

Academic Procrastination among College Students: Do Self-Efficacy and Social Support Matter?

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Abstract

Academic procrastination, a common behavior among university students, is concerning due to its potentially adverse impact on their academic performance. This study aims to explore the impact of self-efficacy and social support on academic procrastination. Employing a quantitative approach with a survey design, 120 students were selected using a convenience sampling technique. Data collection involved self-efficacy, social support, and academic procrastination scales, analyzed through descriptive statistics, simple regression, and multiple regression. The findings indicated low levels of academic procrastination, with self-efficacy and social support falling within moderate ranges. Hypothesis testing demonstrated the partial influence of self-efficacy and social support on academic procrastination. Simultaneous testing confirmed the combined impact of self-efficacy and social support on academic procrastination. This study underscores the significance of counseling services in higher education to address and mitigate academic procrastination by enhancing social support and self-efficacy. Future research should consider testing a more intricate structural model involving additional variables that may directly or indirectly affect academic procrastination.

Keywords: Academic procrastination; Self-efficacy; Social support.

1. Introduction

One level of education that can support a nation's future progress is higher education. Students are components that interact to support the educational structure in higher education. Striving with knowledge and effecting a better transformation through the knowledge acquired during their education is fundamental to students (Papilaya & Huliselan, 2016). Students are expected to engage in direct interaction processes and activities planned traditionally, and they are required to fulfill all lecture assignments given by instructors (Zahri et al., 2017). However, there is a prevalent tendency for students to procrastinate in academic activities, commonly known as academic procrastination.

Academic procrastination is highly prevalent among students (Fauziah, 2015). Procrastination, simply defined, entails delaying or postponing undesirable tasks (Court, 2021). Academic procrastination involves delaying and postponing academic tasks (Muyana, 2018). Another perspective characterizes academic procrastination as delaying one task by completing less important or easier tasks (Westgate et al., 2017). Qian & Fuqian suggested that academic procrastination serves as an adaptive learning strategy individuals choose to temporarily evade academic tasks to alleviate stress or gain additional resources (Qian & Fuqiang, 2018). Inefficiencies in time management lead to delays in completing academic tasks (Ma et al., 2022), resulting in reduced self-confidence, task priority ambiguity, and task accumulation burdening students (Svartdal et al., 2020).

Students who engage in academic procrastination negatively impact the educational process during higher education lectures, leading to various adverse consequences. A study by Wicaksono (2017) revealed that academic procrastination significantly affects students' academic achievements. Jannah also demonstrated that higher levels of academic procrastination correspond to lower student achievement indices (Jannah & Muis, 2014). Research by Patrzeks et al. uncovered that academic procrastination contributes to various forms of academic misconduct, including plagiarism, exam cheating, possession and use of unauthorized aids during exams, copying others' homework, and falsifying data (Patrzek et al., 2015). Moreover, academic procrastination behavior results in suboptimal assignment completion as students tend to finish tasks at the last minute (Prayoga et al., 2023).

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In addition to its academic impacts, procrastination can also affect students' social relationships as they may experience depression or withdraw from active participation in academic group activities (Ferrari & Pychyl, 2012). Putri & Kurniasari highlighted in their research that procrastination's effects can lead to negative emotions, stress, and disruptions in daily activities (Putri & Kurniasari, 2020). Wicaksono's (2017) explanation outlined that academic procrastination can result in decreased academic performance, heightened stress levels, and increased anxiety. Previous studies have established a negative correlation between procrastination and self-efficacy, as well as self-efficacy regarding self-regulation (Klassen et al., 2008). Therefore, it is crucial for university students to cultivate time management skills and address procrastination tendencies to strike a healthy balance between academic and personal life.

Despite the necessity to avoid procrastination, multiple studies indicate its prevalence among students. Procrastination is a widespread issue in academic settings (Zacks & Hen, 2018). Suhadianto & Pratitis (2019) noted that procrastination behavior remains commonplace among undergraduate and postgraduate students. A study assessing academic task procrastination levels among 307 students at the Faculty of Education, University of X, revealed that 55% of respondents fell into the medium category, with 29% in the high category (Jannah & Muis, 2014). Moreover, other research findings depicted that 10% of students exhibited very high levels of academic procrastination, while 60% were classified as having high levels (Dharma, 2020). Additionally, 47.9% of students reported that moderate academic procrastination caused them significant challenges (Hayat et al., 2020). These findings collectively underscore academic procrastination as a notable issue among students.

Two factors influence academic procrastination: internal factors linked to personal traits and external factors stemming from psychosocial and environmental aspects (Nurjan, 2020). Notably, several studies have demonstrated that self-efficacy plays a crucial role in academic procrastination (Herawati & Suyahya, 2019; Paramithasari et al., 2022; Wulandari et al., 2020). Albert Bandura, a prominent figure in psychology, posited that individual beliefs hold sway in regulating actions toward goal achievement, encapsulated in the concept of self-efficacy (Williams & Rhodes, 2016). According to Zogoto (2019), self-efficacy represents an individual's belief in their capacity to organize tasks, achieve objectives, demonstrate skills, and produce outcomes. Mukti & Tentama (2019) further highlighted that self-efficacy denotes personal convictions about one's ability to complete tasks, achieve goals, and demonstrate specific skills. Given its impact on decision-making and goal pursuit, self-efficacy stands as a pivotal factor in student success (Artino Jr, 2016).

Students who possess belief in their abilities tend to exhibit greater persistence in facing challenges and maintain a positive sense of confidence in achieving academic goals, aiding them in overcoming obstacles and sustaining enthusiasm for learning (Bartimote-Aufflick et al., 2016). Imania's research emphasized that enhancing confidence in academic abilities and learning motivation can reduce students' anxiety levels (Imania et al., 2022). Additionally, self-efficacy directly impacts learning outcomes, abilities, and critical thinking skills (Fitriana, 2015). Svartdal et al. (2020) demonstrated that high self-efficacy levels can deter individuals from engaging in academic procrastination, corroborated by Kantén's study indicating a negative and significant association between self-efficacy and academic procrastination behavior (Kantén, 2016).

Moreover, students' academic procrastination is influenced by social support (Lisa Dwi Lastary & Anizar Rahayu, 2018; Prayoga et al., 2023; Safitri, 2018), which stems from personal relationship dynamics in natural settings (Gottlieb & Bergen, 2010). Social support encompasses emotional assistance, a sense of community, recognition, practical aid, and information and guidance (Sujadi, 2022), serving as a crucial resource for mental well-being (Haugan & Eriksson, 2021). It provides comfort, empathy, and a sense of belonging, aiding individuals in managing stress, anxiety, and challenging circumstances (Putra et al., 2022; Schwab-Reese et al., 2017). Positive support from students' social circles can enhance their coping abilities with academic pressures and bolster their learning motivation (Suciani & Rozali, 2014). Yang et al.'s study indicated that perceived social support negatively predicts procrastination (Yang et al., 2021), while Sari & Kusumaningrum's research underscored a strong correlation between lack of social support and procrastination behavior (Sari & Kusumaningrum, 2022).

This study aims to analyze the individual impacts of social support and self-efficacy on academic procrastination while also exploring their combined effects. This research makes a distinctive contribution by examining the individual impacts of social support and self-efficacy on academic procrastination and exploring their combined effects. The primary innovation lies in its holistic approach, a seldom-explored aspect within the landscape of higher education in Indonesia. This study bridges a gap in the existing literature by conducting a simultaneous analysis of these two variables concerning academic procrastination, offering a thorough and comprehensive perspective on understanding the factors influencing college students' procrastination behaviors. Consequently, this study offers

valuable insights for higher education administrators in crafting effective strategies to tackle academic procrastination while taking into account the pivotal factors at play.

2. Literature Review

Academic procrastination, a prevalent issue with detrimental consequences, has been extensively studied for its causes and associated factors, yet interventions for this behavior remain limited (Goroshit, 2018). Procrastination, in essence, involves delaying or postponing undesired tasks (Court, 2021). Academic procrastination specifically pertains to students postponing academic responsibilities, potentially harming their academic performance and psychological well-being (Sujadi & Ahmad, 2023).

Research has viewed procrastination through two lenses: as task avoidance behavior leading to procrastination on specific tasks and as a personality trait characterized by chronic patterns of avoidance across diverse situations (Schouwenburg, 2004). Failures in self-regulation stand out as key predictors of procrastination, where individuals struggle to bridge the gap between intentions and actions, often delaying their initial plans (Talask & Carvalho, 2017). Strategies encompassing stimulus control, emotional regulation, cognitive restructuring, and behavioral activation are crucial in addressing procrastination issues (Talask & Carvalho, 2017). Factors such as self-efficacy and social support are predicted to influence academic procrastination.

Self-efficacy denotes an individual's belief in their capability to accomplish a task (Sujadi et al., 2022). Studies by Klassen et al. (2008) have linked high self-efficacy with reduced levels of academic procrastination in college students. Individuals confident in their academic abilities tend to exhibit proactive time management and task completion behaviors. Bandura's social learning theory explains procrastination through the lens of self-regulation, where low self-regulation and self-efficacy beliefs contribute to procrastination tendencies (Bandura et al., 1977).

Hen & Goroshit (2015) discovered that low academic self-efficacy can trigger academic procrastination, indicating self-efficacy mediates between external conditions and self-regulated performance. Additionally, Klassen et al. found a strong association between self-efficacy for self-regulated learning and procrastination across various contexts, underscoring self-efficacy's role in predicting procrastination tendencies (Klassen et al., 2008). Hailikari et al.'s research supports the link between low academic self-efficacy and increased procrastination tendencies (Hailikari et al., 2021). Self-efficacy not only operates independently but can also interact to influence academic procrastination, with high self-efficacy individuals more likely to seek and utilize social support compared to those with low self-efficacy (Sujadi, 2022).

Moreover, social support has been identified in prior studies as a factor influencing academic procrastination. Social support encompasses help or resources individuals receive from others, including friends, family, or educators (Putra et al., 2022). It can manifest as emotional support, information, or tangible aid. Cohen and Wills (1985) suggested that social support serves as a stress buffer, potentially reducing procrastination behaviors. Social support provides real or perceived resources for comfort and assistance, particularly during stressful times (Lepore, 2012). Tuckman's research indicates that robust social support correlates with lower levels of procrastination among students, offering motivation and practical aid in academic task completion (Tuckman, 1991). Madjid et al.'s study highlights that social support from various sources like family, friends, and school effectively reduces academic procrastination levels (Madjid et al., 2021). Furthermore, Olivianira & Hikmawati (2022) explored the relationship between social support, self-regulation, and academic procrastination, unveiling a significant association among undergraduate nursing students.

3. Research Methods

3.1. Research Design and Respondents

The research employed a survey design, specifically a correlational survey research method. Correlational analysis, a statistical technique utilized, aims to identify relationships or influences between two or more variables. Researchers utilized a convenience sampling technique to select 120 students from the Kerinci State Islamic Institute as research participants. Data collection took place in April 2024. Respondents completed the research scale anonymously, ensuring the confidentiality of their personal identities.

Table 1. Characteristics of Research Respondents

| Demographic Variable | Category | Frequency | Percentage |
|----------------------|----------|-----------|------------|
| Gender | Male | 62 | 51.7% |
| | Female | 58 | 48.3% |
| Cohort/Semester | 2023/I | 21 | 17.5% |
| | 2022/III | 45 | 37.5% |
| | 2021/V | 54 | 45.0% |
| GPA | >3.5 | 80 | 66.6% |
| | <3.5 | 40 | 33.3% |

Table 1 depicts the demographic breakdown of survey participants. The majority of respondents were male, comprising 62 individuals or 51.7%, followed by 58 female participants, accounting for 48.3%. Additionally, concerning class/semester characteristics, the highest number of participants were in semester V, with 54 individuals representing 45%, followed by third-semester students at 45 individuals or 37.5%, with the least number in semester I, totaling 21 individuals or 17.5%. Regarding the respondents' previous semester GPAs, 80 individuals or 66.6% achieved a GPA > 3.5, while 40 individuals or 33.3% obtained a GPA < 3.5.

3.2. Research Scale

3.2.1. Self-Efficacy Scale

The self-efficacy scale utilized to assess academic procrastination was adapted from the A Brief Questionnaire for Measuring Self-Efficacy in Youths developed by Muris (Muris, 2001). Comprising 24 statements rated on a five-point Likert scale (1=not at all - 5=very well), the scale encompasses three domains: social self-efficacy, academic self-efficacy, and emotional self-efficacy. Internal consistency, assessed via Cronbach's alpha, yielded a score of 0.88 for the total efficacy score.

3.2.2. Social Support Scale

The Social Support Scale, a widely utilized tool for assessing individuals' social support levels, was adopted from the social support research scale created by Zimet, Dahlem, Zimet, and Harley in 1988. This scale comprises three subscales, each targeting distinct sources of support—Family, Friends, and Important Others—validated with strong factorial validity (Zimet et al., 1988). Consisting of 12 statements, the scale demonstrated an internal consistency value of 0.85 upon assessment of the entire scale.

3.2.3. Academic Procrastination Scale

The academic procrastination scale utilized in this study was adapted from Tuckman's 1991 Procrastination Scale. The researcher made adjustments to several statements to align with students' experiences during lectures. This scale comprises 16 statements presented in a 4-point Likert-type response format. Evaluation of the scale demonstrated satisfactory internal consistency (Tuckman, 1991).

3.3. Statistical Analysis

In this study, the authors conducted data analysis employing descriptive statistics (mean, standard deviation, and percentage) to elucidate the characteristics of each variable. Additionally, hypothesis testing was performed using multiple linear regression techniques. Several prerequisites must be satisfied for regression analysis. The researchers initially assessed normality, linearity, multicollinearity, and heteroscedasticity. These tests were conducted using the SPSS version 25.00 software.

4. Results and Discussion

The descriptive analysis in this study involves presenting and interpreting data without making statistical inferences on the samples taken. In the self-efficacy variable, an average of 72.02 and a standard deviation of 8.59 were

obtained, falling within the moderate range. The distribution of respondents predominantly falls within the medium category, followed by low, high, very low, and very high. These findings suggest the presence of students with low and even very low levels of self-efficacy. Regarding the social support variable, respondents were categorized as moderate, with an average value of 35.18 and a standard deviation of 5.67. In terms of the academic procrastination variable, it is categorized as low. However, based on the frequency distribution, there are still students classified as moderate.

Table 2. Descriptive Analysis

| Variables | Mean (SD) | Very Low | Low | Moderate | High | Very High |
|--------------------------|---------------|------------|-------------|------------|------------|-----------|
| Self-Efficacy | 72.02 (8.59) | 1 (0.83) | 14 (11.66) | 92 (76.66) | 13 (10.83) | 0 (0.00) |
| Social Support | 35.18 (5.67) | 3 (2.25) | 108 (90.00) | 9 (7.50) | 0 (0.00) | 0 (0.00) |
| Academic Procrastination | 37.36 (10.12) | 23 (19.16) | 64 (53.33) | 33 (27.50) | 0 (0.00) | 0 (0.00) |

Researchers conducted various necessary tests, specifically examining normality, multicollinearity, and heteroscedasticity (refer to Table 3). Regarding normality assessment, the self-efficacy variable exhibited a significance value of 0.080, the social support variable showed a significance value of 0.130, and the academic procrastination variable displayed a significance of 0.122, indicating normal distribution for all variables. In the assessment of multicollinearity, a VIF value of $1.327 < 10$ was observed, signifying the absence of multicollinearity among variables. Additionally, heteroscedasticity testing on the self-efficacy variable yielded a significance of 0.084, and for social support, it was 0.150, leading to the conclusion that no heteroscedasticity was present.

Table 3. Classical Assumption Testing

| Classical Assumption | Significance | Decision |
|--|--------------|--------------------------------|
| Normality test | 0.130 > 0.05 | Normally distributed |
| Multicollinearity test | 1.327* | No multicollinearity detected |
| Heteroscedasticity test for self-efficacy | 0.084** | No heteroscedasticity detected |
| Heteroscedasticity test for social support | 0.150** | No heteroscedasticity detected |

Moreover, researchers employed hypothesis testing through simple regression to examine the partial influence of self-efficacy and social support on academic procrastination, and multiple regression to assess their combined impact. Table 4 presents the results of the simple regression analysis focusing on the influence of self-efficacy on academic procrastination. The analysis indicates a substantial effect, as evidenced by a calculated t-value of -2.966 with a significance level of 0.004, highlighting a significant impact of self-efficacy on academic procrastination.

Table 4. Simple Regression Analysis of the Effect of Self-Efficacy on Academic Procrastination

| Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-----------------------------|------------|---------------------------|--------|------|
| B | Std. Error | Beta | | |
| 34.697 | 3.369 | | 10.325 | .000 |
| -.127 | .043 | -.263 | -2.966 | .004 |

The second hypothesis examined the impact of social support on academic procrastination using a simple linear regression test. Table 5 displays a t-value of -2.886 with a significance level of 0.05, indicating a significant influence of social support on student academic procrastination.

Table 5. Results of Simple Regression Analysis of the Effect of Social Support on Academic Procrastination

| Unstandardized Coefficients | | Standardized | t | Sig. |
|-----------------------------|------------|--------------|--------|------|
| B | Std. Error | Beta | | |
| 36.924 | 2.689 | | 13.729 | .000 |
| -.196 | .068 | -.257 | -2.886 | .005 |

The combined impact of self-efficacy and social support on academic procrastination was analyzed through multiple regression. Based on Table 6, an F-value of 5.748 at a significance level of 0.000 supports the hypothesis, indicating the regression coefficient's significance. Consequently, there exists a significant impact of both self-efficacy and social support on academic procrastination.

Table 6. Results of Multiple Analysis of the Effect of Self-Efficacy and Social Support on Academic Procrastination

| Model | Sum of Squares | Df | Mean Squares | F | Sig. |
|------------|----------------|-----|--------------|-------|-------------------|
| Regression | 326.435 | 2 | 163.218 | 5.874 | .000 ^b |
| Residual | 3251.156 | 117 | 27.788 | | |
| Total | 3577.592 | 119 | | | |

Academic procrastination entails delaying academic tasks without a clear reason, which should have been completed promptly. This behavior is prevalent in various life domains, notably within academic settings (Aini & Mahardayani, 2011). Often experienced by students, academic procrastination can stem from internal or external factors (Asmawan, 2016). Research by Tauputimain highlighted factors like poor time management, difficulty concentrating, fear of failure, and assignment-related boredom as contributors to academic procrastination (Tauputimain, 2021). Procrastinators tend to neglect crucial tasks, completing them hastily before deadlines, compromising work quality due to time pressure and a lack of deep comprehension (Goroshit, 2018).

Findings from this study revealed that students predominantly exhibited low levels of academic procrastination, aligning with past research. For instance, Saman's study indicated that 99 respondents fell into the low category and 22 into the very low category for academic procrastination behavior, suggesting a relatively low incidence of procrastination among students (Saman, 2017). Nonetheless, some students still demonstrated moderate levels of academic procrastination, delaying tasks despite the majority falling into lower categories. Academic procrastination remains a prevalent issue among university students, with previous studies reporting similar trends, such as 32% exhibiting high levels of procrastination (Day et al., 2013). Additionally, Ozer & Sackes noted that 38% of students acknowledged frequent procrastination, with male students more commonly reporting procrastination than their female counterparts (Ozer & Saçkes, 2011).

The hypothesis testing conducted in this study provided evidence that self-efficacy has a negative impact on academic procrastination. This result confirms that as students' self-efficacy increases, their inclination to procrastinate in academic activities decreases. (Herawati & Suyahya, 2019) study demonstrated the influence of self-efficacy on procrastination behavior within the academic context, a finding supported by (Septiyan et al., 2023) and (Cerino, 2014), Carino's research emphasized the strong adverse effect of self-efficacy on academic procrastination among students, indicating that higher levels of self-efficacy lead to lower levels of academic procrastination. Additionally, (Simamora & Nababan, 2021) study highlighted a significant negative correlation between self-efficacy and academic procrastination during the COVID-19 pandemic. Similarly, (Hanifah & Muarifah, 2023) concluded that students exhibit a negative relationship between self-efficacy and academic procrastination.

The impact of self-efficacy on academic procrastination lies in how an individual's confidence in their task completion skills influences their tendency to procrastinate within an academic environment (Hailikari et al., 2021; Sujadi, 2023). High self-efficacy typically correlates with lower levels of procrastination, as individuals with strong self-efficacy believe in their task completion abilities and are thus less likely to postpone or avoid tasks (Dike & Emmanuel, 2019). The interplay between these variables can be further examined with mediating factors, as illustrated by (Malkoç & Mutlu, 2018) study where academic motivation partially mediated the relationship between academic self-efficacy and procrastination.

Furthermore, additional hypothesis testing reveals the connection between social support and academic procrastination. Social support plays a crucial role in mitigating academic procrastination tendencies. Support can emanate from life partners, family members, friends, social connections, and the broader community (Taylor et al., 2009). Individuals receiving social support typically exhibit lower levels of procrastination. Studies have shown a negative association between social support and academic procrastination (Waty & Agustina, 2022), emphasizing that lower levels of social support correspond to higher levels of academic procrastination, and vice versa (Satriantono & Wibowo, 2022). Peer support can also impact academic procrastination (Wahyuningsih et al., 2022).

The influence of social support on academic procrastination involves examining how supportive relationships or networks can affect an individual's propensity to delay academic tasks (Melo & Mendonça, 2020). Strong social support can offer encouragement, accountability, and aid in overcoming procrastination tendencies (Azizah & Ruhaena, 2022), fostering motivation, reducing isolation, and enhancing responsibility in task completion (Melo & Mendonça, 2020). Supportive networks like peers, family, and educators can positively influence students' academic task management and diminish procrastination (Svartdal et al., 2020; Yang et al., 2021).

However, this study faces several limitations. The sample size was limited to 120 students from one university. The use of surveys may not capture the complexities of academic procrastination fully, suggesting the need for mixed methodologies integrating quantitative data with interviews or observations. Additionally, the study did not consider all potential factors influencing academic procrastination, highlighting the importance of future research incorporating environmental, psychological, and personal variables affecting the relationship between self-efficacy, social support, and academic procrastination.

5. Conclusion

Procrastination is prevalent in academia. Descriptive findings indicate that academic procrastination among students falls into the low classification, while self-efficacy and social support are in the moderate category. Hypothesis testing revealed a significant partial relationship between self-efficacy, social support, and academic procrastination. Multiple regression analysis confirmed a significant impact of these variables on students' academic procrastination behavior. This study carries both theoretical and practical implications. Theoretical contributions include advancing theories concerning the interplay among self-efficacy, social support, and academic procrastination within the college student population. Furthermore, the research outcomes can affirm or enhance existing theories concerning the impact of self-efficacy and social support on academic behaviors, particularly academic procrastination. On a practical level, the recommendations derived from this study can serve as a foundation for enhancing counseling services in higher education, with a focus on bolstering self-efficacy and fostering stronger social support networks for students. Additionally, the study's findings can offer universities valuable insights for formulating policies and programs that aid students in overcoming academic procrastination by empowering self-efficacy and social support.

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