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

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

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

I. INTRODUCTION

This study isbased onthe investigation ofthe Impact of Procrastination and Motivation on Academic Self-Efficacy among University Students. Previous studies have checked the effect and relationship of motivation, self-efficacy, and procrastination with academic performance. But this research has focused on the predictive relationship of academic motivation and procrastination with the self-efficacy that is how motivationwhether it's intrinsic, extrinsic or amotivation and procrastination affected the confidence of students.The word procrastination originates from the Latin verb procrastinare, meaning to put off or postpone until another day [4].Procrastination is a fundamental form of self-regulatory failure that is not completely understood. It is estimated that 80% to 95% of college students are involved in procrastination [5]. Procrastination is describedaspostponing anything which is essential for reaching some set goals[6]. The point is thatnonprocrastinatorsarebetterthanprocrastinatorbecausethosestudentswho

procrastinategetpoorerscores;possiblyit's due to miscalculationof time that is required in performing the tasks [7]. Procrastination significantlymeans waste of time, if any work issupposed to be performed[8]. Students easily diverted their behaviors e.g., social activities, when they procrastinate[9].Academic procrastination is defined as"Intentionally delaying or deferring work that must be completed" (p. 12)[10]. Itis essentiallyreverse of motivation which meansabsence of objective or will to take action[11]. Researchesshowed that procrastination badly influenceeducational progress because it restricts both the excellenceand capacityof the students' work.

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

There arethree major types of themotivation known as Intrinsic, Extrinsic, and Amotivation. Each of motivation contributes in one way or another in the education,personal experience and performance of the students. The utmostdiscrepancy is amongintrinsicmotivation, extrinsic motivation. Intrinsic Motivation meansa

person is doing an action forinnatepleasures rather than for some distinguishableconsequence. Thosepersons who are intrinsically motivateddoingeverything for fun or challenge not for externalurges, burdens, andprizes [11]. Numerous studies exposed that intrinsic motivation enhanced bypositive performance feedback [16, 17],whileit's diminished leveladversely affect theperformance response [18].Extrinsic motivation is opposite to intrinsic motivation. Itstates that performing an actionjust for the pleasureof activityfor itself, not for its influential value. Yet, differentlythe perception of mostly person is thatbehavior which is extrinsically motivated isnon-autonomous. For example, a student who studied because he or she fears that the parents might punish for not doing do, is extrinsically motivated because he is doing the work in order to attain the separable outcome of avoiding sanctions. Similarly, a student who did the work because she or he personally believes it is valuable for the chosen career is also extrinsically motivated because of the instrumental value rather than because she finds it interesting. Above two instancescontaininstrumentalities.However, the lattersituationcontains personal validation;feeling of choice, whilepreviousincludessimpleobediencethrough an external control.Amotivated individuals don't perceived likelihoodsamong consequences and their own activities. They are not intrinsically as well as extrinsically motivated. Individual who is amotivatedface incompetencyfeeling of uncontrollability; they see behaviors affected by a force that is out of control. They ask there selves why they need to go to school and feel useless/ undeceived. Ultimately they don't participate in school activity [11, 15].

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

1)Performance Accomplishmentmeanssuccessfulness at the tasks. For instance, a person self-efficacy increased, when he/she is successful at a task repeatedly. But,self-efficacy sense is declined, ifperson is fail again and again. When a person success continuously, anenthusiastic feeling risesthen he/she is less upset by slightobstacles.2) Vicarious Experiences occur when one person watches other person to do a chore and they feel confident that he/shehas a capability to perform this task fruitfully with positive consequences. It's true if the viewer thinks that he/she has the similarcapabilities. 3)Verbal Persuasionreferred to convince another person that he is capable of being successful. People can satisfy/persuade other persons that they also be successful in this task. 4) Physiological Cueslie on physicalmarks, such as nervousness and strain. Different individuals interpret theseprompts differently, which affects the consequence of the task [22].

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

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

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

1.1. ypothesis of the Study

"Achievement Motivation, Academic Procrastination will be meaningful predicators of students' Self-efficacy n university".
This hypothesis is graphically depicted as below

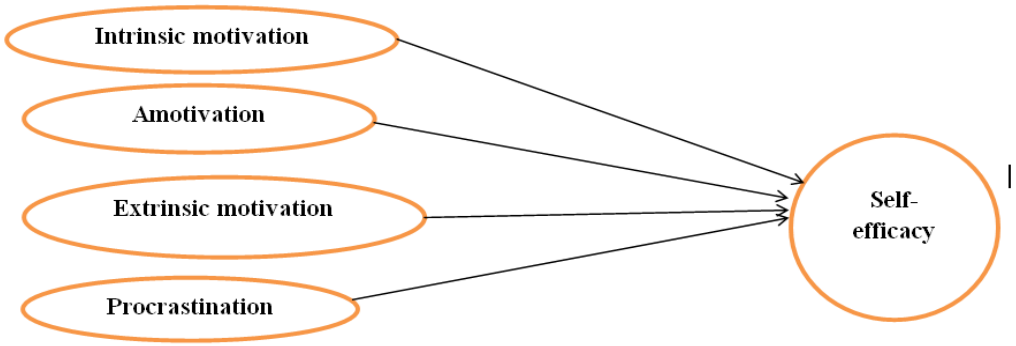

Figure 1.Relationship of Intrinsic, Extrinsic, Amotivation and Procrastination with Self-Efficacy.

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

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

1.1. Significance of the Study

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

II. METHOD

1.2. Research Design

Cross sectional survey research design was used to observe the association between procrastination, motivation and self-efficacy as the study variables.

1.3. Sample

The sample consisted of 250 B. S (Hons.)(3^{rd}& 7^{th} semester) and M. Sc. (3^{rd} semester) students. Out of 250, there were 100 male and 150 females. The participants were enrolled in different departments of university of Gujrat. Stratified Proportionate Sampling wasusedto take participants from higher learning institution. Strata were made to recruitthe departments fromthe selected faculties. Concerning departmental structure of the sample, the students were selected randomlyfrom different departments. The demographic characteristics of the sample are given in the table 1.

1.4. Instruments

Academic Procrastination (PASS), Academic Self-Efficacy (ASES), and Academic Motivation Scale (AMS), English Versions were used in the present study. Demographic information about students' age (years), gender (Male/Female), semester (BS, MSc), departments (Sociology, Chemistry, Botany, Economics), father's occupation (government job, private job, others), mother occupation (government job, private job, others), family system (nuclear/joint) was taken separately from the scales.PASS isbroadly used to explore postponement on academically related task. This scale was developed by Solomon andRothblum,1984 [3]. This scale has 44 items with 0.78 to .86 [29]. Academic Self-Efficacy Scale consisted on 27 items. This scale was developed byZajacova, Lynch and Espenshade (2005) [2]. The reliability of this scale is ranged from 0.72 to 0.90.AMS measured individual differences in Intrinsic, Extrinsic and Amotivation. It is a likert-type scale with 5-point response categories. It consists of 28 items. The AMS found highly reliable, with an average the value of α is(0.63 to 0.86) to measure the student'smotivation quality [3].

1.5. Procedure

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

1.6. Ethical Consideration

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

III. RESULTS AND DISCUSSION

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

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

Variables	No.of items	M	S.D	α
Intrinsic	12	42.64	7.39	.81
Extrinsic	12	45.75	8.51	.86
Amotivation	4	10.57	3.27	.54
Academic self-efficacy	27	94.31	14.94	.89
PASS	44	131.30	19.31	.86

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

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

Characteristics	*f*	*%*
Age		

19-21	170	68
22-24	80	32
Gender		
Male	100	40
Female	150	60
Programs		
B. S(Hons.)	117	47
M. Sc.	133	53
Departments		
Economics	62	25
Sociology	63	25
Chemistry	63	25
Botany	62	25
Father's Occupation		
Government job	104	41
Private job	97	39
Others	49	20
Mother's Occupation		
Government job	35	14
Private job	4	2
Other	211	84
Family System		
Joint	93	37
Nuclear	157	63

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

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

	R^2	B(SE)	β	t	p
Constant	.17	50.8(6.2)		8.15	.000
Intrinsic		.48(.16)	.239	2.91	.004
Extrinsic		.24(.14)	.142	1.70	.089
Amotivation		.26(.27)	.057	9.51	.342
Procrastination		.24(.12)	.127	2.05	0.41

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

Table 4.3.shows that the value of R2 indicate that 17 percent total variation in self-efficacy have been explained by intrinsic motivation, extrinsic motivation, amotivation, and procrastination.The table shows that p-value of amotivationand extrinsic motivation is greater than α, which indicate that variation in self-efficacy explained by amotivationis non-significant. On the other hand the p-value of intrinsic motivation and procrastination is less than α which indicated that the variation in self-efficacy is explained is significantly by them. Therefore, the

significant predictors of academic self-efficacy are intrinsic motivation (β=.23; p<.05), extrinsic motivation (β= .14; p<.05) and procrastination (β=.12.p<.05).The results revealed that the change in self-efficacy is explained by the combination of all factors i.e., Intrinsic motivation, Extrinsic motivation and procrastination. However, the role of intrinsic motivationand procrastination is significant.

IV. RESULTS AND DISCUSSION

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

V. CONCLUSION

The findings of the present study showed that there are 17% influences of study variables such as intrinsic, extrinsic motivation, amotivation and procrastination on the self-efficacy. However, intrinsic motivation and procrastination has significantly contributed to the positive prediction of the academic self-efficacy of the students studying in the Gujrat Campus. The Present study provides the significant results, it does not show picture of perfection.

There are some limitations and drawbacks in it. Procrastination has been considered harmful for the students' success in academics but the sample of the present study was small. Further researches could take larger samples of the graduate, master and M. Phil students to observe motivational, procrastination and self-efficacy variables and see the effect of these variables on their academic performances. The existing study used self-reported measure of motivation, procrastination and self-efficacy. Future research might pay more attention on actual procrastination behavior, and assent the measure of a student's procrastination behavior.The resources and time frame was very limited for this study. The study was conducted only the sample size of (250) university students. The sample is not sufficient for the generalization of the results.

Another limitation is that the standardized scales are used but the cultural differences are not catered by translating the scales. Only the students of GujratUniversity were included, and the students of other universities, colleges and school were not part of the study. The sample size for future researches should be large enough so that the results can be sufficient and generalized. It is suggested that further researchers should take school andcollege students as well to control the drawback of the study. Self-developed scale should be used with the purpose of measuring the construct according to the cultural trends and customs. It is also suggested that future researches should explore the relationship among academic procrastination, motivation and self-efficacy with other variables.

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