

## Self-Efficacy as a Predictor of Academic Procrastination among Adolescent Students

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### Abstract

Procrastination, a common behavioural tendency, often results in the loss of valuable opportunities, particularly among students. Individuals with a high sense of self-efficacy—confidence in their own abilities—tend to approach challenging tasks with a problem-solving mindset rather than avoidance. This intrinsic belief in their capability enables them to confront academic demands proactively and reduces the likelihood of procrastination. The ability to manage time effectively, embrace challenges, and take ownership of one's responsibilities are key factors in mitigating procrastinator behavior. Recognizing the critical role of self-efficacy in academic performance, the present study aims to explore the relationship between academic procrastination and self-efficacy among adolescent students. A quantitative approach was adopted, and data were collected using standardized tools from a sample of 300 adolescent students. The study was conducted on students of class XI studying in CBSE Schools of Jalandhar district. The analysis of variance (ANOVA) revealed a significant effect of self-efficacy on academic procrastination among adolescent students. Specifically, students with high self-efficacy demonstrated significantly lower levels of academic procrastination compared to their peers with low self-efficacy. However, no significant gender differences were observed in either academic procrastination or self-efficacy levels, indicating that these variables operate similarly across male and female adolescent students. The study highlights the importance of incorporating self-efficacy enhancement strategies in educational settings to help students manage procrastination and improve academic performance.

**Keywords:** Self-Efficacy, Academic Procrastination, Adolescent Students, Academic Performance

### Introduction

Procrastination refers to the tendency to prioritize less urgent or more enjoyable activities over more pressing or less pleasurable tasks, often resulting in the postponement of important responsibilities until the last possible moment, typically just before a deadline. Students frequently engage in academic procrastination, which is defined as delaying studying, turning in assignments after the deadline, and not showing up for class on time (Toker & Avcı, 2015). The irrational tendency to delay starting or completing academic tasks is termed as Academic procrastination (Yerdelin *et al.*, 2016; Muyana, 2018). Self-efficacy, a core concept in positive clinical psychology, denotes an individual's belief in their capacity to successfully execute tasks and attain meaningful goals (Maddux & Kleiman, 2016). Bonar *et al.* (2011) described self-efficacy as an individual's perceived level of confidence in their ability to apply self-control

strategies effectively. Both Wulandari & Ardi (2021) and Putra & Soetjningsih (2023) conducted quantitative correlational studies exploring the relationship between self-efficacy and academic procrastination among students. Using samples of 244 and 165 students respectively, both studies found a significant negative correlation, indicating that students with higher levels of self-efficacy tend to exhibit lower levels of academic procrastination. Muazzam *et al.*, (2023) in their study suggested that students with stronger internal control and higher creative self-efficacy are less likely to procrastinate academically. Kurtovic, Vrdoljak, & Idzanovic (2019) in their study of 227 university students found that academic achievement, self-efficacy, and adaptive perfectionism negatively predict procrastination, while maladaptive perfectionism predicts it positively. Mediation analysis showed that perfectionism, in combination with self-efficacy, mediates the relationship between academic

achievement and procrastination. Gohain, R.R and Gogoi, S (2020) did a study on 199 undergraduate students at Assam Agricultural University and found no significant gender differences in the reasons for academic procrastination. Fentaw, Y., Moges, B. T., & Sayed M. (2022) did a mixed-method study of 323 university students in Ethiopia found that nearly 80% engage in academic procrastination, primarily due to poor time management, lack of planning, stress, and laziness. Procrastination did not vary by gender or institutional category but negatively impacted both academic performance and students' emotional well-being. Debnath & Saikia (2024) in their descriptive study of 120 Class 12 students in Assam found that male students exhibited slightly higher levels of self-efficacy compared to females; however, the difference was not statistically significant, indicating no substantial gender-based variation in self-efficacy.

Academic procrastination is a widespread issue that significantly hinders students' academic success and personal development. It often leads to increased stress, reduced performance, and missed opportunities. Understanding the underlying causes of procrastination is essential to addressing this self-defeating behaviour. Among the various psychological factors, self-efficacy plays a crucial role in shaping students' motivation, resilience, and approach to academic tasks. Students with high self-efficacy are more likely to take initiative, persist through difficulties, and complete tasks on time, while those with low self-efficacy are more prone to avoidance and delay. Studying academic procrastination in relation to self-efficacy is important because it provides insights into how students perceive their own abilities and how these beliefs influence their academic behaviours.

**Objectives of the Study**

- To study Academic Procrastination of Adolescent students in relation to their gender
- To study Self-Efficacy of Adolescent students in relation to their gender
- To study the Academic Procrastination of Adolescent students in relation to their self –efficacy

**Hypotheses**

The following hypotheses were proposed to achieve the above objectives

1. There is no significant difference in Academic Procrastination of Adolescent Students in relation to their Self-Efficacy
2. There is no significant difference in Academic Procrastination of Adolescent Boys and Adolescent Girls
3. There is no interaction effect of Self Efficacy and Gender on the scores of Academic Procrastination of Adolescent Students
4. There is no significant difference in Self Efficacy of Adolescent Boys and Adolescent Girls

**Methodology**

In order to conduct the present study six CBSE schools from Jalandhar District have been selected. For the selection of sample simple random technique has been employed to select XI class students from these schools. The study was conducted on 300 Adolescent students. In order to conduct the present investigation the independent classificatory variable was Self Efficacy and Dependent variable was Academic-Procrastination. Self- Efficacy scale by A.K Singh and Shruti Narain (2012) and Academic Procrastination scale by A.K

Kalia and Manju Yadav (2013) was administered on class XI standard students of selected schools. 50 students were taken up from each school randomly. The data was scored and statistical treatment were given employing, mean, t-test and Two-Way ANOVA.

**Results and Discussions**

The table 1 below presents the descriptive statistics of the major variables under study, including the number of respondents (N), minimum and maximum scores, mean (M), and standard deviation (SD).

**Table 1:** Showing: Descriptive statistics of Self Efficacy and Academic Procrastination

Variable	Gender	N	Mean	S.D
Self-Efficacy	Boys	133	67.57	10.44
	Girls	167	69.66	9.88
Academic Procrastination	Boys	133	58.78	11.51
	Girls	167	56.53	11.47

From the table 1 it is clear that the average score of boys on the Academic Procrastination scale was M = 58.78, with a standard deviation of SD = 11.51. Average score of girls on the Academic Procrastination scale was M = 56.53, with a standard deviation of SD = 11.47. Also the average score of boys on the Self-Efficacy scale was M = 67.57, with a standard deviation of SD = 10.44. Average score of girls on the on the Self-Efficacy scale was M = 69.66, with a standard deviation of SD = 9.88.

The mean and S.D's of the sub groups of 2×2 factorial design of ANOVA on the scores of Academic Procrastination in relation to Self-Efficacy and Gender of Adolescent students have been calculated and are presented below in table 2

**Table 2:** Means and S.D's of the Sub-Group of Anova for 2×2 Design on the Scores of Academic Procrastination in relation to Self-Efficacy and Gender of Adolescent Students

	Boys	Girls	Total
High Self Efficacy (HSE)	M <sub>1</sub> =54.76 σ <sub>1</sub> =14.33 N <sub>1</sub> =50	M <sub>2</sub> =53.20 σ <sub>2</sub> =11.55 N <sub>2</sub> =58	M <sub>2</sub> =53.92 σ <sub>2</sub> =12.87 N <sub>2</sub> =108
Low Self Efficacy (LSE)	M <sub>3</sub> =59.67 σ <sub>3</sub> =11.77 N <sub>3</sub> =43	M <sub>4</sub> =56.91 σ <sub>4</sub> =12.83 N <sub>4</sub> =47	M <sub>4</sub> =58.23 σ <sub>4</sub> =12.34 N <sub>4</sub> =90
Total	M <sub>3</sub> =57.21 σ <sub>3</sub> =13.05 N <sub>3</sub> =93	M <sub>4</sub> =54.86 σ <sub>4</sub> =12.19 N <sub>4</sub> =105	

In order to analyze the variance of Academic Procrastination of Adolescent students the obtained score have been subjected to ANOVA and the result have been presented in the table 3 below:

**Table 3:** Summary of Anova for 2×2 Design on the Score of Academic Procrastination in relation to Self-Efficacy and Gender of Adolescent Students

Sources of Variance	Df	SS	MSS	F-ratio
Self-Efficacy (A)	1	910.82	910.82	5.69*
Gender (B)	1	231.92	231.29	1.44
Interaction (A×B)	1	4.48	4.48	0.03
Within	194	31055.74	160.08	

\*Significant at 0.05 level of confidence.

**Table 4:** Summary of t-test on the Scores of Self-Efficacy in relation to their Gender of Adolescent Students

Variable	Group	t	df	p
Self-Efficacy	Girls	1.78	298	.076
	Boys			

It may be observed from the table 3 that F-ratio for the difference in scores of Academic Procrastination of Adolescent Students in relation to their Self Efficacy was found to be significant at 0.05 level of confidence. Thus, the data provides sufficient evidence to reject the hypothesis (1) namely, "There is no significant difference in the Academic Procrastination of Adolescent students in relation to their high self-efficacy and low self-efficacy". Further on examination of Table 2 it is clear that the mean score of Academic Procrastination of Adolescent student with high self-efficacy is lower than the adolescent student with low self-efficacy. Hence, students with high Self Efficacy procrastinate less than the student with low Self Efficacy.

The results are in tune with findings of Ghadampour *et al.*, (2025) and Liu *et al.*, (2020) that academic self-efficacy is and negatively related to academic procrastination. It may be observed from the Table 3 that F-ratio for the difference in scores of Academic Procrastination of Adolescent Students viz-a-viz. Boys and girls was not found to be significant event at 0.05 level of confidence. Thus, the data does not provide sufficient evidence to reject the hypothesis (2) namely, "There is no significant difference in Academic Procrastination of Adolescent boys and adolescent girls". This means that Academic Procrastination does not differ in boys and girls. It may observed from the table 3 that the F-ratio for the interaction between Self-efficacy and Gender of Adolescent students on the scores of Academic Procrastination was not found to be significant even at 0.05 level of confidence. Thus the data does not provide sufficient evidence to reject the hypothesis (3) namely, "There is no interaction effect of Self Efficacy and Gender on the scores of Academic Procrastination of Adolescent students."

It may be observed from the Table 4 that t-ratio for the difference in scores of Self Efficacy of Adolescent students in relation to their gender was not found to be significant even at .05 level. The value of t-ratio came out to be 1.78( $p > .05$ ). Thus, the data does not provide sufficient evidence to reject the hypothesis (4) namely, "There is no significant difference in Self Efficacy of Adolescent Boys and Adolescent Girls".

### Conclusion

Based on the above results, it can be concluded that self-efficacy significantly influences academic procrastination among adolescent students. Students with high self-efficacy were found to procrastinate less compared to those with low self-efficacy, indicating that a strong belief in one's own abilities contributes to better academic self-regulation and timely task completion. These findings carry important implications for teachers, school counsellors, and policymakers. Since self-efficacy has emerged as a significant factor in reducing academic procrastination, educational interventions and programs should focus on strengthening students' self-efficacy beliefs through goal setting, positive feedback, and skill-building activities. Addressing self-efficacy early in the academic journey can empower students to take responsibility for their learning and improve their academic performance by minimizing procrastination behaviors.

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