



# **Academic Procrastination, Self-Efficacy Beliefs, and Academic Achievement among Middle School First Year Students with Learning Disabilities**

Amaal Ahmed Mostafa <sup>1</sup>

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<sup>1</sup>Assistant Professor of Special Education, Zagazig University, Markaz El-Zakazik, Egypt.

## Abstract

*The purpose of this study was two-folds: to examine the relationship between academic procrastination, self-efficacy beliefs, and academic achievement .And to investigate the relative contribution of academic procrastination, self-efficacy beliefs to academic achievement among middle school first year students with learning disabilities .The correlational design was used . The sample of the study comprised of 100( all of them were females ,Mean age= 12.6 years , SD = .41) middle school first year students with learning disabilities attending three schools in Zagazig City during the academic year 2017/2018, second term . The study utilized questionnaires and instruments to measure the variables. The correlation coefficient results revealed significant negative relationship between self-efficacy beliefs and academic procrastination ( $r = -.232$ ), academic procrastination and academic achievement( $r = -.154$ ) while the correlation coefficient was positive for relationship between academic self-efficacy and academic achievement( $r = .278$ ). The results of multiple linear regression analysis was indicated that self-efficacy beliefs and academic procrastination accounted for 20% of total academic procrastination variance ( $F(2, 340) = 32.75, p < .001$ ). In addition to this academic procrastination ( $\beta = -.36, p < .001$ ) and self-efficacy beliefs ( $\beta = .35, p < .001$ ) made significant contributions to the model. Findings were discussed and implication of findings was included.*

**Keywords.** Academic procrastination, self-efficacy beliefs, academic achievement, middle school first year students with learning disabilities

## Introduction

Social cognitive theory (Bandura, 1986) is of a particular importance as it can be well suited to explain the complex relationships of academic procrastination, self-efficacy beliefs, and academic achievement in students' learning context. Academic procrastination affects students passively, and students lack of self-control. And both lower self-efficacy for academics and higher academic procrastination can lead to poor academic achievement (Judge & Bono, 2001). It can be inferred that students with higher levels of academic procrastination will have lower grades and poorer academic achievement than their non-procrastinating peers due to having poorer self-regulation skills (Zimmerman, Bandura, & Martinez-Pons, 1992).

### *Self-Efficacy Beliefs and Academic Achievement*

A growing body of research examined the relationship between self-efficacy beliefs and academic performance (Brown et al.2008; Heggstad and Kanfer, 2005). For example, in their study, Komarraju and Nadler (2013) found positive correlation between self-efficacy beliefs and academic achievement. Findings of this study indicated that self-efficacy beliefs, effort regulation, and help-seeking accounted for approximately 18 % of the variance in academic achievement (e.g., GPA). Bandura et al. (2001) found that students' academic, social, and self-regulatory learning self-efficacy beliefs were predictors of academic aspirations and scholastic achievements.

Using our academic subjects (mathematics, science, language arts, and social studies) with middle and high school students to examine the relationship between personality traits and self-efficacy beliefs in relation to academic achievement, Caprara, Vecchione, Alessandri, Berbinò, & Barbaranelli (2011) found that student's grades (past academic performance on mathematics, science, language arts, and social studies) influenced students' self-efficacy beliefs in high school.

### *Academic Procrastination and Academic Achievement*

Procrastination has been seen as an impediment to academic success because it decreases the quality and quantity of learning (Adel Abdulla et al., 2013, Fathi Abdul Hamid and Mourad Ali, 2015). Meta-analyses studies (Kim & Seo, 2015; Richardson, Abraham, & Bond, 2012; Steel, 2007) were conducted to test the relationship between procrastination and academic performance. These studies reported that students who procrastinate are more likely to perform poorly. For example, Ferrari & Scher (2002) demonstrated that high levels of procrastination are associated with lower academic performance. In an attempt to examine the relationship between academic procrastination, online course participation, and achievement, as a basis for developing an intervention for academic procrastination, Goroshit (2018) found that studying procrastination was negatively associated with final exam grade as well as with the three online course participation measures. Final exam grade was positively associated with two of the online course participation measures, and they positively correlated with each other. In addition, results indicated that studying procrastination, in combination with online course participation measures, explained about 50% of variance in final exam's grade. Frequency of activities in course Web site had the strongest positive effect on final exam's grade.

#### *Purpose of Study*

The purpose of this study was two- folds: to examine the relationship between academic procrastination, self-efficacy beliefs, and academic achievement. And to investigate the relative contribution of academic procrastination, self-efficacy beliefs to academic achievement among middle school first year students with learning disabilities.

#### *Research Questions*

The following two research questions were posed and investigated in the study:

1. Are there correlation between academic procrastination, self-efficacy beliefs, and cademic achievement?
2. What is the relative contribution of academic procrastination, self-efficacy beliefs to academic achievement among middle school first year students with learning disabilities?

### **Method**

The study employed the correlational design to examine the relationship between academic procrastination, self-efficacy beliefs, and academic achievement. And to investigate the relative contribution of academic procrastination, self-efficacy beliefs to academic achievement among middle school first year students with learning disabilities.

#### *Sample*

The sample of the study comprised of 100 (all of them were females, mean age = 12.6 years, SD = .41) middle school first year students with learning disabilities attending three schools in Zagazig City during the academic year 2017/2018, second term.

#### *Measures*

The study utilized questionnaires and instruments to measure academic procrastination, self-efficacy beliefs, and academic achievement.

1- *the Procrastination Assessment Scale-Students* (PASS; Solomon & Rothblum, 1984). The PASS is a two-part, 44-item scale. The first part of the scale evaluates the prevalence of procrastination in six academic areas: writing term paper, studying for an exam, keeping up with reading assignments, performing administrative tasks, attending meetings, and

performing school activities in general. For each academic area, students completed three rating scales indicating the degree to which they procrastinate on the task (1= Never procrastinate ; 5= Always procrastinate ), whether procrastination on the task is a problem for them (1= Not at all a problem ; 5= Always a problem), and whether they want to decrease their procrastination on the task (1=

Do not want to decrease; 5= Definitely want to decrease). Total scores ranging from 12 to 60. Higher scores indicated higher levels of academic procrastination. The second part of the PASS describes a procrastination scenario, *delay in completing a writing assignment*, and then provides statements of many possible reasons for procrastinating. Students were asked to think of the last time they procrastinated on a writing assignment and to indicate how much each of 26 separate reasons reflected why they procrastinated. Respondents rated each statement on a 5-point Likert scale depicting the reasons they procrastinated (1 = Not at all reflects why I procrastinated; 5 = Definitely reflects why I procrastinated). Ferrari( 1989) reported coefficient alphas for procrastination frequency as .75. Beck, Koons, & Milgrim, (2000) established convergent validity through measuring significant relationships with elf-handicapping ( $r = .53$ ).

2- *Expectancy of Self-efficacy for Adolescents Scale*( Muris, 2001). The scale measures three domains of self-efficacy: (1) social self-efficacy ; (2) academic self-efficacy ; and (3) emotional self-efficacy. Each item has to be scored on a 5-point scale with 1 = not at all and 5 = very well. Cronbach's alphas were 0.88 for the total self-efficacy score and between 0.85 and 0.88 for subscale scores. Factor analysis of the SEQ-C revealed three factors that were in keeping with the intended subscales: social self-efficacy, academic self-efficacy, and emotional self-efficacy.

3- *Academic Achievement* was measured by the end of school year grade point average (GPA).

#### *Procedure*

Permission to conduct this study was obtained from both schools principals and students' parents. The participants were informed by the researcher regarding the purpose of the study. Students' names were not used for identification purposes. Students were not offered incentives for their participation, and they were told that the questionnaires would not affect their class grades. The instruments were distributed and participants were asked to fill in them. The instruments were completed while the researcher remained in the classroom, and collected once students completed them.

#### *Data Analysis*

Data was analyzed using the Statistical Software Package for the Social Sciences (SPSS). Computations for correlations, and regression were done.

## **Results**

### *Correlation analysis*

The correlation coefficient results revealed significant negative relationship between self-efficacy beliefs and academic procrastination ( $r = -.232$ ), academic procrastination and academic achievement( $r = -.154$ ) while the correlation coefficient was positive for relationship between self-efficacy beliefs and academic achievement( $r = .278$ ).

Table 1. *Correlation Matrix for Academic Achievement*

	<b>Self-efficacy beliefs</b>	<b>Academic procrastination</b>	<b>Academic achievement</b>
Self-efficacy beliefs		-.232	
Academic procrastination			-.154
Academic achievement	.278		

\*\*p< 0.01, two-tailed.

\*p< 0.05, two-tailed.

### *Regression analysis*

The results of multiple linear regression analysis was indicated that self-efficacy beliefs and academic procrastination accounted for 20% of total academic procrastination variance ( $F(2, 340) = 32.75, p < .001$ ). In addition to this academic procrastination ( $\beta = .35, p < .001$ ) and self-efficacy beliefs ( $\beta = -.36, p < .001$ ) made significant contributions to the model.

Table 2. *Results of the Component Analysis for Academic Achievement*

<b>Variables</b>	<b>B</b>	<b>Std.Error</b>	<b><math>\beta</math></b>	<b>t</b>	<b>P</b>	<b>R</b>	<b>R2</b>	<b><math>\Delta R2</math></b>	<b>F</b>
constant	47.84	4.32				.44	.20	.19	32.75
self-efficacy beliefs	.47	.08	.35	6.15	.000				
academic procrastination	-.11	.02	-.36	-6.31	.000				

## **Discussion**

The purpose of this study was two-folds: to examine the relationship between academic procrastination, self-efficacy beliefs, and academic achievement .And to investigate the relative contribution of academic procrastination, self-efficacy beliefs to academic achievement among middle school first year students with learning disabilities. The correlation coefficient results revealed significant negative relationship between self-efficacy beliefs and academic procrastination ( $r = -.232$ ), academic procrastination and academic achievement ( $r = -.154$ ) while the correlation coefficient was positive for relationship between self-efficacy beliefs and academic achievement ( $r = .278$ ). The results of multiple linear regression analysis was indicated that self-efficacy beliefs and academic procrastination accounted for 20% of total academic procrastination variance ( $F(2, 340) = 32.75, p < .001$ ). In addition to this academic procrastination ( $\beta = -.36, p < .001$ ) and self-efficacy beliefs ( $\beta = .35, p < .001$ ) made significant contributions to the model.

There was a significant relationship between self-efficacy beliefs and academic achievement. That is, students who had high self-efficacy beliefs levels did achieve higher grades. This result is in the same line with previous studies (e.g. Schunk et al., 2008; Usher and Pajares, 2008), which provided strong evidence that self-efficacy is a positive predictor of performance outcomes in different subjects. Usher and Pajares (2008, p. 751) indicated that

self-efficacy beliefs “predicts students' academic achievement across academic areas and levels.” According to Bandura's Social Cognitive Theory (SCT) in which defined self-efficacy beliefs as “an individual's belief in his or her own ability to organize and implement action to produce the desired achievements and results” (Bandura, 1997, p. 3), students who are high in academic procrastination frequently report lower levels of academic self-efficacy which in return result in decreased academic motivation, interest in school subjects, and lower academic achievement. The results of this studies support the findings of previous research (e.g. Akinsola, Tella, & Tella, 2007; Beck, Koons, & Milgrim, 2000; Moon & Illingworth, 2005; Wang & Englander, 2010).

### **Implication of Findings**

A number of implications have emerged from the results of the present study. First, those students with higher academic procrastination scores did have lower academic achievement. Hence, students need to feel like there is a solution available to them if they desire to improve their tendencies for procrastination. It was not difficult for students to succeed in counteracting the effects of procrastination tendencies when it comes to academic achievement. Great problems may occur for students when they combine low academic self-efficacy with high procrastination tendencies. An assessment of both procrastination behaviors and academic self-efficacy beliefs could help students persist longer and work harder in their academics. This may have a buffering effect on procrastination. Similarly, improving students' self-efficacy may have a positive effect on their academic adjustment.

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