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ACADEMIC SELF-EFFICACY, ACADEMIC MOTIVATION AND ACADEMIC PROCRASTINATION AMONG COLLEGE STUDENTS IN INDIAN CONTEXT

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Abstract

Academic Self-Efficacy , Academic Motivation , and Academic Procrastination play a critical role in a student's life. However, there is little research which explore these concepts in an Indian context; studying with assuming no relations as well as in a regression model. This study aims to fill these gaps by investigating the relationships between academic self-efficacy , academic motivation, and academic procrastination. 138 participants were recruited through convenience sampling and snowball sampling method under non probability sampling. A survey was conducted to assess Academic Procrastination using Tuckman Procrastination Scale (TPS) , by Bruce W. Tuckman ; Academic Motivation using Academic Motivation Scale College Version (AMS -C) by Vallerand et all ; and Academic Self-Efficacy using Motivated Strategies for Learning Questionnaire (MSLQ) Self-Efficacy Subscale by Pintrich et al. Pearson Product Moment Correlation and Regression was conducted on SPSS 27.0.1. The results indicated that Academic Self-Efficacy and Academic Motivation have a significant, positive relationship; Academic Self-Efficacy and Academic Procrastination have a significant , negative relationship; Academic Motivation and Academic Procrastination have a significant , negative relationship and; Academic self-efficacy and Academic motivation significantly predict and together they explain approximately 20% of the variance in Academic Procrastination among college students in Indian Context.

Keywords: Academic Self-Efficacy ; Academic Motivation; Academic Procrastination Indian College Students , Education

Introduction

Education plays an important role in a student's life. A college student faces a number of challenges like learning to be independent, that is navigating adulthood while juggling with academic goals. A student's life includes academic projects along with personal projects. Therefore , it becomes a necessity that the student can balance both the aspects without creating a dysfunction in their lives. One aspect that hinder academic performance is academic procrastination. There are many factors that may play a role for procrastination ; however, this study aims to focus on two factors , namely self-efficacy and motivation.

Academic procrastination is characterized by the intentional delay of academic tasks, despite awareness of potential negative consequences. Solomon and Rothblum (1984) were among the first to highlight how procrastination varies by task. In their study of university students, they found that 46% admitted procrastinating when writing term papers, 30% when reading assigned texts, 28% when preparing for exams, 11% procrastinated on administrative tasks. The students attributed this behaviour primarily to two psychological factors: fear of failure and task aversiveness. These findings were further validated in Dutch academic contexts (Schouwenburg, 1992a), demonstrating the cross-cultural relevance of procrastinatory tendencies.

Academic motivation is the drive which may be internal or external to achieve a certain academic goal. Ryan, R. M., & Deci, E. L. (2000) : Self-determination theory (SDT) offers a nuanced understanding of motivation by placing it on a continuum from amotivation (lack of intent to act) to intrinsic motivation (acting for inherent enjoyment). Between these two extremes lie various forms of extrinsic motivation, which differ based on how internalized they are: external regulation (driven by rewards or punishments) ; introjected regulation (internal pressure like guilt or obligation) ; identified regulation (task aligns with personal goals) ; integrated regulation (fully assimilated values into one's identity). SDT identifies three innate psychological needs that must be satisfied for optimal motivation: autonomy(a sense of volition and choice) ; competence (feeling effective in one's actions) ; relatedness (feeling connected and supported by others).

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Academic self-efficacy (ASE) is a crucial psychological construct that reflects an individual's belief in their ability to successfully carry out academic tasks, such as learning course material, completing assignments, or achieving desired grades. Originally conceptualized by Bandura (1986) within the broader framework of Social Cognitive Theory, self-efficacy pertains to the perceived capability to organize and execute actions required to attain specific outcomes. In academic contexts, ASE is directly linked to how students approach learning , influencing their goal-setting behaviour, effort levels, persistence, emotional regulation, and overall achievement.

Significance and Rationale

Procrastination is related with low academic performance , increase stress, and affect mental health. Despite extensive literature exploring the relationship between academic self-efficacy (ASE), academic motivation (AM), and academic procrastination (AP), certain key gaps remain unaddressed. Only few have rigorously tested these assumptions in contexts where the relationships may not be significant. This results in an underrepresentation of null or weak associations in published literature, which skews the academic understanding of these variables. Most of the studies are contextual west and Turkish studies where the culture and academic settings are broadly different with respect to the Indian context of academically competitive environment and social expectations, prompting to study these variables in Indian settings and gain insights to design and suggest frameworks for better institutional and policy structures for better academic environments for students.

Methodology

Statement of the problem

To study academic motivation , academic self-efficacy, & predict academic procrastination among college students.

Objective

1. To test the predictive power of academic motivation, academic self-efficacy on academic procrastination among college students in the Indian context.
2. To examine the relationship between academic self-efficacy and academic motivation among college students in the Indian context.
3. To investigate the relationship between academic self-efficacy and academic procrastination among college students in the Indian context.
4. To explore the relationship between academic motivation and academic procrastination among college students in the Indian context.

Hypotheses

1. Academic self-efficacy and Academic motivation do not have a significant relationship among college students in Indian context.
2. Academic self-efficacy and Academic procrastination have a significant negative relationship among college students in Indian context.
3. Academic motivation and Academic procrastination have a significant negative relationship among college students in Indian context.
4. Academic self-efficacy and Academic motivation do not significantly predict academic procrastination among college students.

Research design

It was quantitative in nature. It was cross sectional and online survey was the method of data collection for the three variables at once.

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Sample and Sample Selection

Snowball technique and non-probability convenience sampling was used to select participants from the population of students aged between 16 to 29 who are enrolled in undergraduate, postgraduate, diploma, or doctoral programmes at recognized Indian colleges or universities. 138 was the sample size.

Tools

The following standardized psychological tests were used

- Tuckman Procrastination Scale (TPS) 16 items shortened version by Bruce W. Tuckman in 1991 was used to measure academic procrastination. It has convergent validity and a reliability coefficient of $\alpha = 0.86$. Due permission was taken to use this tool for academic purposes.
- Academic Motivation Scale (AMS) by Vallerand in 1992 was used to measure Academic Motivation. It has a Cronbach's alpha coefficient of 0.72. The tool was available for free access for academic use.
- Motivated Strategies for Learning Questionnaire (MSLQ) Self-Efficacy - Self-Efficacy for Learning & Performance Subscale by Pintrich et al. in 1991 under the motivation section is used for measuring Academic Self efficacy. The reliability is $\alpha = 0.93$. The tool was available for free access for academic use.

Procedure

The study was planned after review of literature and finding gaps. Then the standardized research tools were finalized for collecting data. The tools were then arranged in a Google form format along with an informed consent section allowing voluntary participation and withdrawal along with assurance of confidentiality . Respondents were asked to complete the questionnaire either in person or through the online medium. Due scoring was done as per the scoring procedure for each scale (reverse scoring applied where necessary). Total scores were computed for Academic Procrastination, Academic Self-Efficacy, and Academic Motivation. Data were then exported into SPSS for statistical analysis.

Result and discussion

Statistical Analysis:

Tests of Normality were conducted for all the three variables. Descriptive statistics including mean , standard deviation , minimum , maximum and range , were computed for all study variables. Pearson's product–moment correlation was employed to examine the relationships among academic self-efficacy, academic motivation, and academic procrastination. Regression analysis was conducted to investigate the predictive role of academic self-efficacy and academic motivation on academic procrastination. Determined results are as follows:

Descriptive statistics

Table 1 *Descriptive statistics*

Variable	Mean	Std. Deviation
Academic Self Efficacy (ASE)	5.36	0.89
Academic Motivation (AM)	-6.26	3.99
Academic Procrastination (AP)	22.70	9.50

The mean score for Academic Self- Efficacy (ASE) was M=5.36 (SD=0.89 ; range=3.25 to 7.00) , indicating a relatively high and fairly consistent level of self-efficacy among the participants. Academic Motivation (AM) had a mean of , that is M= -6.26 (SD = 3.99 ; range = -18.00 to 2.13), suggesting lower motivation with moderate variability in the sample. For Academic Procrastination (AP), the mean score was M=22.70 (SD = 9.50; range = 2.00 – 47.00), reflecting a moderate to high level of procrastination with considerable variation among participants.

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Correlation

Table 2 Pearson Correlation of Academic Self-Efficacy and Academic Motivation

		AM
ASE	Pearson correlation	0.219**
	Sig. (2-tailed)	0.010
	N	138

Note : ** Correlation is significant at the 0.01 level (2-tailed).

It was hypothesised that academic self-efficacy and academic motivation do not have a significant relationship among college students in Indian context, however the results indicated a weak but significant , positive correlation between academic self-efficacy and academic motivation with r= 0.219 with the significance value of p=0.010 which indicates that the correlation is significant at the 0.01 level , meaning higher the self-efficacy , the higher the motivation and vice versa. This aligns with the previous studies by Husain (2014), in the study titled "Relationship Between Self-Efficacy and Academic Motivation

Table 3 *Pearson Product Moment Correlation of Academic Self-Efficacy and Academic Procrastination*

		AP
ASE	Pearson correlation	-0.313**
	Sig. (2-tailed)	<0.001
	N	138

Note : ** Correlation is significant at the 0.01 level (2-tailed).

H2 was Academic self-efficacy and Academic procrastination have a significant negative relationship and the results indicated a strong , significant , negative correlation between the two variables. The results indicated a strong and significant , negative correlation between academic self-efficacy and academic procrastination with r= -0.313 with the significance value of p<0.001 which indicates that the correlation is significant at the 0.01 level. That is , higher the academic self-efficacy , lower is the academic procrastination and vice versa. Past study by Kandemir (2014), support these findings . Kandemir (2014), in the study titled "Reasons of Academic Procrastination: Self-Regulation, Academic Self-Efficacy, Life Satisfaction and Demographics Variables revealed that academic procrastination was negatively correlated with self-regulation, academic self-efficacy, life satisfaction, hope, and academic performance, and positively correlated with class absenteeism and internet use.

Table 4

Pearson Product Moment Correlation of Academic Motivation and Academic Procrastination

		AP
AM	Pearson correlation	-0.377**
	Sig. (2-tailed)	<0.001
	N	138

Note : ** Correlation is significant at the 0.01 level (2-tailed).

it was hypothesised that academic motivation and academic procrastination have a significant negative relationship among college students in Indian context. The results indicated a strong and significant , negative correlation between academic motivation and academic procrastination among college students in Indian context , with r= -0.377 with the significance value of p<0.001 which indicates that the correlation is significant at the 0.01 level. In terms of academic motivation and academic procrastination , that is , higher the academic motivation , lower is the academic procrastination and vice versa.

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Past study aligns with the findings. Akhtar and Khanam (2024), in the study titled "Exploring the Relationship Between Academic Motivation and Procrastination Among Psychology Students," showed a significant negative correlation between academic motivation and procrastination, indicating that higher motivation levels were linked to lower procrastination among psychology student.

Regression

Table 5

Multiple Regression Analysis for Academic self-efficacy and Academic motivation as IV and Academic Procrastination as DV

Predictor	B (Unstandardized)	SE	β (Standardized)	t	p
ASE	-2.581	0.842	-0.242	-3.064	.003
AM	-0.770	0.188	-0.323	-4.094	<0.001

Note: R^2 =0.198 , Adjusted R^2 = 0.186 , F = (2 , 135) = 16.62 , p<0.001

It was hypothesised that academic self-efficacy and academic motivation do not significantly predict academic procrastination among college students. The results indicated that the overall model was significant , $F(2,135) = 16.62$, $p < 0.001$, and explained approximately 19.8% of the variance in Academic Procrastination ($R^2 = 0.198$, adjusted $R^2 = 0.186$). Therefore , the null hypothesis was rejected. Studies that tested mediating models : Malkoç and Mutlu (2018), in the study titled "Academic Self-Efficacy and Academic Procrastination: Exploring the Mediating Role of Academic Motivation in Turkish University Students", revealed that academic motivation partially mediates the relationship between academic self-efficacy and academic procrastination . Overall , the present study indicated that higher self-efficacy and motivation were associated with lower procrastination , suggesting that students who believe that they would be able to successfully achieve an academic task and are motivated would not voluntarily delay their necessary academic tasks . The findings emphasize the importance of fostering these two factors at an institutional and individual level.

Conclusion

The study affirms the importance of self-efficacy; motivation being related to procrastination in the academic settings. Institutions and policy makers must use such insights to help students manage their academics on an individual level for better performance.

Limitations of the study

1. The convenience sampling method was implemented due to limited time period offered for the study, the sample was not randomized as well as snowball sampling is used , therefore having a potential chance of the sample not being representative of the generalised population.

2. Factors such as socio-economic status , prior academic performance, mental health / physical health conditions, access to resources were not controlled , which may have an effect on variables.

3. An online mode of data collection was implemented through google form . Therefore , there was reliance on self-report measures which may have potential response bias or false desirability bias.

4. Only 19.8 % of the variance in academic procrastination was explained by both academic self-efficacy and academic motivation indicating that other unexamined factors may also play a role in influencing students' procrastination behaviour.

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