carried out by M Muhammad Junaid Moazzam (BSP191031) under direct supervision and guidance of Ms. Iru Noreen from February 24<sup>th</sup>, 2022 to this date and has been used in the process of submission in partial or complete fulfillment of the award of any other degree from any other institution.



**Muhammad Junaid Moazzam**

**BSP191031**

**January , 2023**

## Acknowledgement

I would first of all thank **Allah all mighty** who has all the powers and gave me ability so I could what I am today and where I am today. Then I would like to thank my all family members, **my grandparents, my own parents** and my **sister Javeria** and my **brother Ali** who have always been on my side throughout the whole journey. I would thank my supervisor **Ms. Irum Noreen** who guided me so much about research and made me complete this thesis and teaching me skills for lifetime. Than I would like to thank **our HOD** who gave us the opportunity to learn so much and all my peers who were by side during tough times specially my classmate **Mishaal Saleem**.



### **Abstract**

The study was conducted on university students. Where students participated from different universities of Rawalpindi and Islamabad. Sample (N=400) was equally divided on the basis of male (n=200) and female (n=200) and the type of university i.e public (n = 200) and private (n = 200). The main objective was to study the relationship between academic self efficacy and academic procrastination, the hypothesis for the study was to associate that there would be a negative relationship between academic self efficacy and academic procrastination and there would be significant differences among male and female and students from public and private university. Results show that there is a positive relationship and highly significant between academic self efficacy and academic procrastination .128\*\* but significant differences occur among male and female and public and private university students .144 and .000. Most of the previous researches suggested that there is a negative relationship between academic self efficacy and academic procrastination among university students but in this study it was proven that there is a positive relationship also which can help out the future researchers to identify the gap and find out the reason behind positive relationship.

Keywords: Academic self efficacy, academic procrastination and university students

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**LIST OF ABBREVIATIONS**

<b>GPS</b>	<b>General procrastination scale</b>
<b>ASE</b>	<b>Academic self-efficacy</b>
<b>SD</b>	<b>Standard deviation</b>
<b>M</b>	<b>Mean</b>
<b>N</b>	<b>Sample</b>
<b>P</b>	<b>significance</b>

## Chapter 1 – Introduction

"Procrastination" is derived from the Latin word; a combination of two words "Pro" means forward. "Crastinus" means tomorrow or up to tomorrow. Academic procrastination is the most common occurrence present among all university students. "Procrastination" can be termed as a behavioral problem or a negative behavior which is common in many people nowadays as it is the behavior which shows laziness while performing their task. Milgram et al. (1998) described procrastination as a negative behavioral characteristic, which leads to delay in performing an activity. Procrastination does not have a scientific dimension (Flett et al., 1955). Every individual shows procrastination in different ways and it is described in many ways. Academic procrastination is the most common type of procrastination and is a common phenomenon among students in universities. We call it academic procrastination when students show laziness or delay in the completion of their activities, projects, and assignments unnecessarily. Delays or showing laziness in academic activities are almost associated with anxiety. As fears generate avoidance, achievement-related fear, or fear of failure (Bojuwoye et al., 2019.). Students show procrastination as avoidance behavior. Such delays will cause stress and anxiety when the students try to complete their tasks and assignments in the last hour or on the last day. Students are mixing the concept of avoidance behavior with academic procrastination in educational settings. Student shows delay while studying the lessons until the night of the exam, and it is resulting in hurry effects in the student. For example, if a student is showing laziness in studies, then the student is showing an act of academic procrastination. Students show high fear and anxiety of failure as the deadline for a task or an activity approach near. The students try to overcome their anxiety and fear by showing avoidance (procrastination) of that given task. (Rothblum avoidance model of academic procrastination 1990).

The variable “Academic Procrastination” can be stated as a behavioural activity and the delay in the efforts and the schedules of the people or students which causes laziness in the completion of critical academic activities for academic achievement (Pourabdol, Sobhi-Gharamaleki, & Abbasi, 2015). Academic procrastination is delaying and showing laziness in learning activities. Academic procrastination is showing a delay in an academic course of study or learning instead of completing it on time. Academic procrastination can be observed at all levels of students. University students show more procrastination than school and college students. (Lowinger et al., 2014.).

Academic Procrastination produces anxiety (Klassen et al., 2010) and depression (Klibert et al., 2016), negative effects such as lower learning efficiency, lower academic self-esteem, and academic pressure (Krispenz et al., 2019) and negative impacts on emotions, behaviour, education (Romano, 1996). Procrastination can be stated as a self-protective strategy that masks self-esteem. Many studies show that self-report procrastination has a negative relationship with self-esteem (e.g., Beck, Koons, & Milgrim, 2000; Ferrari, 1994; Ferrari, 2000; Solomon & Rothblum, 1984). Academic procrastination is commonly observed in students studying in middle school (Ghosh and Roy, 2017), high school, college students (Ziegler and Opdenakker, 2018) and university students (Li et al., 2019). Students show procrastination behaviour to avoid criticism. In most cases, procrastination is linked with consequences like laziness by affecting the courage the achieve the goals of the students. Procrastination shows negative effects on learning and on academic performance. Showing laziness and procrastination in tasks and assignments shows many negative effects on both the physical and mental health of the students as well as the ability of students to achieve academic goals. According to the study of (Kazemi et al., 2019.), definitions of procrastination and the reasons for it are still not found. Although different individuals have different types of work and studying levels, almost every one of

them shows various procrastination. Procrastination can be reduced by identifying its characteristics. So, the necessary interventions can be applied to prevent it.

The reasons for procrastination among students are still unknown. Thus, the possible various reasons for procrastination could be fear of success, fear of failure, self-destructive behaviours, avoidance of tasks and assignments that the students have no desire to do, hardness of the work, unpredictable events while having tasks and assignments to complete, negative attitudes, incomplete knowledge and skills are required complete the task and assignment, poor physical conditions, perfectionism, poor level of sufferance and skills to solve the problems and poor self-consciousness. The following reasons can be classified into individual, environmental, and organizational factors.

Procrastination can be due to behavioral, emotional, and cognitive components. Describing different types of procrastination can be a bit complicated. Every type of procrastination is different in terms of cognitive, emotional, and behavioral components.

Procrastination is classically divided into chronic and situational types. If the individual shows regular delays in many aspects of his life, then this will be called chronic procrastination. If the individual show regular procrastination in a specific aspect of his life only then it will be called situational procrastination. Academic procrastination is a type of situational procrastination.

Academic procrastination contains the following characteristics, psychological beliefs of individuals about their own abilities, distraction while completing a task or assignment, time management skills of students, individual's interest in that task or assignment, laziness to perform or complete the task or assignment.

Most students usually don't complete their tasks or assignment under pressure. So, they show procrastination by leaving aside their tasks and assignments. Some students with



academic procrastination can complete their tasks or assignment under pressure actively or inactively. Such students believe that they can complete their tasks under such heavy pressure. Students have beliefs about themselves and success. Students with high success, effort belief, will show less procrastination.

Students also show procrastination while easily being distracted by many other activities while performing their tasks. Such students then give priority to such fun or distracting activities instead of completing their most important tasks and assignments. They would prefer to sleep, watch TV, or play PC or mobile games while completing their tasks and assignments so that they distract themselves. When students find some task or assignment hectic or annoying, they get easily distracted and replace other activities with their tasks and assignments as many students do not like to complete tasks or assignments on time, they will show procrastination more and would be easily distracted by other interesting activities. Poor planning skills can affect procrastination and lead to distraction when completing their tasks and assignments. Time management is another factor that affects the procrastination level of the students. Students with high procrastination levels can't manage their time and they create a high difference between their actual perception and perceived behaviors. Thus, the time management problem is one of the main reasons for academic procrastination among university students. Time management skills are adaptive behavior learnt by individuals. To minimize or decrease academic procrastination, students are required to finish their tasks and assignments on time and follow deadlines. Poor time management may increase the chances of forgetting tasks and leaving aside studies and assignments.

## Literature review

A previous Pakistani study (Bibi et al., 2022) shows that there is a negative correlation between procrastination behavior and self-efficacy. And the previous study was only conducted on a single university of postgraduate students. So, the purpose of this study is to conduct more studies on the undergraduate students of Rawalpindi and Islamabad universities and the generalizability of previous results from previous studies is very low.

This study will show us that academic procrastination and academic self-efficacy are negatively affecting students in different universities in Pakistan. Another study (Mohammad et al., 2022) shows that students who show a high level of academic procrastination are negatively affecting their self-efficacy of the students. Students with higher academic efficacy show a result of lower procrastination and higher GPA (M Hen et al., 2014.). Lack of academic self-efficacy among university students shows procrastination in their academic activities and they start to show delays and laziness in the given tasks and will provide lame excuses and reasons to protect their poor results ( Rajapakshe et al, 2021.). By conducting this study, we will be able to look at the relationships between self-efficacy and academic procrastination among university students.

Passion or interest to do some task or assignment is another factor of procrastination. Interest is the capacity to perform or perform activities with power and motivation. Students with low interest will not be able to complete the task before the given deadline. Having no personal interest is another factor of procrastination. As procrastination is also affected by many other factors such as anxiety about failure and avoiding work. Laziness is another factor to affect the speed of performance. Laziness is also caused by procrastination. An example of academic procrastination is a student who has a month to study for his entry test but ends up delaying his studying unnecessarily until

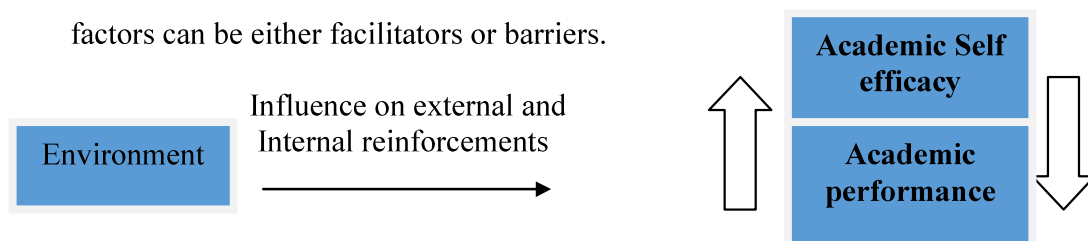
the night before. Another example of academic procrastination is a student who keeps delaying his final projects for an entire semester, until right before it's due. Academic procrastination is most common among university students. Academic procrastination is associated with many negative impacts, such as bad academic performance, bad emotional well-being, and bad mental and bad physical health.

Academic procrastination is often seen in those students who want to engage in it. Students with low academic performance, bad quality work, low exam scores, and low academic grades, will show more academic procrastination. The variable "Self-Efficacy" can be defined as, the beliefs of individuals and their efforts as they can complete a given task or not. It reflects confidence in the ability of the individual to complete one's task. "Academic Self-Efficacy" is a category of "Self-Efficacy" which points out learners' judgment of their ability and the actionability of the set learning goals to be implemented and achieved (Bandura, 1977). Self-Efficacy may affect behaviour through four processes: cognitive, motivational, affective, and selective (Bandura, 1992). The results and findings of previous studies show that there is a negative relationship between academic self-efficacy and academic procrastination (Ge et al., 2018; Ziegler and Opdenakker, 2018; Przepiorka et al., 2019). Some researchers have suggested that low self-efficacy will show higher levels of procrastination (Klassen et al., 2008, 2010) and academic self-efficacy mediates the effects of other variables on academic procrastination (Zhang et al., 2019).

### **Theoretical framework**

According to Albert Bandura's social cognitive theory, which was also known as social learning theory stated that the learning of an individual occurs in social context, where the social context is more like force from environment and behavior. This theory focuses on social influence by the environment and the outcomes of influence on external

and internal reinforcements. Overall the theory tells about the initiating any kind of behavior. Usually for goal directed behavior where it tells about how to regulate and control while having any kind of reinforcement. The concept of self efficacy is a part of this theory which refers to a person's confidence over him for achieving anything or to use their ability to for performing anything successfully. According to Bnadura self-efficacy is influenced by external factors which are most of the time environmental factors now these factors can be either facilitators or barriers.



Any kind of influence can affect the self efficacy for this study we will focus on procrastination among university students how, procrastination effects self efficacy. Research shows self-efficacy can be an important predictor of procrastination as students get overconfident that we will be able to it and hence procrastinate (Steel, 2007). Where as in some research it is stated that self efficacy regarding academic performance is negatively related with procrastination (Ge et al. et al ; 2018).

### **Rationale**

If a student has low self efficacy, if the student doesn't believes on the abilities they have that they can achieve any thing in life or well in academics that's why usually they do academic procrastination or become careless regarding their academic performances. The aim of the study is to find out that students who are not confident for their self efficacy are the ones who do academic procrastination. Low academic self efficacy would lead to low academic procrastination.

Self-efficacy can be an important predictor of procrastination as students get overconfident that we will be able to it and hence procrastinate (Steel, 2007). But on the other side research also shows that it is stated that self efficacy regarding academic

performance is negatively related with procrastination (Ge et al. et al ; 2018). Hence it was a gap in our research and was need to find out whether Pakistani students have the same effects of academic self efficacy on academic performance or not.

### **Objective**

1. To study the relationship between academic procrastination and academic self efficacy among university students.
2. To study the role of gender in academic procrastination and self efficacy among university students.

### **Research question**

1. What is the association between self- efficacy and academic procrastination?

### **Hypothesis**

1. There will be a negative relationship between Academic procrastination and academic self efficacy among university students.
2. There will be a significant difference in academic procrastination and academic self efficacy gender among university students.

## **Chapter 2 Methodology**

In this chapter we will discuss about the methodology we used for the conduction of our study which includes research design, sampling technique, inclusion and exclusion criteria, instruments used and the procedure of the study.

### **Resreachdesign**

A correlation research design has been used in this study to find the relationship between academic self- efficacy and academic procrastination.

### **Population and sample**

This study has been conducted on university students from Rawalpindi and Islamabad ( N = 400). Study consists of both male ( n = 200) and female ( n = 200) participants.

### ***Inclusion criteria***

- University students from any semester
- Male and female both

### ***Exclusion criteria***

- Students who didn't understood English well

### **Sampling technique/procedure**

Convenient purposive (Non-probability) sampling technique is used in this study. We were strict about the number of male and female participants and yet we chose the universities which were convenient to get data from.

## **Instruments**

Following instruments including a demographic sheet were used to collect data for this study.

### ***Academic Self Efficacy Scale***

It is Likert type scale with rating to 1-5 as exactly true, nearly true, neutral, nearly false, and exactly false. The scale has total 40 items. The items are divided on the basis of dimensions such as learning, comprehension, reading, Curricular activities, time, memory, management and student teacher relationship. The scale has reliability of .85.

### ***The General Procrastination Scale:***

It is a likert type scale with 1-5 rating as Never, rarely, sometimes, often and always. The scale has total items of 23. The scale consists of four domains which are academic, workplace, medical, and civic responsibilities.

## **Procedure**

Institutional permissions were taken from universities to collect data after that data will be collected on the basis of sample size from. N = 400 was collected from 7 different universities from Rawalpindi and Islamabad. While collecting data ethics were strictly followed. The data collected was entered and analyzed in SPSS.

## **Ethical consideration**

Ethical considerations were followed according to APA (American Psychological Association) Institutional approval was taken for data collection. Permissions from authors were taken for using their scales. Participants were debriefed about the study and privacy had been maintained through the study and data collection procedure. No personal information was taken.

## Results / Data Analysis

To find out the relationship between academic procrastination and academic self efficacy SPSS would be used where Pearson correlation with Independent sample T test would be applied.

### Chapter 4- Results

**Table 1**

*Descriptive analysis of demographic variables of the study participants (N=400)*

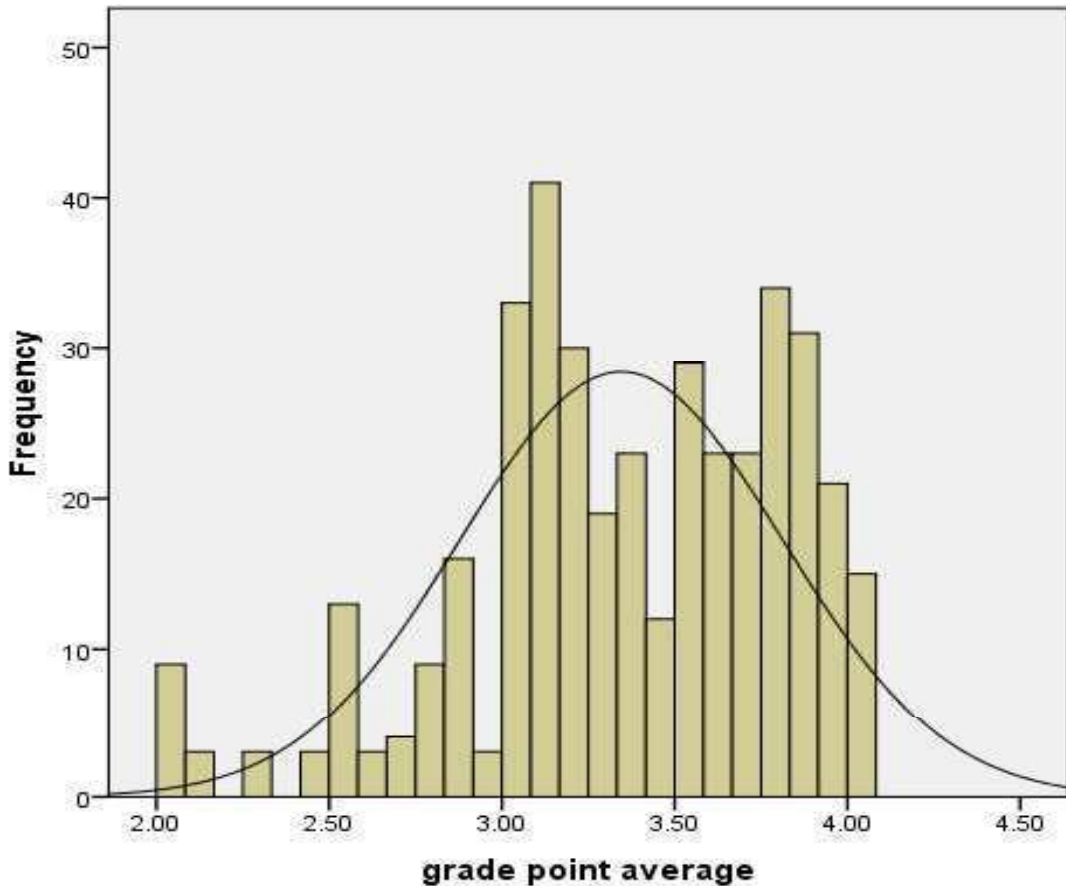
Variables	<i>F</i>	%
<b>Gender</b>		
Male	200	50.0
Female	200	50.0
<b>Level of education</b>		
BS	331	82.8
MS	40	10.0
PhD	29	7.3
<b>Type of university</b>		
Public	200	50.0
Private	200	50.0
<b>Family system</b>		
Nuclear	270	67.5
Joint	130	32.5
<b>Job</b>		
Yes	46	11.5
No	354	88.5

*Note: f = frequency, % = percentage*



Table 1 exhibits demographic variables and their frequency and their percentage of the study sample. Considering the total sample (N = 400). Majority of the participants were female (f = 200) and males were (f = 200) with percentages of 50.0 and 50.0 respectively. For GPA (Grade point average mean show 3.35 (SD = .468). Level of education shows BS (f = 331, % = 82.8) had higher frequencies as compared to MS (f = 40) and PhD (f = 29) with percentages 10.0 and 7.3 respectively. Type of university shows Public (f = 200) universities had higher frequencies than private university (f = 200) with percentages of 50.0 and 50.0 respectively. Family system showed that nuclear family (f = 270) had higher frequencies than Joint family (f = 130) with 67.5 and 32.5 respectively. Participants without job (f = 335) showed higher frequencies than people with job (f = 46) with percentages of 83.75 and 11.5 respectively.

**Figure 1**



**Table 2*****Reliabilities of scale in terms of Cronbach's Alpha Reliability ( $\alpha$ )***

Measure	k	$\alpha$	M	SD	Range		Skewness	Kurtosis
					Potential	Actual		
GPS	23	.511	68.7	6.38	23-115	42-86	-.195	-.317
ASE	40	.706	116.74	14.60	40-200	78-155	-.585	.570

*Note:* N= no. of items, k = total items, M = mean, SD = Standard Deviation,  $\alpha$  = Alpha Reliability, GPS = General Procrastination Scale, ASE = Academic Self-efficacy

This table no 2 shows that the item numbers, Alpha reliabilities, Mean, Standard Deviation, Skewness and Kurtosis of all the scales used in the present study.

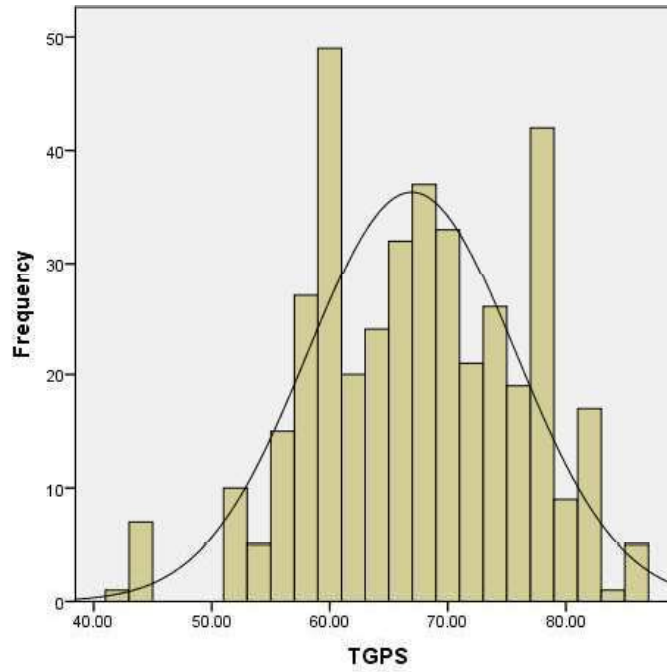
Cronbach's Alpha reliabilities of General procrastination scale (GPS) and Academic self-efficacy (ASE) have reliabilities .511 and .706 respectively which are acceptable. Table shows that according to skewness and kurtosis the data is normally distributed. The values of Skewness and kurtosis were within the range of  $\pm 1$ .

**Distribution curve**

Following are the figures representing the shape of distribution curve and where total number of participants (N) for all three measures is 400.

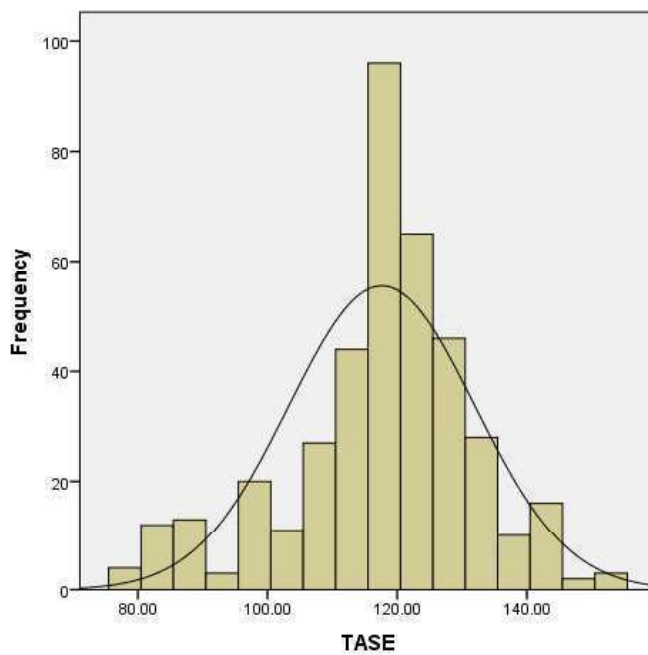
**Figure 2**

*Distribution of scores General procrastination scale (N = 400). Mean = 66.95 (SD = 8.785)*



**Figure 3**

*Distribution of scores Academic self-efficacy (N = 400), Mean = 117.63 (SD = 14.359)*



**Table 3**

Correlational analysis

Variables	N	1	2
1. GPS	23	-	.128**
2. ASE	40		-

Note: N = number of items, GPS = General procrastination scale, ASE = Academic self-efficacy

Table 3 exhibits that academic procrastination and academic self efficacy are strongly positive and highly significant relationship. According to which hypothesis 1 rejected.

**Table 4***Comparison of gender differences with study variables (N=400)*

Measures	Male (n = 200)		Female (n = 200)		t (400)	p	Cohen's d
	M	SD	M	SD			
GPS	67.59	9.13	66.30	8.39	1.465	.144	0.1
ASE	111.59	14.05	123.67	11.93	-9.264	.000	0.8

Note: GPS= General procrastination scale, ASE = Academic self efficacy, M = Mean, SD = Standard deviation, p = significance.

Table 4 exhibits significantly results for Academic self efficacy, which means Self efficacy is on dependent on self efficacy. Hence Hypothesis 2 accepted.

## **Discussion**

In this chapter we will discuss about the whole study which includes the reliabilities of scale, demographics and their distributions, different analysis we used such as Pearson correlation analysis and independent sample T-test for finding significant relationships and differences among the demographics and the study variables.

Along with questionnaires named as general procrastination scale and academic self efficacy scale a demographic form was also used.

### **Frequency distribution:**

The study consisted of N= 400 university students from Rawalpindi and Islamabad's different universities which included private f= 200, %= 50.0 and public both f=200, %=50.0. Data was equally divided on the basis of gender type in which male students were f= 200, %=50.0 and females were f= 200, % = 50.0. university type as public f=200, %=50.0 and private university students f=200, %=50.0. the sample consisted of students from different education levels, BS f= 331, %=82.8, for MS f=40, %=10.0 and for PhD f=29, %=7.3. the sample consisted of students belonging to both the family types nuclear f=270, %=67.5 and joint f=130, %=32.5. Further the data was divided into working and non working students among which f=46, %=11.5 had jobs whereas f=354, %=88.5 didn't do any kind of job. The data had normal distribution according to the skewness ( -.195) and kurtosis ( -.585) and K.S values.

### **Reliabilities of scale:**

The reliabilities of both the scale were acceptable which were as.511 although it was lower than the potential reliability of scale and for GPS (General procrastination scale and .706 ASE ( Academic self efficacy scale) which was near to the potential reliability of scale.

For correlational analysis Pearson test was done which showed a highly significant and positive relationship among academic self efficacy and academic procrastination .128\*\*which rejected our hypothesis 1. And for the differences we used independent sample T-test which showed that there are significant differences among gender and university type with academic procrastination .000 being associated with academic self efficacy .144. This results proof that there can be a positive relationship also a study had been done in past proving the same relationship among university students (Schwarzer & Jerusalem, 1995)

### **Conclusion**

Overall the study showed results that Academic self efficacy and academic procrastination had positive relationship therefore significant differences occurred between the gender and public or private university students. These results can be used to find out that what can be the reasons behind a positive relationship as majority of the previous studies showed that there is a negative relationship.

### **Limitations**

The study was conducted on university students to see the relationship among Academic procrastination and academic self efficacy.

- The study was limited only in one city hence we got population sample from city only.
- The study could not get samples from all the universities since it was convenience sampling.
- Self report questionnaires were used so there might be a chance that there might be outliers.

### **Significance**

As academic stress is increasing day by day. Courses and studies are becoming more tough and hectic. The students are not actively performing in their studies, Academic procrastination is increasing among university students and their self-efficacy is also affected negatively. Educational institutes should be measuring self-efficacy and academic procrastination among students, and they should try to overcome academic procrastination and improve self-efficacy among students.

### **Implications**

As the hypothesis got rejected which showed that there can be reasons behind Academic self efficacy and academic procrastination, this relationship can be used to find out the reason or predictors of this positive relationship and can help to explore more on the basis of age groups or different education levels.

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## **Appendixes**

- A. Support letter
- B. Consent form
- C. Demographic sheet
- D. General procrastination scale
- E. Academic self efficacy
- F. Permissions from authors

## A. Support letter



Capital University of Science & Technology  
Islamabad

Islamabad Expressway, Kahuta Road,  
Zone - V, Islamabad, Pakistan  
Telephone : +92-51-111-555-666  
              : +92-51-4486700  
Fax : +92-51-4486705  
Email : info@cust.edu.pk  
Website : www.cust.edu.pk

Ref. CUST/IBD/PSY/Thesis-169  
October 5, 2022

### TO WHOM IT MAY CONCERN

Capital University of Science and Technology (CUST) is a federally chartered university. The university is authorized by the Federal Government to award degrees at Bachelor's, Master's and Doctorate level for a wide variety of programs.

**Mr. Muhammad Junaid Moazzam**, registration number **BSP191031** is a bona fide student in BS Psychology program at this University from Spring 2019 till date. In partial fulfillment of the degree, he is conducting research on "Relationship between academic procrastination and the academic self-efficacy among university students". He is required to collect data from your institute.

Your cooperation is highly appreciated. Please feel free to contact undersigned, if you have any query in this regard.

Best Wishes,

**Dr. Sabahat Haqqani**  
Head, Department of Psychology  
Ph no. 111-555-666 Ext: 178  
sabahat.haqqani@cust.edu.pk

### **B. Consent Form**

I Muhammad Junaid Moazzam enrolled in BS Psychology in Capital University of Science and Technology. I hereby invite you to take a part in this study. The title of my research is "Relationship between Academic Procrastination and the Academic Self-Efficacy among University Students." In order to participate in this research; you have to fill out the questionnaires given. Your identity will be kept confidential. Your name will not be used in the report. Your participation is voluntarily. If you want to quit participation in this study you can do so with no questions being asked, but it would be a great contribution and help to this research if you participate and give your honest responses.

Please contact if you have questions about the study, Email:  
contact@muhammadjunaidmoazzam.com

Signature \_\_\_\_\_

Muhammad Junaid Moazzam Thank You

**C. Demographic sheet**

D. Name\_\_\_\_\_

E. Gender\_\_\_\_\_

F. Age\_\_\_\_\_

G. Who do you live with at home?

a) Both parents ( )

b) Mother ( )

c) Father ( )

d) Siblings ( )

e) Other relatives ( )

f) others ( )

H. Education\_\_\_\_\_

### D. General procrastination scale

**Procrastination Scale** (Lay, 1986) - For student populations Instructions:

People may use the following statements to describe themselves. For each statement, decide whether the statement is uncharacteristic or characteristic of you using the following 5 point scale. Note that the 3 on the scale is Neutral – the statement is neither characteristic nor uncharacteristic of you. In the box to the right of each statement, fill in the number on the 5 point scale that best describes you.

Extremely	Moderately	Neut	Moderat	Extremel
<u>Un</u> charact	<u>Un</u> character	ral	ely	y
eristic	istic		Character	Charact
			istic	eristic
1	2	3	4	5

1. I often find myself performing tasks that I had intended to do days before.
- 2.\* I do not do assignments until just before they are to be handed in.
3. \* When I am finished with a library book, I return it right away regardless of the date it is due.
4. When it is time to get up in the morning, I most often get right out of bed.
5. A letter may sit for days after I write it before mailing it.
6. I generally return phone calls promptly.
7. Even with jobs that require little else except sitting down and doing them, I find they seldom

get done for days.

8. I usually make decisions as soon as possible.
9. I generally delay before starting on work I have to do.10.\* I usually have to rush to complete a task on time.
11. When preparing to go out, I am seldom caught having to do something at the lastminute.
12. In preparing for some deadlines, I often waste time by doing other things.13.\* I prefer to leave early for an appointment.
- 14.\* I usually start an assignment shortly after it is assigned.
15. I often have a task finished sooner than necessary.
16. I always seem to end up shopping for birthday or Christmas gifts at the lastminute.
17. I usually buy even an essential item at the last minute.
18. I usually accomplish all the things I plan to do in a day.
19. I am continually saying All do it tomorrow@.
20. I usually take care of all the tasks I have to do before I settle down and relax forthe evening.

Note: Reversed-keyed items: 3,4,6,8,11,13,14,15,18,20

Note: \* indicates items that differ from student to non-student fo

### G. Academic self efficacy scale

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**Directions**

Some statements concerning your beliefs about the learning are given below. Five responses are given to each statements. 1. Exactly true 2. Nearly True 3. Neutral 4. Nearly False 5. Exactly false. Carefully read each statement and decide to what extent it is true in your case. Then mark 'X' in the column of the given response sheet against the serial number of the statement.

Example

Statement: 6. I can't manage time efficiently for learning.

Response :

Sl.N o	Exactly True	Nearly True	Neutral	Nearly False	Exactly false
6.		x			

1. Irrespective of the subject, I am competent in learning.
2. I can not read and understand my textbooks well.
3. I sense that I am quick to pick the points from what I read
4. I feel that I have no ability to keep things unforgotten.
5. I can do my projects well.
6. I can't manage time efficiently for learning.
7. I can arrange the help of my teachers in learning.
8. I fail to find out the necessary sources for my study.
9. I can arrange the help of my peers for my learning whenever I need it.
10. I fail to set higher goals in my study.
11. I can usually find out quite a few solutions when I confront problems in my study.



12. I can't express ideas well while attending examinations.
13. It is difficult for me to read and understand the textbooks in the English language.
14. During examinations, I can recollect what I have learned.
15. Often I fail to comprehend the actual meaning of what I study.
16. If taught, I can prepare my class notes neatly.
17. I fail to find out time for learning amid sundry chores.
18. I can't arrange the resources for my study from my relatives, neighbours, etc.
19. I am assured that I have a few friends who would be helpful in my study.
20. I may not clarify doubts from my teachers while in class, even if I reach higher classes.
21. I can accomplish my aims in learning.
22. I can't answer the essay type questions well.
23. I experience that I am weak in understanding the classes of my teachers.
24. I can develop the reading skill required to learn school subjects.
25. When I study a new concept, I can't recall the related knowledge from the earlier classes.
26. I can utilize the available library facility for my study.
27. I observe that I fail to prepare my seminars and assignments in time.
28. If I miss some classes for some reason, I can compensate for the loss fairly well.
29. I consider that I fail to develop a healthy relationship with my teachers.
30. I am confident that I can perform well in competitive examinations.
31. I can't deal efficiently with unexpected problems in my study.
32. I can be calm at the time of the exams as I am conscious of my ability to learn.
33. I can't complete the homework myself without any help from guidebooks, previous notes etc
34. I can usually handle disturbing situations in the study.
35. If a sudden test is conducted for us without prior notice, I can answer it well.
36. If I try, I can become one of the good grade holders.

37. I can't answer the questions which teachers ask me.
38. I can score well in the short answer type questions.
39. I can't accomplish challenging tasks and problems in my study.
40. However twisted the question is I can answer them.

## Appendix- F

**D** Dr Abdul Gafoor K <gfr.abdul@yahoo.co.in>  
To: You  
Tue 27/09/2022 22:27

Permitted.

**With Regards,**  
**Dr. Abdul Gafoor K,**  
Professor  
Department of Education  
University of Calicut  
Assala


On Monday, 26 September, 2022 at 12:36:43 am IST, Muhammad Junaid <jadi1009@hotmail.com> wrote:

Aslam u Alaikum Sir!  
Hope you will be fine. Sir! I want to use your scale which is attached to this email, for my Thesis and research purposes "Relationship between Academic Procrastination and the Academic Self-Efficacy among University Students". I have found this scale on the given link ([https://www.researchgate.net/publication/282624154\\_Academic\\_Self\\_Efficacy\\_Scale](https://www.researchgate.net/publication/282624154_Academic_Self_Efficacy_Scale)). I want to ask for your permission that would you allow me to use your scale for my research purpose.

Thank You Sir!  
Sent from [Mail](#) for Windows

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**Muhammad Junaid**  
To: gfr.abdul@yahoo.co.in  
Sun 25/09/2022 19:06




Aslam u Alaikum Sir!  
Hope you will be fine. Sir! I want to use your scale which is attached to this email, for my Thesis and research purposes "Relationship between Academic Procrastination and the Academic Self-Efficacy among University Students". I have found this scale on the given link ([https://www.researchgate.net/publication/262924154\\_Academic\\_Self\\_Efficacy\\_Scale](https://www.researchgate.net/publication/262924154_Academic_Self_Efficacy_Scale)). I want to ask for your permission that would you allow me to use your scale for my research purpose.

Thank You Sir!  
Sent from [Mail](#) for Windows

### Asking for permission

**PL** Pragya Lodha <pragya6lodha@gmail.com>  
To: You  
Wed 12/10/2022 18:11



Hello,

PFA the scale. All the best.


...

---

**Pragya Lodha**  
+91 8879477609

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**Muhammad Junaid**  
To: pragya6lodha@gmail.com  
Wed 12/10/2022 08:24



Dear Ma'am!

Hope you will be fine. Ma'am! I want to use your scale which is attached to this email, for my Thesis and research purposes "Relationship between Academic Procrastination and the Academic Self-Efficacy among University Students". I have found this scale on Google Scholar. I want to ask for your permission that would you allow me to use your scale for my research purpose.

Thank You Ma'am!



# Junaid Muazzam

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