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ASSESSING RELATIONSHIP BETWEEN ACADEMIC PROCRASTINATION AND ACADEMIC SELF-EFFICACY

Manyata Jain, MSc Clinical Psychology, Department of Psychology, Nims University, Jaipur, Rajasthan,
Dr. Nishi Fatma, Head, Psychology Department, Nims University, Jaipur

ABSTRACT:
This research paper explores the intricate relationship between academic procrastination and academic self-efficacy among university students. Academic procrastination, characterized by the delay in completing academic tasks, is a prevalent issue that can significantly impact students' performance and well-being. Conversely, academic self-efficacy refers to a how varying levels of self-efficacy influence the tendency to procrastinate and whether enhancing self-efficacy can mitigate procrastination behaviours. The data was collected from a sample consisting of one hundred and fifty-one (undergraduate and postgraduate enrolled) female students between the age group of 18-25 years. The following scales were used: 1) Questionnaire of Procrastination Assessment Scale-Students (PASS) by Solomon, L. J., & Roth Blum, E. D. (1984). 2) Level of academic self-efficacy questionnaire developed by Byrne and Mutoti. (2017). The scores were analysed using Pearson product-moment correlation and it was found that there is a significant and positive relationship between academic procrastination and academic self-efficacy. Finally, implications of the research, and result will be discussed.
Keywords - Academic Procrastination, Academic Self-Efficacy, University Students, Positive Relationship, Implications of research.

INTRODUCTION:

The relationship between academic procrastination and academic self-efficacy is both intricate, significant and of particular interest because of its implications for students' academic success and psychological well-being. Academic success is often influenced by a variety of psychological and behavioural factors, among which academic procrastination and academic self-efficacy play critical roles. Procrastination, defined as the intentional delay of tasks despite the awareness of potential negative consequences, is a widespread phenomenon among students. It undermines productivity, increases stress levels, and negatively impacts academic performance. Conversely, academic self-efficacy refers to an individual's belief in their capability to perform academic tasks successfully. This confidence often drives students to approach challenges with persistence and resilience.

Understanding this relationship is essential for students themselves. By addressing the underlying causes of procrastination and fostering self-efficacy, interventions can be designed to enhance academic outcomes. This introduction highlights the importance of exploring the dynamics between these two constructs to promote healthier academic habits and improve educational experiences. procrastination can further erode self-efficacy by reinforcing a cycle of poor performance and diminished confidence. This study aims to explore the dynamic interplay between academic procrastination and academic self-efficacy, examining how these variables influence each other and identifying potential strategies to mitigate procrastination and foster self-efficacy among students. By deepening our understanding of this relationship, educators and policymakers can develop targeted interventions to support students in overcoming barriers to academic success.

ACADEMIC PROCRASTINATION:

Academic procrastination is a pervasive phenomenon that affects students across all levels of education. Defined as the intentional delay in starting or completing academic tasks despite knowing the potential negative consequences, it is a behaviour that has drawn considerable attention from researchers and educators alike. Procrastination is not merely a matter of poor time management;

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rather, it is a complex interplay of psychological, cognitive, and environmental factors that influence student behaviour and academic outcomes.

The prevalence of academic procrastination is alarmingly high, with studies indicating that up to 70% of students engage in procrastination to varying degrees, and nearly 50% experience it chronically. Procrastination manifests in various ways, including delaying the initiation of assignments, postponing exam preparation, or deferring essential academic responsibilities. While the behaviour may provide temporary relief or gratification, it often results in stress, lower academic performance, and diminished overall well-being.

The underlying causes of academic procrastination are multifaceted. Psychological factors, such as fear of failure, perfectionism, and low self-esteem, play a significant role. Students may delay tasks due to anxiety about not meeting their own or others' expectations, which can lead to a paralyzing avoidance of academic challenges. Cognitive factors, including poor self-regulation, lack of goal clarity, and difficulty in prioritizing tasks, further exacerbate procrastination. Environmental influences, such as distractions from technology and social media, also contribute significantly to this behaviour.

The causes of academic procrastination are diverse and multifaceted, involving psychological, cognitive, environmental, and social factors. Understanding these causes is crucial for addressing procrastination and fostering effective academic habits. Below is an in-depth exploration of the key causes:

a. Fear of Failure:

Students often procrastinate due to a fear of not meeting expectations, whether self-imposed or external. This fear can paralyze them, leading to task avoidance as a coping mechanism to delay potential failure.

b. Lack of Goal Clarity:

Students who lack clear, achievable goals are more likely to procrastinate. Unclear objectives make tasks appear ambiguous or overwhelming, which discourages timely action.

c. Impulsiveness:

Impulsive individuals tend to prioritize short-term gratification over long-term goals. This tendency can result in distractions and delays in academic work.

d. Task Aversion:

Procrastination is often a way to avoid tasks perceived as unpleasant, difficult, or tedious. The emotional discomfort associated with the task leads to delay.

e. Reward Sensitivity:

Some students procrastinate because they rely on the "rush" of completing tasks under pressure. This pattern can become habitual, reinforcing last-minute work habits.

The impact of academic procrastination is far-reaching, influencing not only students' academic performance but also their psychological well-being, interpersonal relationships, and long-term career prospects. Below is an in-depth exploration of the various consequences of academic procrastination:

a. Lower Academic Performance:

Procrastination often results in rushed, low-quality work as students attempt to complete tasks at the last minute. This can lead to lower grades, missed deadlines, and incomplete assignments.

b. Increased Error Rates:

Working under pressure due to procrastination increases the likelihood of mistakes and reduces the time available for revision or corrections.

c. Poor Learning Outcomes:

Procrastination hampers deep learning by encouraging surface-level engagement with material. Students who delay studying often lack sufficient time to fully understand complex concepts.

d. Reduced Opportunities:

e. Guilt and Regret:

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Students who procrastinate often experience feelings of guilt or regret over their inability to manage time effectively, leading to reduced self-esteem.

f. Burnout:

The combination of stress and last-minute effort to complete tasks can result in physical and emotional exhaustion, or burnout, further diminishing academic motivation.

ACADEMIC SELF-EFFICACY:

Academic self-efficacy refers to a student's belief in their ability to successfully complete academic tasks, such as understanding material, solving problems, and achieving educational goals. Rooted in Bandura's social cognitive theory, self-efficacy is a critical determinant of how students approach learning, manage challenges, and achieve success. Students with high academic self-efficacy exhibit greater motivation, resilience, and engagement in their studies, enabling them to perform better academically. Conversely, low self-efficacy can lead to avoidance behaviours, reduced effort, and lower academic outcomes. Understanding and fostering academic self-efficacy is essential for promoting students' growth and success in educational environments.

Academic self-efficacy is a critical psychological construct that profoundly influences students' learning processes and outcomes. Coined from Bandura's social cognitive theory, self-efficacy refers to an individual's belief in their ability to successfully execute tasks and achieve goals. In academic settings, this concept pertains to students' confidence in their capacity to perform specific academic tasks, such as completing assignments, preparing for exams, or mastering challenging material. Academic self-efficacy is not merely a trait but a dynamic attribute shaped by various internal and external factors, and it plays a pivotal role in determining academic success.

Students with high academic self-efficacy approach tasks with determination, resilience, and a problem-solving mindset. They are more likely to engage deeply with their studies, persist through difficulties, and adopt adaptive learning strategies. In contrast, students with low academic self-efficacy may exhibit avoidance behaviours, reduced effort, and a tendency to give up when faced with obstacles. This divergence highlights the importance of fostering self-efficacy in educational contexts to enhance both performance and well-being.

The relationship between academic self-efficacy and academic achievement has been extensively studied, revealing that self-efficacy beliefs significantly predict students' motivation, effort, and persistence. High self-efficacy is associated with better academic outcomes, greater satisfaction, and a more positive attitude toward learning. Conversely, low self-efficacy often correlates with academic struggles, disengagement, and poor performance.

FACTORS INFLUENCING ACADEMIC SELF-EFFICACY:

Academic self-efficacy is influenced by a combination of individual, social, and environmental factors, as outlined below:

Mastery Experiences

The most significant determinant of self-efficacy is past performance. Students who successfully complete challenging tasks develop a sense of competence and confidence, which enhances their self-efficacy. Conversely, repeated failures can erode self-efficacy, making students doubt their abilities.

Vicarious Experiences

Observing peers succeed in similar tasks can boost self-efficacy, especially if the observer identifies with the peer. Positive role models and examples provide students with a sense of possibility and belief in their own potential.

Social Persuasion

Encouragement and constructive feedback from teachers, parents, and peers can reinforce students' belief in their abilities. Conversely, criticism or lack of support can undermine self-efficacy, particularly in vulnerable students.

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Cognitive Appraisal:
How students interpret their experiences also affects their self-efficacy. For instance, attributing success to effort rather than luck strengthens self-efficacy, while attributing failure to personal inadequacy weakens it.

Goal Clarity and Achievement
Having clear, achievable goals helps students gauge their progress and boosts their self-efficacy. Ambiguous or overly challenging goals may discourage students and reduce their confidence.

IMPACT OF ACADEMIC SELF-EFFICACY:

Academic self-efficacy has profound implications for students' academic performance, psychological well-being, and future aspirations.

Academic Performance
High self-efficacy is strongly correlated with better academic outcomes. Students with strong self-efficacy beliefs are more motivated to engage in learning, persist through difficulties, and employ effective strategies to achieve their goals.

Motivation and Engagement
Students with high self-efficacy exhibit greater intrinsic motivation and are more likely to take ownership of their learning. They actively participate in class, seek help when needed, and explore challenging concepts with curiosity and determination.

Resilience and Coping
Self-efficacious students are better equipped to cope with academic challenges and setbacks. Their belief in their ability to overcome obstacles fosters resilience and reduces the likelihood of giving up.

Emotional Well-Being
Strong self-efficacy contributes to positive emotional outcomes, including reduced anxiety and stress. Confident students are less likely to experience fear of failure and more likely to enjoy their academic experiences.

REVIEW OF LITERATURE:

The research titled ACADEMIC PROCRASTINATION AND SELF EFFICACY AMONG COLLEGE STUDENTS by Dr Anil Jose P S in 2021 The study was conducted among 240 students studying in different colleges in Kollam and Thiruvananthapuram districts in Kerala, who were administered psychological measures like Academic procrastination scale (Tuckman, 1991) and General Self-Efficacy Scale (Schwarzer and Jerusalem, 1995). The samples were selected using a purposive sampling approach. The collected data was statistically analysed using product moment correlation and independent sample 't' test. The result showed an inverse relationship between academic procrastination and self-efficacy. The findings also reveal a notable difference between males and females regarding academic procrastination and self-efficacy. In particular, males are more likely to procrastinate, while females exhibit higher levels of self-efficacy compared to males. Moreover, there is no significant difference found on academic procrastination and self-efficacy between professional and non-professional college students based on course of their study

The research by. Ali Asghar Hayat, Karim Shateri, Mitra Amini & Nasrin Shokrpour was titled- **Relationships between academic self-efficacy, learning-related emotions, and metacognitive learning strategies with 25 academic performances in medical students**: a structural equation model was conducted in 2020. This study aimed to explore the mediating effects of metacognitive learning techniques and learning-related emotions in the relationship between academic self-efficacy with academic performance in medical students. It was conducted on 279 students of medicine studying at Shiraz University of Medical Sciences. The students had to fill out three questionnaires: academic emotions (AEQ), metacognitive learning strategies, and academic self-efficacy questionnaires. The data were analyzed using SPSS and Smart PLS3.The results of structural equation modelling revealed that the students' self-efficacy has an impact on their learning-related emotions

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and metacognitive learning strategies, and these, in turn, affect the student's academic performance. Moreover, learning-related emotions influence metacognitive learning strategies, which in turn mediate the effect of emotions on academic performance. The results of this study revealed that metacognitive strategies and learning-related emotions could play a mediating role in the relationship between students' self-efficacy and academic performance.

John Lane, Andrew Lane wrote a journal in 2001 in which he talked about Self-efficacy and academic performance and the aim of the present study was to examine the predictive effectiveness of self-efficacy in an academic setting. Seventy-six postgraduate students completed a questionnaire to evaluate their confidence in the competencies they believed were essential for success in their course. Since there was a 13-week gap between completing the self-efficacy questionnaire and measuring performance outcomes, it was deemed important to examine the consistency of the self-efficacy measures over time. To address this, participants completed the same questionnaire one week later. The test-retest reliability analysis revealed that confidence in handling "intellectual demands," "passing on the first attempt," and "achieving a specific grade" remained relatively stable. Performance was assessed based on end-of-semester grades. Regression analysis indicated that "self-efficacy in managing the intellectual demands of the program" accounted for 11.5% of the variance in performance. Considering the 13-week interval and the complexity of the task, the findings suggest that self-efficacy has a meaningful predictive value for academic performance.

The 2018 study titled **Academic Self-Efficacy and Academic Procrastination: Exploring the Mediating Role of Academic Motivation in Turkish University Students by Malkoç and Mutlu** aimed to examine the connections between academic self-efficacy, academic motivation, and academic procrastination. Additionally, the research explored whether academic motivation serves as a mediator between self-efficacy and procrastination. The study gathered data from 319 university students (218 females and 101 males) attending the education faculty of a private university in Istanbul, Turkey. Data were collected using the Aitken Procrastination Inventory, the Academic Self-Efficacy Scale, and the Academic Motivation Scale. The findings revealed that academic motivation partially mediates the relationship between academic self-efficacy and academic procrastination.

RESEARCH OBJECTIVES:

- To Investigate the relationship between academic procrastination and academic self- efficacy.

HYPOTHESIS:

- There will be no significant relationship between academic procrastination and academic self-efficacy.

METHODOLOGY:

SAMPLE:

A total of 151 college enrolled female students were chosen from various parts of India for this study.

Inclusion criteria:

The sample includes only female subjects.
The age group was between 18-25 years of age.
The participants who are in undergraduate or postgraduate programmes.

Exclusion Criteria:

The sample do not include any male participant.
Individuals who are not aged between 18-25.
Individuals who are dropout/ Ex Students /PHD/ and all those who are not in UG or PG.

PSYCHOLOGICAL TOOLS:

Data collection instruments included a demography recording sheet and Emotional Expressivity Scale (EES) to assess the male emotional expression. Demographics questionnaire: Demographic data includes: Name, Age, Gender, Education, Occupation, Marital status, Family type, Email ID.

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Questionnaire of Procrastination Assessment Scale-Students (PASS) by Solomon, L. J., & Roth Blum, E. D.(1984). It is a scale that attempts to measure the procrastination level of an individual. The PASS is a 44-item instrument designed to measure the frequency of 31 cognitive- behavioural antecedents of procrastination. The PASS was designed to evaluate three key aspects: (1) the extent of academic procrastination, (2) the underlying causes of procrastination, and (3) comparisons between PASS scores, behavioural indicators of procrastination, and related constructs. The tool consists of two sections: the first examines procrastination across six academic domains, while the second explores the reasons behind it. The PASS serves as a valuable resource for pinpointing areas that may benefit from intervention and for monitoring changes in procrastination behaviours over time. It is further divided into 2 parts -

The first part has 5 subsections which includes I-Writing a Term Paper
II: Studying for Exams
III: Keeping Up with Reading Assignments
IV: Academic Administrative Tasks
V: Attendance Tasks
VI: School Activity in General
The second part is Reasons for procrastination.
Time management
Aversiveness of the Task
Sincerity
Personal Initiative

RELIABILITY: Research shows low levels of internal consistency for the PASS with split-half correlations of .58 for men and 31 for women regarding procrastination frequency. The correlation for procrastination as a problem was 26 overall and for reasons of procrastination was 80. The stability of the PASS was fair with one-month test-retest correlations of 74 for prevalence and 36 for reasons for procrastination. The test-retest correlation for the total score was 0.80.

VALIDITY: The PASS has very good concurrent validity, with significant correlations with the Beck Depression Inventory, Ellis Scale of Irrational Cognitions, Rosenberg Self-Esteem Scale, and the Delay Avoidance Scale. Significant relationships were also identified between the number of 32 self-paced quizzes and PASS scores and between the PASS and TOTA.

Level of academic self-efficacy questionnaire developed by Byrne and Matoti (2017). It is a scale that attempts to measure the self-efficacy of an individual. The level of academic self-efficacy was assessed using 20 different items. For adequate construct validity, the highest correlation value for the selected element with corresponding rows and columns should be from 0.30 to 0.90 . . The inter item correlation result revealed that the highest correlation for each item with at least one other item in the academic self-efficacy construct was between 0.3 and 0.9. A single factor was extracted that explained 69.8% of the total variation in the 20 items. The Cronbach's alpha value was 0.791 (>0.7), indicating the appropriateness of items measured. The normality of the variables was evaluated using the Kolmogorov Smirnov test (since sample size is more than 50). The p-value of the test was more than 0.05, the data can be assumed to be distributed normally

SCORING:

PASS-Questionnaire of Procrastination Assessment Scale (Student):

It is a scale that attempts to measure the procrastination level of an individual. The PASS is a 44-item instrument designed to measure the frequency of 31 cognitive- behavioural antecedents of procrastination. The PASS was developed to measure three areas: (1) the prevalence of academic procrastination, (2) the reasons for academic procrastination, and (3) to compare scores on the PASS with behavioural indices of procrastination and other related constructs. The PASS is divided into two parts; the first part measures the prevalence of procrastination in six academic areas, and the second

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part assesses reasons for procrastination. The PASS is useful in both identifying potential focal areas for intervention, and in tracking changes in procrastination over time. It is divided into 2 parts -
The first part has 5 subsections which includes I-Writing a Term Paper
II: Studying for Exams
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RESULT:

TABLE 1. MEAN AND STANDARD DEVIATION

VARIABLES	MEAN	STANDARD DEVIATION
ACADEMIC PROCASTINATION	**57.38410596**	**9.620714407**
ACADEMIC SELF EFFICACY	**68.99337748**	**12.02192258**

The analysis revealed descriptive statistics for Academic Self-Efficacy and Academic Procrastination across 151 participants. The mean score for Academic Self-Efficacy was 68.99 (SD = 12.02), while the mean for Academic Procrastination was 57.38 (SD = 9.62) shown in **TABLE 1.**

TABLE 2. BIVARIATE CORRELATION BETWEEN ACADEMIC PROCRASTINATION AND ACADEMIC SELF-EFFICACY

		ACADEMIC PROCRASTINATION	ACADEMIC SELF EFFICACY
academicprocrastination	**Pearson Correlation**	**1***	**0.190***
	Sig. (Two Tailed)		**.019**
	N		**151**
	Pearson Correlation		

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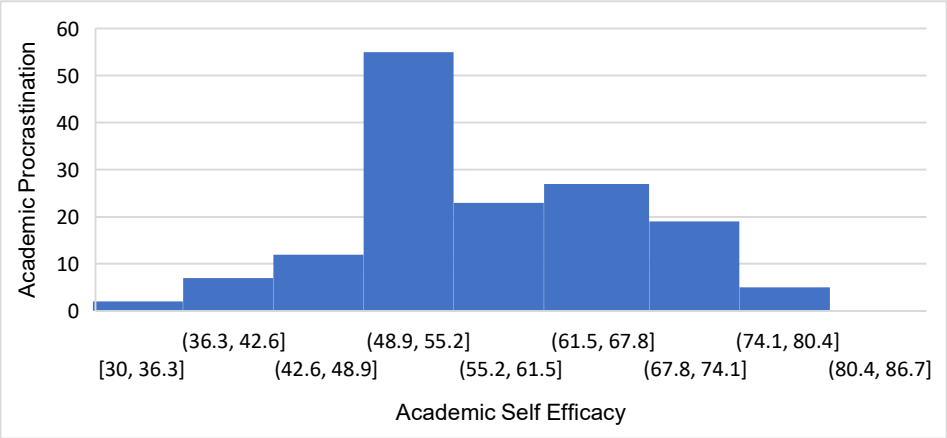
	Sig. (Two Tailed)		
	N	**0.190***	**1***
academicselfefficacy		**.019**	
		151	

*Correlation is significant at 0.05 Level (two-tailed)
*1 is the highest possible value for a significant correlation.



The correlation analysis between Academic Self-Efficacy and Academic Procrastination was conducted. Preliminary analysis of the descriptive data suggests that the two variables may be inversely related, as higher self-efficacy generally tends to reduce procrastination tendencies. The correlation analysis showed a positive relationship between Academic Self-Efficacy and Academic Procrastination, suggesting that individuals with higher levels of self-efficacy also exhibited higher levels of procrastination in academic contexts.

DISCUSSION:

The purpose of the study was to investigate possible correlation between Academic procrastination, and Academic self-efficacy in female students at the university level. Academics play a vital role in every student's life generally, and specifically for female students in Indian societal and cultural context where education for females is a must for them to claim an equal status in society. Procrastination and self-efficacy and important factors for determining how well an individual performs academically. According to table no. 2 there is a significant and positive relationship between Academic procrastination and Academic self-efficacy. Academic procrastination refers to the tendency to delay or postpone academic tasks despite knowing the negative consequences associated with such behaviour. It is a common challenge among students and can have a detrimental impact on their academic performance and overall well-being. Academic self-efficacy, on the other hand, refers to an individual's belief in their ability to successfully perform academic tasks and attain desired academic outcomes. It involves having confidence in one's skills, knowledge, and strategies necessary to excel academically. As per the results of scores of samples, mean and standard deviation of the sample in Academic procrastination is 57.38410596 and 9.620714407 respectively. The two variables are negatively correlated with a correlation coefficient of 0.190 that is significant at 0.05 level. The results indicate that there is a statistically significant positive correlational relationship between Academic procrastination and Academic self-efficacy A positive correlation between academic procrastination

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and academic self-efficacy suggests that as students' tendencies to procrastinate increase, so too does their belief in their own academic capabilities. This relationship may seem counterintuitive at first, as one might expect that higher self-efficacy would lead to less procrastination. However, it indicates that students who procrastinate may still possess a strong belief in their ability to succeed academically, which can create a paradoxical situation. These students might feel confident in their skills and knowledge, leading them to delay tasks under the assumption that they can complete them successfully at the last minute. This overconfidence can result in a cycle where procrastination becomes a habitual response to academic tasks, as students rely on their perceived self-efficacy to navigate deadlines and challenges. Consequently, this dynamic can hinder their academic performance, as the reliance on last-minute efforts often leads to increased stress and lower quality work. Understanding this correlation is crucial for educators and psychologists, as it highlights the need for interventions that not only address procrastination behaviours but also foster realistic self-efficacy beliefs, encouraging students to develop effective time management skills and a more balanced approach to their academic responsibilities. This phenomenon may initially appear paradoxical, as one might assume that higher self-efficacy would correlate with reduced procrastination. However, the reality is that students who procrastinate often possess a confident outlook regarding their skills and knowledge, which can lead them to underestimate the time and effort required to complete tasks.

The results also indicate a general trend where participants with higher Academic Self-Efficacy scores exhibit lower levels of Academic Procrastination. This finding aligns with existing literature suggesting that self-efficacy – the belief in one's own abilities to succeed in specific tasks – is a critical factor in reducing procrastination behaviours. When the mean score of Academic Self-Efficacy is higher, individuals likely feel more competent and confident in managing their academic responsibilities. This reduces the tendency to delay tasks, as they are more likely to perceive themselves as capable of handling challenges effectively. Conversely, lower self-efficacy may lead to increased procrastination, as individuals might feel overwhelmed by academic demands and avoid engagement.

The observed relationship highlights the importance of fostering self-efficacy among students to mitigate procrastination. Interventions such as goal setting, time management training, and self-reflection activities could strengthen self-efficacy beliefs, thereby reducing procrastination tendencies. Educational institutions and counsellors could use this insight to design programs aimed at improving academic performance and well-being.

Moreover, the narrow standard errors and confidence intervals suggest that these findings are reliable and likely representative of the population.

CONCLUSION:

The findings of this study prompted a more thorough evaluation of the literature. All of the hypotheses were statistically examined and in contrast to the bulk of study paper/literature reviews that the positive correlation between academic procrastination and self-efficacy reveals a nuanced dynamic that can significantly impact students' academic journeys. By recognizing and addressing this relationship, educators and psychologists can implement strategies that not only mitigate procrastination but also cultivate a more realistic and constructive sense of self-efficacy among students. This holistic approach can lead to improved academic performance, reduced stress, and a more positive educational experience overall.

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