

Is Academic Procrastination Still a Problem among Junior High School? The Investigation of Academic Self-Efficacy and Parental Support as Predictor

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Abstract

This research is motivated by the still high incidence of academic procrastination among junior high school students. The purpose of this research is to examine whether academic self-efficacy and parental support contribute to students' academic procrastination. This research used a cross-sectional design, with a sample of 250 students selected through proportional stratified random sampling. The research instruments used included measurements of academic self-efficacy, parental support, and academic procrastination. Data were analyzed using multiple regression with the help of SPSS version 25.00. Research findings show that academic self-efficacy contributes negatively to academic procrastination ($\beta = -.613$, $p = .000$), and parental support also shows a significant contribution ($\beta = -.215$, $p = .000$). The implications of this research highlight the need to increase students' self-efficacy and parental support through a series of psychological interventions to reduce cases of academic procrastination among students.

Keywords: Academic self-efficacy, parental support, and student academic procrastination.

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Introduction

In the teaching-learning process, there are many factors that influence student development. Students often face difficulties in the academic realm when they find it challenging to acquire knowledge. One of the common issues students encounter is academic procrastination. According to a study conducted by Amarnath et al., (2023), approximately 20% of adults consider themselves chronic procrastinators, and this percentage increases to about 70% among university students (Klingsieck et al., 2013). Therefore, procrastination is a widespread phenomenon that can have negative effects on academic performance and student well-being, impacting effective learning processes and potentially leading to anxiety or depression (Amarnath et al., 2023; Beutel et al., 2016; Burka & Yuen, 2008).

Procrastination is characterized by the irrational delay of important tasks, even when individuals are aware of the potential negative consequences, often resulting in feelings of guilt and regret (Blunt & Pychyl, 2005; Klingsieck et al., 2013). This issue is particularly prevalent in educational settings (Steel, 2007) and is associated with poor learning outcomes, such as a weaker understanding of study material and lower academic achievements, including lower grades (Goda et al., 2015; Lubbers et al., 2010; Waschle et al., 2014; Scheunemann et al., 2022).

It is important to note that procrastination does not only refer to the failure to complete tasks but also involves the experience of delaying and completing tasks at the last minute, even if they may remain unfinished (Pardo et al., 2014). This can lead to reduced well-being, resulting in stress, difficulties in following instructions, lateness, poor school performance, and personality issues (Milgram et al., 1992; Pestana et al., 2020; Kim and Seo, 2015; Park and Sperling, 2012). Academic procrastination also contributes to a decline in student well-being and has been linked to poor academic performance, emotional distress such as stress, anxiety, and depression, as well as physical health deterioration (Steel, 2007; Goda et al., 2015; Lubbers et al., 2010; Waschle et al., 2014; Scheunemann et al., 2022).

According to Steel (2007), procrastination can be defined as the act of postponing one or several activities, whether at their outset, during their development, or when completing them, while engaging in other activities that may be of lesser importance or even unnecessary, hindering the timely completion of these tasks. There are also other definitions that describe procrastination as the difficulty in completing specific tasks on time or feeling incapable of doing so effectively, often leading to discomfort and a sense of being overwhelmed (Palacios-Garay et al., 2020). Similarly, authors like Delgado et al., (2007) consider procrastination as a synonym for delaying tasks intentionally, resulting in unnecessary task postponement and replacement with lower-priority activities, despite being aware of the negative consequences associated with this behavior.

The research conducted by Alqudah (2014) revealed that the percentage of academic procrastination at King Saud University in Saudi Arabia was 83.6% in the high category, 9.7% in the

low category, and 6.7% in the very low category. The explanation above indicates that academic procrastination is indeed a global issue. Academic procrastination has also spread to Indonesia, where a significant number of students engage in it. Research by Munawaroh et al, (2017) stated that 17.2% of students at Muhammadiyah 9 Junior High School in Yogyakarta had a high level of procrastination, 77.1% had a moderate level, and 5.7% had a low level. Furthermore, Permana's research (2019) found that 79% of students at Darul Falah Cililin High School had academic procrastination. Based on these research findings, academic procrastination in Indonesia can be considered relatively high.

Academic procrastination is also prevalent in the West Sumatra region. A relatively high percentage of students in this area engage in academic procrastination. According to Afriyeni and Murjito (2014) found 72.73% of students at Padang State High School 9 had academic procrastination. Then, in Ramadhani et al (2022) found that 57.7% fell into the moderate category. This means that academic procrastination in the city of Padang is generally at a relatively high level.

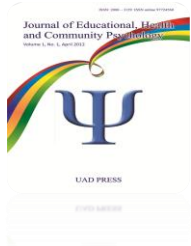
Previous research indicates that there are several factors influencing academic procrastination. The emergence of academic procrastination is believed to be influenced by both internal and external factors. Internal factors include motivation, self-efficacy, and self-concept, while external factors encompass the environmental conditions with low supervision and parental support (Burka & Yuen, 2008; Ferrari, 1995). Research findings in Indonesia have shown a connection between academic self-efficacy and parental support with students' academic procrastination (Khotimah et al, 2016; Anam, 2016).

Student motivation is closely related to their beliefs and abilities in their studies, which are shaped by their self-efficacy (Desideri et al., 2019), essentially encompassing their self-concept and competence (Fabriz et al., 2021). Transitioning from self-efficacy to learning and achievement necessitates three fundamental mediators (Chong et al., 2018). The first mediator is behavioral engagement, which requires students to invest effort, persistence, and instrumental support, facilitating the journey from self-efficacy to learning and accomplishment (González & Paoloni,

2015). The second mediator is cognitive engagement, supported by students' learning strategies and metacognition (Wentzel et al., 2017). The third mediator is motivational engagement, fueled by interest in learning, the value placed on the subject matter or course, and its outcomes (Anam, & Stracke, 2020). A strong sense of self-efficacy aids in persistence when tackling tasks or learning activities (Ede et al., 2017). Conversely, self-doubt can prevent a student from completing a task, even if it is straightforward (Guthrie & Wigfield, 2017). Students with low academic self-efficacy are less likely to seek assistance as they are hesitant to reveal their weaknesses to others, a behavior contrasting with that of high self-efficacy individuals (Dogan, 2015). Student self-efficacy is positively associated with their behavioral engagement (Miller, 2015). Cognitive engagement allows students to stay cognitively active throughout their learning process (Aguilera-Hermida, 2020). In situations where students are confident in their prior knowledge, their engagement in learning is spurred. Self-efficacy is rooted in a motivational construct that relies on personal interest and the belief that the task or learning endeavor is significant for the learner (Vongkulluksn et al., 2018).

Previous research has shown the influence of parental support on a child's success in school (Rosário et al., 2006). Burka and Yuen's (1983) study indicated that high levels of procrastination in children often occur in families with high demands and doubts about the child's ability to succeed. High parental expectations and levels of criticism are positively associated with procrastination (Ferrari & Díaz-Morales, 2007; Pylchyl et al., 2002). This underscores the importance of family dynamics and parental support, albeit indirectly, in children's procrastination (Ferrari & Olivetti, 1993, 1994; Scher & Ferrari, 2000).

Research suggests that when parental involvement is based on control and demands rather than support, it has a negative impact on a child's intrinsic motivation and self-confidence when doing homework, making it more likely that they will experience anxiety and depressive symptoms (Kenney-Benson & Pomerantz, 2005), and consequently, they may exhibit academic procrastination behaviors (Pychyl et al., 2002), as well as reduced performance (Prakhov et al., 2020). In contrast, parental involvement in homework based on support, especially when students are aware of that support (Thomas et al., 2020), is associated with better student attitudinal and behavioral



engagement, greater intrinsic motivation, and more positive emotions toward academic work, as well as better performance (Dumont et al., 2012; Froiland, 2018; Gonida & Cortina, 2014; Jungert et al., 2020; Thomas et al., 2020).

The research on academic procrastination among junior high school students is still very limited and shows inconclusive findings. Therefore, the current research aims to fill this gap by examining the role of self-efficacy and parental support in academic procrastination among junior high school students. The findings of this study will provide new insights into the phenomenon of procrastination.

Metode

Participants

This research employed a quantitative cross-sectional design aimed at examining the relationship between independent variables and dependent variables. The study sample consisted of 250 students, age between 13-15 years (150 females and 100 males) from one of the public junior high schools in Padang. The sampling technique was proportional stratified random sampling. Informed consent and parental consent were obtained before participants were involved in data collection. Together with the research team, after obtaining permission from the school authorities, scales were distributed in classrooms. Before administering the scales, students were provided with information about the purpose, method, and how to fill out the questionnaires. Students were encouraged to select answers that corresponded to their experiences. The data was collected on July 2023.

Measurements

Data collection for this study utilized self-efficacy, parental support, and academic procrastination scales. All three scales have been tested for validity and reliability, and they demonstrated satisfactory results as measurement tools.

Self-efficacy

The self-efficacy scale consists of 24 items based on Bandura's theory (1997), which comprises three aspects: level, generality, and strength. A Likert scale with five response alternatives was applied to this measurement tool: Very True, True, Fairly true, Not true, and Very true. Examples of items used include "I am confident in my abilities," "I believe I can overcome any problem I face," "I am unsure if I can achieve my life goals." The coefficient alpha for the self-efficacy scale was 0.866.

Parental support

The parental support scale consists of 28 items based on Sarafino and Smith's theory (2011), which includes four aspects: emotional support, reward support, instrumental support, and informational support. A Likert scale with five response alternatives was applied to this measurement tool: Very True, True, Fairly true, Not true, and Very true. Examples of items used include "My parents support my aspirations," "My parents are willing to listen to my opinions," "My parents have provided for my educational needs." The coefficient alpha for the parental support scale was 0.887.

Academic procrastination

The academic procrastination scale consists of 31 items based on Ferrari's theory (1995), which includes four aspects: delay, time gap, lateness, and task neglect. A Likert scale with five response alternatives was applied to this measurement tool: Very True, True, Fairly true, Not true, and Very true. Examples of items used include "I enjoy delaying my school tasks," "I intentionally neglect my school assignments," "I prefer playing games over doing school assignments." The coefficient alpha for the academic procrastination scale was 0.877.

Data Analysis

This research utilized multiple regression analysis with SPSS version 25. Assumption tests were carried out to verify the normality and linearity of the data, and the results indicated that the data met both normality and linearity assumptions.

Result

Table 1 provides the intercorrelation results between three variables: procrastination, self-efficacy, and parental support. Self-efficacy, representing individuals' confidence in their abilities, shows a moderate negative correlation (-.600) with Procrastination. This suggests that as self-efficacy increases, procrastination tends to decrease. On the other hand, parental support exhibits a significant negative correlation (-.179) with procrastination, implying that there is a relationship between the level of parental support and procrastination behavior in the study sample.

Table 1
Intercorrelation result between variables

	1	2	3
Procrastination	-		
Self-efficacy	-.600	-	
Parent support	-.179	.060	-
SD	16,7	9.7	15.2
Mean	78.4	79.6	87.04

Table 2 presents the results of a multiple regression analysis conducted on a sample size of 250 participants. The coefficient of determination (R Square) is reported as 0.406, indicating that approximately 40.6% of the variance in the dependent variable can be explained by the independent variables considered in the analysis. The R value, which measures the strength and direction of the relationship, is 0.637, suggesting a moderate positive correlation between the variables. The degrees of freedom (df) is 2. The F-statistic, with a value of 84.517 tests the overall significance of the model, and it is found to be statistically significant ($p < 0.001$). This result suggests that the independent variables collectively have a significant impact on the dependent variable, and the model is a good fit for explaining the variance observed in the dependent variable.

Table 2
The Result of Multiple Regression Analysis (N=250)

R	R Square	df	F	Sig
.637 ^a	.406	2	84.517	.000

The analysis of predictor variables reveals a negative relationship between self-efficacy and academic procrastination, indicating that increased self-efficacy is linked to reduced academic procrastination ($\beta = -.613$, $p = 0.000$). Additionally, parental support is also found to have a negative and significant influence on students' academic procrastination ($\beta = -.215$, $p = 0.000$), suggesting that greater parental support is associated with decreased academic procrastination among students.

Discussion

The objective of this study was to investigate the influences of self-efficacy and parental support on academic procrastination. The results of the regression analysis demonstrate the significance of the proposed model, highlighting the collective contributions of self-efficacy and parental support to academic procrastination. Further scrutinizing the role of each predictor, it becomes evident that self-efficacy significantly and substantially influences academic procrastination, while parental support also exerts a notable and significant impact on this behavior.

This suggests that the higher a student's academic self-efficacy, the lower their academic procrastination tends to be, and conversely, lower academic self-efficacy is associated with higher academic procrastination. These findings align with Khotimah et al.'s (2016) research, which uncovered a negative relationship between academic self-efficacy and academic procrastination. Meanwhile, parental support does not significantly contribute to academic procrastination, consistent with Harahap's (2021) findings that showed a non-significant negative relationship between parental support and academic procrastination. Additionally, Az'zahrah's (2022) research also revealed no relationship between parental social support and academic procrastination.

The significant effect of self-efficacy on procrastination can be theoretically explained through the lens of Bandura's Social Cognitive Theory (Bandura, 2001, 1997). Self-efficacy, in this context, refers to an individual's belief in their own abilities to accomplish tasks and achieve goals in academic settings (Bandura, 1997). It plays a crucial role in shaping behavior, including the tendency to procrastinate.

According to Bandura's theory, individuals with higher levels of self-efficacy are more likely to approach tasks with confidence and a belief that they can successfully complete them (Guthrie & Wigfield, 2017). This confidence acts as a motivational factor, driving individuals to start and complete their tasks promptly (Vongkulluksn et al., 2018). In contrast, individuals with low self-efficacy may doubt their abilities to handle academic tasks efficiently, leading to feelings of uncertainty and apprehension (Chong et al., 2018). Consequently, they may delay or procrastinate on these tasks as a way to cope with their perceived inability to succeed (Anam, & Stracke, 2020).

Furthermore, individuals with high self-efficacy tend to set challenging goals for themselves and persevere in the face of obstacles (Bandura, 2001, 1997). They are more likely to engage in effective time management, planning, and self-regulation to accomplish their academic responsibilities (Desideri et al., 2019). On the other hand, those with low self-efficacy may succumb to the temptation of postponing tasks, as they doubt their ability to meet the demands (Fabrizz et al., 2021).

In summary, the significant effect of self-efficacy on procrastination can be attributed to the belief in one's capabilities influencing their motivation, goal-setting, and self-regulation behaviors (Palacios-Garay et al., 2020). When individuals have high self-efficacy, they are more likely to tackle tasks promptly and efficiently, reducing the likelihood of procrastination (Bandura, 2001, 1997). In contrast, individuals with low self-efficacy are more prone to procrastination as they may lack the confidence and motivation to initiate and complete tasks in a timely manner (Fabrizz et al., 2021).

This study confirms that parental support also exerts a significant influence on academic procrastination. This study provides compelling evidence to affirm the pivotal role of parental support in influencing academic procrastination. Academic procrastination, a prevalent issue among students, is often attributed to various factors, but the findings of this research highlight the substantial contribution of parental support (Froiland, 2018; Jungert et al., 2020). The study suggests that the level of support and encouragement provided by parents significantly influences a student's propensity to procrastinate in their academic pursuits. This underscores the importance of a nurturing and supportive family environment in fostering positive academic habits and, conversely, reducing procrastination tendencies (Dumont et al., 2012; Gonida & Cortina, 2014; Thomas et al., 2020). These results shed light on the interconnectedness of family dynamics and academic success, emphasizing the need for parents to actively engage in their child's educational journey to mitigate the adverse effects of procrastination (Jungert et al., 2020; Thomas et al., 2020).

We need to explain the limitations of this research, which used a cross-sectional design that cannot establish causal relationships. It is recommended that future research employ a longitudinal study approach to more deeply observe changes over an extended period of time. We also suggest further exploration of variables hypothesized to be correlated with procrastination.

Conclusion

This study demonstrates the role of self-efficacy in procrastination, where students with high self-efficacy tend to have a low tendency to procrastinate on their school tasks. Self-efficacy, or belief in one's own abilities, plays a significant role in academic procrastination. When someone has a high level of self-efficacy regarding academic tasks, they tend to feel more confident in completing those tasks. Consequently, they may be more motivated to start their assignments earlier and avoid procrastination. Conversely, individuals with low self-efficacy may doubt their abilities to complete tasks, which can lead to procrastination. Therefore, improving self-efficacy through skill development and positive experiences can help reduce levels of academic procrastination. The study reveals a significant association between parental support and academic procrastination,

highlighting the pivotal role parents play in shaping students' academic behaviors, particularly in addressing procrastination. These findings stress that, beyond individual factors, parental involvement and encouragement are essential in influencing students' capacity to effectively manage their academic responsibilities. This discovery underscores the critical importance of nurturing a supportive family environment, which can assist students in overcoming procrastination tendencies and excelling in their educational pursuits. Consequently, educators, parents, and policymakers should acknowledge the substantial impact of parental support and collaborate to offer the requisite resources and guidance to empower students on their academic journeys.

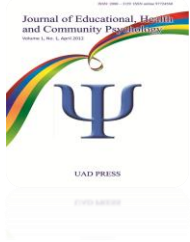
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