



Academic self-efficacy as a predictor toward decisional procrastination among college students preparing a thesis in Indonesia

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Abstract

Aim: The purpose of this study was to examine the relationship between college students' sense of academic self-efficacy and their tendency to put off making important decisions while working on their thesis.

Method: With the help of a sampling strategy, we collected responses from 120 college students. Both the Academic Self-Efficacy Scale and the Melbourne Decision-Making Questionnaire were used. During the evaluation, researchers used SPSS 22.0.

Findings: The data analysis using simple regression found that academic self-efficacy significantly influenced decisional procrastination toward college students preparing a thesis. Students' decisional procrastination was negatively correlated with their academic self-efficacy, such that higher levels of academic self-efficacy were associated with lower levels of procrastination in thesis preparation.

Implications/Novel Contribution: The findings of this study have important implications for the field of education because they shed light on how factors such as students' levels of self-confidence or their perceptions of the tasks they were assigned can affect their performance. Individual differences and the types of tasks that influenced procrastination could be investigated further in studies that examine demographic factors.

Keywords: Academic Self-Efficacy, Decisional Procrastination, College Student

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INTRODUCTION

Students at the undergraduate level are required to complete a thesis as part of their coursework toward a degree in a scientific field. Many students spend significantly more time on their theses than the allotted amount of time their colleges allow. Procrastination is delaying or postponing the start or completion of an important task (Shams, 2016; Zusya & Akmal, 2016).

Even the research by Sarirah (2017) found that procrastinators lack psychological well-being, suggesting that this state of mind is shared by those who engage in it regularly. This research aimed to look into one subtype of procrastination, decisional procrastination. As defined by Mann, Burnett, Radford, and Ford (1997), decisional procrastination is the pattern of postponing action when faced with conflicting or otherwise difficult options. People put off getting things done because they're worried about adding more stress to their lives (Kristanto & Abraham, 2016; Mai & Thuy, 2015). Decisional procrastination is associated with a greater need for time spent gathering information and deliberating over options.

According to cc's study, more than half of students do not graduate on schedule yearly. This was supported by the Tatan (2015) study, which found that student's understanding of their Thesis, the role of the thesis guidebook, anxiety, mastery of statistics, guidance services, and the intensity of guidance were all factors in the delay of students' work on their theses or final projects. They needed to be more motivated to finish their theses because of the difficulties they encountered while working on them (Srantih, 2014; Yilmaz, 2017).

Bandura (1977) defined self-efficacy as an individual's beliefs about his ability to regulate and take actions needed to produce certain achievements, which may be a factor in procrastination. Nugraheni, El Hafiz, and Rozi (2016) suggests that 'academic self-efficacy' is another name for self-efficacy' in the classroom. Students' confidence in their ability to complete academic tasks like studying for tests and writing papers was defined as

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academic self-efficacy (Zusya & Akmal, 2016).

To overcome difficulties and succeed academically, a person's self-assurance must grow. Students who report higher levels of academic self-efficacy are more likely to take on difficult tasks, persist through setbacks, and remain invested in their studies, as found by research by (Chairiyati, 2013; Suharti & Pramono, 2016). On the other hand, students with low academic self-efficacy tend to give up easily when confronted with challenges in completing college-level work. Procrastination's emergence was influenced greatly by the self-efficacy of the people involved.

A person's procrastination tendencies go up when they lack confidence in their abilities but go down when they have high hopes for their own success, and vice versa. While Julianda (2012S) found that students' levels of self-efficacy were inversely related to their procrastination in the classroom, (Zusya & Akmal, 2016) found the opposite true. As a result, a person's procrastination levels correspond inversely with their level of confidence in their own abilities. Based on the above, the researcher is interested in the Decisional Procrastination Role Against Academic Self Efficacy in Students Who are Writing Thesis because a study discusses the relationship between self-efficacy and procrastination. Still, it rarely discusses based specifically decisional procrastination.

LITERATUR REVIEW

Academic Self-Efficacy

Self-efficacy was defined as a person's belief in their ability to produce a designated level of performance influencing the activities of events that affect their lives (Bandura, 1994). Bandura (1994) believed that the most important factor in learning is self-efficacy. According to Nugraheni et al. (2016) self-efficacy in the academic context could also be called academic self-efficacy. Individuals who had high self-efficacy will be confident about their ability to do a task even though the task is difficult.

There were three dimensions of self-efficacy according to Bandura (1977). First, level, this dimension was related to the level of task difficulty when individuals felt able to do it. If an individual was faced with a task that was set according to the level of difficulty, individual self-efficacy might be limited to tasks that were easy, moderate, or even include the most difficult tasks, in accordance with perceived limits to meet the demands of the required behavior on each level. This dimension had implications for selection behavior that would be tried or avoided. Individuals would try behaviors that were considered capable of doing and avoiding behaviors that were beyond their perceived limits. Second, strength. This dimension related to the level of strength of individual beliefs or expectations about their abilities. The hope of the weak was easily swayed by unsupportive experiences. Conversely, solid expectations encouraged individuals to survive in their efforts. Although there could be less experience. This dimension was directly related to the level dimension, such as the higher the difficulty level of the task, the weaker perceived trust to solve it, and the three dimensions of generalization (generality). This dimension was related to a wide area of behavior where individuals felt confident in their abilities. Limited to certain situations or activities and in a variety of activities or situations that vary (Maulana, 2017; Teik Ee & Aman, 2015; Tuhardjo & Rafsanjani, 2016).

Decisional Procrastination

Decisional procrastination was a delay in decision making. This form of procrastination was a cognitive barrier in delaying to start doing a job in dealing with situations that were perceived as stressful (Kristanto & Abraham, 2016).

Mann et al. (1997) said that decisional procrastination was a type of avoidance, this was characterized by high conflict, loss of hope for a better solution, no time target, and also associated with high stress. High individuals who made decisional procrastination required a longer time to make decisions when having many alternative choices (Ferrari & Dovidio, 2000).

The fact that decisional procrastination could affect anyone such as workers, employees, students, and students. Hammer and Ferrari (2002) found that higher decisional procrastination occurred in college graduates compared to high school graduates. This was because college graduates had more work responsibilities and high-level pressures that lead to increased decisional procrastination.

Decisional procrastination implied a tendency to forgetfulness, cognitive failure, such as underestimating

the amount of time needed to complete a task, failure to evaluate or even forget the fundamental aspects of fragility, deficit processing information (Di Fabio, 2006). Decisional procrastination was a form of procrastination that starts from the cognitive process until finally someone delaying to start his task. Based on the explanation above, it could be concluded that decisional procrastination was a delay in making deliberate decisions for a certain period of time when faced with choices and conflicts.

METHODOLOGY

Research Design

This study used quantitative research methods. The type of research used in this study was correlational research. Where the purpose of this study was to determine the role of academic self-efficacy on decisional procrastination in students who compile the thesis.

Respondent

In this study, researchers took 120 students who were writing their thesis. The sampling technique used is non-random sampling.

Instruments

Academic self-efficacy

The measuring instrument of the academic self-efficacy variable of the researcher made its own scale based on Bandura (1977) theory which amounts to 18 items and has been corrected by expert judgment. With reliability of 0.911. After the trial was found, there were 1 items that were dropped so that the total academic self-efficacy scale used in the research was 17 items.

Decisional procrastination

The decisional procrastination scale in this study adapted from the Mann et al. (1997) scale, namely The Melbourne Decision-Making Questionnaire. The number of items is 5 with a reliability coefficient of 0.802 and translated into Indonesian. The scale trial found no items missing, so in the study there were still 5 items used.

Data Analysis

Analysis of the data used in this study uses simple regression analysis, which was an analysis method to determine the ability of independent variables in predicting the dependent variable. In the testing the researchers used SPSS version 22.0 software.

RESULTS AND DISCUSSION

Variable Description

Table 1: Informants description

| Variable | Category | Number of Respondents | Percentage |
|----------------------------|----------|-----------------------|------------|
| Academic Self-Efficacy | Low | 0 | 0% |
| | Medium | 74 | 61.67% |
| | High | 46 | 38.34% |
| Total | | 120 | |
| Decisional Procrastination | Low | 4 | 3.34% |
| | Medium | 84 | 70% |
| | High | 32 | 26.67% |
| Total | | 120 | |

Hypothesis Test

Based on the results of the hypothesis using SPSS version 22 with Simple Regression analysis obtained the coefficient of determination (R^2) .168 which implied that the influence of the independent variable (X) on the related variable (Y) is 16.8% while the rest was influenced by other variables not investigated by researchers. The results of F arithmetic = 23.862 with a significance level of $.00 < 0.05$ and Beta obtained a value of -.410, then H_0 is rejected and H_a is accepted which means that there is a significant negative role of academic self-efficacy on decisional procrastination for students who are preparing thesis so that the equation the regression can be written $Y = a + bX$ or $23,864 + (- .211)$.

Discussion

The results of the statistical analysis of this study showed a significance level of $p = .00$ ($p < .005$) and Beta obtained a value of -.410 which means that there was a significant negative role of academic self-efficacy on decisional procrastination for students who did thesis. This means that the higher the academic self-efficacy of students, the lower the decisional procrastination of students.

Conversely, the lower the student's academic self-efficacy, the higher the level of decisional procrastination in students. This was in accordance with previous research conducted by [Damri, Engkizar, and Anwar \(2017\)](#) explained that self-efficacy of students was in the high category which means that students had a high level of self-confidence to be able to complete lecture tasks. Whereas for the category of academic procrastination students were only in the medium category. The medium category only meant that most students still showed procrastination in starting to work on lecture assignments, causing delays in completing the task. The high self-confidence was not enough without being implemented in the form of real actions. According to the analysis by the author, it was possible to have other factors that caused students to tend to behave delays ([Damri et al., 2017](#)).

Delaying a job and allowing it to come in the future is called procrastination ([Zusya & Akmal, 2016](#)). One form of procrastination was decisional procrastination. According to Jennis and Mann ([Zeisler, 2011](#)) decisional procrastination was a maladaptive pattern in delaying decisions when faced with conflict and choice. A person with high decisional procrastination tend to take more time to find information to make decisions, especially when faced with a large number of alternative choices which were then considered.

[Burka and Yuen \(2008\)](#) said that procrastination or delayed can occur due to two factors, namely internal factors including the physical condition of the subject who is exhausted, and the psychological condition of subjects who had low self-efficacy, while external factors included environmental factors that affected a person to delay or procrastination. Steel ([Hapsari, 2016](#)) also stated that self-efficacy was one factor that influences the emergence of procrastination behavior.

Individuals who had low self-efficacy tend to perform academic procrastination and tend to feel difficulties in motivating themselves so that they reduced their efforts in completing the task at hand ([Mahendrani & Rahayu, 2014s](#)). The results of this study showed that as many as 0 students with a percentage of 0% had low academic self-efficacy, students who had moderate academic self-efficacy were 74 students with a percentage of 61.67%, while students who had high academic self-efficacy were 46 students with a percentage of 38,34%. According to Bandura this happened because there were several influencing factors including: experienced of success, experience of others, verbal persuasion, and individual emotional state ([Mahendrani & Rahayu, 2014s](#)).

It was in accordance with the response of the answers given by the subject for the decisional procrastination scale. Response of students who had a low decisional procrastination of 4 students with a percentage of 3.34%, students who had moderate decisional procrastination of 102 students with a percentage of 85%, while students who had high decisional procrastination as many as 14 students with a percentage of 11.67%. Then it can be concluded that the high academic self-efficacy in students will determine the deciding procrastination of students.

The relationship between academic-self-efficacy and decisional procrastination had an effective contribution of β .410 and R^2 .168. It meant 16.8% academic self-efficacy had contribution toward decisional procrastination and the remainder due to other factors, such as metacognitive and learning strategies ([De Palo, Monacis, Miceli, Sinatra, & Di Nuovo, 2017](#)), negative affect ([Goroshit & Hen, 2018](#)) and the self-discrepancies found in the research of [Orellana-Damacela, Tindale, and Suarez-Balcazar \(2000\)](#) that the self-discrepancies in which a person felt

experiencing real-self discrepancies and self-ideals make someone procrastinated.

CONCLUSION, RECOMMENDATIONS AND IMPLICATIONS

Based on the hypothesis test, it can be seen that there was a significant negative role between academic self-efficacy of decisional procrastination in students who were preparing their thesis, so that the higher a person's academic self-efficacy, the lower the decisional procrastination of students.

This study had implications especially in the field of education in explaining the role of motivation especially self-confidence or students' perceptions of the tasks faced affected their performance. becoming a problem if students did not believe in their ability to do the task so that eventually they postpones in doing his task. For further research considered demographic factors such as individual differences and the types of tasks that affected procrastination.

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