

The Relationship Between Self-Efficacy and Academic Procrastination Among Final Year Students

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ABSTRACT

Background: Academic procrastination is one of the common problems experienced by final-year students during the completion of their final academic projects. Delaying academic tasks may hinder study completion and negatively affect students' academic achievement. One of the internal factors assumed to be associated with academic procrastination is self-efficacy. **Objective:** This study aimed to examine the relationship between self-efficacy and academic procrastination among final-year university students. **Method:** This study employed a quantitative approach with a correlational design. The participants consisted of 149 final-year students from the Faculty of Psychology at University X, selected using a total sampling technique. The instruments used were the modified General Self-Efficacy Scale (GSES) adapted to the context of final-year students and an Academic Procrastination Scale based on Ferrari's theory. Data were analyzed using Spearman's rho correlation. **Results:** The results revealed a significant negative relationship between self-efficacy and academic procrastination ($r = -0.550$; $p < 0.001$). **Conclusion:** These findings indicate that students with higher levels of self-efficacy tend to exhibit lower levels of academic procrastination. Conversely, students with lower self-efficacy are more likely to engage in academic procrastination. The findings suggest that self-efficacy is an important psychological factor that contributes to reducing academic procrastination among final-year students.

Keywords: Self-efficacy, academic procrastination, final-year students

ABSTRAK

Latar Belakang: Prokrastinasi akademik merupakan salah satu permasalahan yang sering dialami mahasiswa tingkat akhir dalam proses penyelesaian tugas akhir. Perilaku menunda pengerjaan tugas akademik dapat menghambat penyelesaian studi serta berdampak pada pencapaian akademik mahasiswa. Salah satu faktor internal yang diduga berhubungan dengan prokrastinasi akademik adalah efikasi diri. **Tujuan:** Penelitian ini bertujuan untuk mengetahui hubungan antara efikasi diri dan prokrastinasi akademik pada mahasiswa tingkat akhir. **Metode:** Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional. Partisipan penelitian berjumlah 149 mahasiswa tingkat akhir Fakultas Psikologi Universitas X yang dipilih menggunakan teknik sampling jenuh. Instrumen yang digunakan adalah *General Self-Efficacy Scale* (GSES) yang telah dimodifikasi sesuai konteks mahasiswa tingkat akhir dan Skala Prokrastinasi Akademik berdasarkan teori Ferrari yang juga dimodifikasi. Analisis data dilakukan menggunakan korelasi Spearman's rho. **Hasil:** Hasil penelitian menunjukkan terdapat hubungan negatif yang signifikan antara efikasi diri dan prokrastinasi akademik; $r_s = -0.550$, $p < .001$. Hasil tersebut menunjukkan bahwa semakin tinggi efikasi diri yang dimiliki mahasiswa, semakin rendah tingkat prokrastinasi akademiknya. Sebaliknya, mahasiswa dengan efikasi diri rendah cenderung memiliki tingkat prokrastinasi akademik yang lebih tinggi. **Kesimpulan:** Hasil penelitian ini menunjukkan bahwa efikasi diri merupakan salah satu faktor penting yang berperan dalam menurunkan perilaku prokrastinasi akademik pada mahasiswa tingkat akhir.

Kata Kunci: Efikasi diri, prokrastinasi akademik, mahasiswa tingkat akhir

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Introduction

Final-year students are individuals who are in the final phase of higher education and are expected to complete various academic responsibilities before graduation. During this stage, students face greater academic demands, including completing research projects, preparing theses, and planning their future careers (Wijaya, 2024). These responsibilities often create psychological pressure that can affect students' academic performance and study completion. Such challenges become more difficult when students struggle to manage their time, maintain motivation, and cope with academic obstacles (Kuserawati & Farida, 2022).

Academic procrastination is not only an educational issue but also a concern within the field of Health Psychology because it is closely associated with students' psychological well-being. Repeated delays in completing academic responsibilities may increase feelings of stress, anxiety, guilt, and emotional exhaustion, particularly among final-year students who face multiple academic and career-related demands simultaneously. From a health psychology perspective, prolonged psychological distress resulting from academic procrastination may adversely affect both mental and physical health, including decreased sleep quality, impaired concentration, and reduced overall well-being. Therefore, understanding psychological factors that may reduce academic procrastination is important not only for improving academic performance but also for promoting healthier psychological adjustment among university students.

One of the most common problems experienced by final-year students is academic procrastination. Academic procrastination refers to the intentional delay of academic tasks despite awareness of the negative consequences associated with such behavior (Turmudi & Suryadi 2021). This behavior is characterized by postponing important academic activities in favor of more enjoyable or less demanding tasks (Rahayu & Mahendra, 2023). Repeated delays may hinder academic achievement and reduce the quality of students' academic outcomes (Sahin, 2025). Academic procrastination among final-year students has become an important issue because it is closely related to timely graduation and academic success. Students working on their final projects are required to complete various stages, including proposal preparation, data collection, consultation with supervisors, and revisions (Nabila & Sugiarti, 2023). The complexity of these demands may increase students' tendency to delay academic tasks when they lack effective self-management skills (Jamila, 2020). Furthermore, both internal and external factors have been identified as contributors to academic procrastination among university students (Waruwu et al., 2024).

Among the psychological factors associated with academic procrastination, self-efficacy has received considerable attention. Self-efficacy refers to an individual's belief in their capability to organize and execute actions necessary to achieve desired outcomes (Bandura, 1997). Individuals with high self-efficacy tend to be more confident, persistent, and resilient when facing challenges. In contrast, individuals with low self-efficacy are more likely to doubt their abilities and avoid tasks perceived as difficult or demanding. In academic settings, self-efficacy plays a significant role in determining how students respond to challenges and academic difficulties. Students with strong self-efficacy are generally more capable of maintaining effort and persistence when encountering obstacles during the learning process (Rezeki et al., 2022). Conversely, students with lower levels of self-efficacy are more vulnerable to feelings of uncertainty and anxiety, which may increase the likelihood of postponing academic responsibilities (Venanda, 2022). Therefore, self-efficacy is considered an important factor in understanding academic procrastination among final-year students.

In addition to its direct influence on academic behavior, self-efficacy affects students' cognitive, emotional, and motivational processes when facing academic challenges. Students with high self-efficacy are more likely to perceive difficult tasks as opportunities for growth rather than as threats to be avoided (Bandura, 1997). Strong confidence in personal capabilities encourages greater persistence and resilience when encountering setbacks during the completion of academic work (Fatimah et al., 2021). Consequently, students with higher self-efficacy tend to demonstrate better self-regulation and greater commitment to achieving their academic goals.

Understanding the relationship between self-efficacy and academic procrastination is important for developing effective interventions aimed at supporting final-year students. Identifying the role of self-efficacy may provide valuable insights for universities in designing academic assistance programs, counseling services, and skill-development workshops that strengthen students' confidence in completing academic tasks (Venanda, 2022). Furthermore, empirical evidence regarding this relationship can contribute to the advancement of educational psychology literature and serve as a foundation for future studies examining factors associated with academic procrastination in higher education contexts (Husain et al.,

2023). Previous studies have consistently demonstrated a negative relationship between self-efficacy and academic procrastination. Research findings indicate that higher levels of self-efficacy are associated with lower levels of academic procrastination among students. Similar findings suggest that students with strong confidence in their abilities tend to manage their time more effectively and complete academic tasks more efficiently (Putra et al., 2023). Moreover, self-efficacy has been identified as a significant predictor of reduced procrastination behavior in higher education settings (Putra & Soetjningsih, 2023).

The relationship between self-efficacy and academic procrastination has also been examined across different educational levels. Studies involving secondary school students have shown that self-efficacy significantly contributes to reducing academic procrastination behaviors (Anas et al., 2024). Comparable findings have been reported among first-year university students, where higher self-efficacy was associated with lower levels of academic procrastination (Tayori et al., 2024). Furthermore, research has revealed that self-efficacy accounts for a substantial proportion of variance in academic procrastination among students (Mamun & Pedhu, 2024).

Despite the growing body of literature, research focusing specifically on final-year students remains essential because this group faces unique academic and psychological challenges. The process of completing a thesis requires students to work independently over an extended period while managing various academic pressures and uncertainties (Wahyuningsih et al., 2021). In addition, self-efficacy has been shown to function as a protective factor that reduces procrastination tendencies by strengthening individuals' confidence in their ability to overcome obstacles and achieve academic goals (Isnaini & Kutsiyyah, 2025). Therefore, investigating the relationship between self-efficacy and academic procrastination among final-year students is important for providing a deeper understanding of factors that influence successful academic completion.

Material and Method

Participants

The participants consisted of 149 active final-year undergraduate students from the Faculty of Psychology at University X who were completing their final academic projects during the 2025/2026 academic year. The participants included both male and female students who had reached the final stage of their undergraduate studies and were actively working on their theses. A total sampling technique was employed because the target population was relatively small and accessible, allowing all eligible students to be included in the study. This approach was expected to minimize sampling bias and provide a more comprehensive representation of the target population.

Procedure

This study employed a quantitative correlational design. After obtaining research approval, questionnaires were distributed online through Google Forms to students who met the inclusion criteria. The instruments included a modified General Self-Efficacy Scale (GSES) adapted to the context of final-year students and an academic procrastination scale developed based on Ferrari's theoretical framework. Prior to the main data collection, the instruments were piloted on 40 students to evaluate validity and reliability. After invalid items were removed, the final instruments were administered to the full sample of 149 participants.

Data Collection

Data were collected through an online survey administered using Google Forms. Participants were recruited through academic communication channels and voluntarily completed the questionnaire after receiving information regarding the purpose of the study. Data collection was conducted after obtaining institutional approval and informed consent from all participants. The questionnaire consisted of two instruments. Self-efficacy was measured using a modified version of the General Self-Efficacy Scale (GSES) developed by Schwarzer and Jerusalem (1995) and adapted by Wardani et al. (2025) for Indonesian university students. The scale contained 10 items rated on a four-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree). Academic procrastination was measured using an instrument adapted from Ainunnahr et al. (2024), based on Ferrari's theory of academic procrastination. The scale initially consisted of 39 items rated on a five-point Likert scale. Prior to the main study, a pilot test involving 40 students was conducted to evaluate the psychometric properties of the instruments. Based on item analysis, one self-efficacy item and eleven academic procrastination items were removed because they failed to capture the unique psychological reality of final-year independent work (e.g., items overly focused on daily classroom

attendance rather than self-directed thesis writing), resulting in poor psychometric sensitivity. The remaining dataset demonstrated a non-normal distribution; specifically, self-efficacy scores were negatively skewed, indicating a general tendency among students to perceive themselves as capable, whereas academic procrastination scores showed a wide, non-symmetrical variance. Despite these adjustments, the final self-efficacy scale demonstrated satisfactory reliability ($\alpha = .797$), while the academic procrastination scale showed excellent reliability ($\alpha = .909$).

Data Analysis

Data were analyzed using JASP software. Descriptive statistics were calculated to summarize participant characteristics and variable distributions. The assumptions of normality and linearity were examined before hypothesis testing. Normality was assessed using the Shapiro–Wilk test, while linearity was evaluated through scatterplot inspection. The Shapiro–Wilk test indicated that the data were not normally distributed ($p < .05$). Therefore, the non-parametric Spearman’s rho correlation was selected because it is appropriate for analyzing relationships between variables when the assumption of normality is violated. Statistical significance was determined at the .05 level.

Result

A total of 149 final-year students participated in this study. The demographic characteristics of the participants are presented in Table 1.

Table 1. Participant Characteristics

	Category	Frequency	Percentage
Age	20	5	3.4%
	21	56	37.6%
	22	68	45.6%
	23	20	13.4%
Gender	Male	30	20.1%
	Female	119	79.9%
Final Project Type	Skripsi	92	61.7%
	Artikel	57	38.3%

The majority of participants were 22 years old (45.6%). Most participants were female (79.9%), while male participants accounted for 20.1% of the sample. Regarding the type of final project, 61.7% of participants were completing a thesis, whereas 38.3% were completing an article-based final project.

Descriptive statistics for self-efficacy and academic procrastination are presented in Table 2.

Table 2. Descriptive Statistics of Research Variables

	N	Min.	Max.	Mean	SD
Self-efficacy	149	13	36	29.51	4.896
Academic procrastination	149	30	120	61.30	21.27

The results indicated that participants reported a mean self-efficacy score of 29.51 (SD = 4.90) and a mean academic procrastination score of 61.30 (SD = 21.27). The larger standard deviation observed for academic procrastination suggests greater variability in procrastination behavior among participants.

The distribution of participants across self-efficacy categories is and academic procrastination categories is presented in Table 3

Table 3. Category Distribution of Self-Efficacy and Academic Procrastination

Variable	Category	Frequency	Percentage
Self-efficacy	Low	12	8%
	Moderate	127	85%
	High	10	7%
Academic procrastination	Low	11	7%
	Moderate	108	73%
	High	30	20%

Total	149	100%
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The majority of participants demonstrated moderate levels of self-efficacy (85.23%). Similarly, most participants were categorized as having moderate levels of academic procrastination (72.48%).

Prior to hypothesis testing, the normality of the data was examined using the Shapiro–Wilk test. The results are presented in Table 4.

Table 4. Shapiro-Wilk Normality Test Result

Variabel	Nilai Sig	Keterangan
Self-efficacy	< .001	Not normally distributed
Academic procrastination	< .001	Not normally distributed

The Shapiro–Wilk test indicated that both self-efficacy and academic procrastination scores were not normally distributed ($p < .001$). Therefore, a non-parametric statistical analysis was employed to test the study hypothesis.

Given the non-normal distribution of the data, Spearman’s rho correlation analysis was conducted to examine the relationship between self-efficacy and academic procrastination. The results are presented in Table 5.

Table 5. Spearman’s Rho Correlation Analysis

Variabel		Efikasi Diri	Academic Procrastination
Self-efficacy	Spearman's rho	-	
	p-value	-	
Academic Procrastination	Spearman's rho	-0,550	-
	p-value	< .001	-

The results revealed a statistically significant negative correlation between self-efficacy and academic procrastination, $r_s = -.550$, $p < .001$. Based on Cohen’s (1988) criteria, the correlation coefficient indicates a moderate-to-strong relationship. Thus, the study hypothesis was supported.

These findings suggest that students with higher levels of self-efficacy tend to report lower levels of academic procrastination. Conversely, students with lower self-efficacy are more likely to delay academic tasks and exhibit higher levels of procrastination when completing their final projects.

Discussion

This study demonstrates that self-efficacy is an important psychological factor associated with academic procrastination among final-year students. Students who have greater confidence in their capabilities tend to be more persistent in completing academic tasks and are less likely to postpone their academic responsibilities. These findings indicate that self-efficacy plays an important role in helping final-year students cope with the demands of completing their final academic projects.

The findings support Bandura’s (1997) Social Cognitive Theory, which explains that individuals’ beliefs in their capabilities influence how they think, feel, motivate themselves, and behave when facing challenging situations. In the context of this study, students with higher self-efficacy are more likely to perceive thesis completion as a challenge that can be managed through effort and appropriate strategies. This positive belief encourages greater persistence, better self-regulation, and sustained effort in completing academic tasks, thereby reducing procrastination tendencies. Conversely, students with lower self-efficacy tend to doubt their abilities, avoid demanding academic tasks, and delay completing their responsibilities because they perceive these demands as more difficult to manage.

The present findings are consistent with previous studies showing that self-efficacy is negatively associated with academic procrastination. Anas et al. (2024), Mamun and Pedhu (2024), Tayori et al. (2024), Wahyuningsih et al. (2021), Martono et al. (2023), and Isnaini and Kutsiyyah (2025) consistently reported that students with higher self-efficacy tend to demonstrate lower levels of academic procrastination. The consistency of these findings across different educational settings strengthens the assumption that self-

efficacy is an important psychological factor associated with students' tendency to delay academic tasks. Nevertheless, the magnitude of the relationship may vary across studies because differences in participant characteristics, academic demands, and educational contexts may influence how self-efficacy affects procrastination behavior.

Although self-efficacy appears to play an important role, it is not the only factor associated with academic procrastination. Ferrari et al. (1995) proposed that procrastination is a multidimensional phenomenon influenced by cognitive, emotional, and behavioral factors. Similarly, Purnomo et al. (2022) suggested that motivation, self-regulation, fear of failure, environmental pressures, and time management may also contribute to students' procrastination behavior. Therefore, academic procrastination should be understood as a complex behavior influenced by the interaction of multiple psychological and environmental factors rather than by self-efficacy alone.

Most participants in this study were categorized as having moderate levels of both self-efficacy and academic procrastination. This finding suggests that adequate confidence in one's abilities does not necessarily eliminate procrastination behavior. Final-year students continue to experience various academic demands, including completing their thesis, responding to supervisors' feedback, meeting graduation requirements, and preparing for future careers. These challenges may still encourage procrastination despite students having relatively sufficient confidence in their abilities (Jamila, 2020; Hidayah et al., 2023).

From a practical perspective, these findings highlight the importance of developing self-efficacy among final-year students. Based on Bandura's (1997) framework, self-efficacy can be strengthened through mastery experiences, vicarious learning, verbal persuasion, and emotional regulation. Therefore, universities may consider implementing academic mentoring programs, thesis-writing workshops, peer-support activities, and counseling services to enhance students' confidence and persistence in completing academic tasks.

This study has several limitations. First, the participants were recruited from only one faculty at one university, limiting the generalizability of the findings to students from different academic disciplines or institutions. Second, the cross-sectional correlational design does not allow causal conclusions regarding the relationship between self-efficacy and academic procrastination. Third, data were collected using self-report questionnaires, which may be influenced by response bias because participants evaluated their own perceptions and behaviors. Future studies are recommended to involve participants from multiple universities and study programs, apply longitudinal or experimental designs, and examine additional variables such as self-regulation, motivation, academic anxiety, social support, and time management to provide a more comprehensive understanding of academic procrastination among final-year students.

Conclusion

Based on the results of this study, it can be concluded that there is a significant negative relationship between self-efficacy and academic procrastination among final-year students, indicating that higher self-belief is explicitly linked to lower task delay. This structural dynamic emphasizes that when students possess a firm conviction in their cognitive and operational capabilities, they are far more likely to perceive final academic projects as manageable tasks rather than overwhelming threats.

While most students demonstrate moderate levels of both confidence and procrastination, their psychological capability remains vulnerable when facing the complex pressures of final project revisions and tight deadlines. This condition highlights a critical academic reality: standard or baseline self-efficacy alone is often insufficient when students are confronted with highly unpredictable variables, such as statistical errors, delayed supervisor feedback, and impending graduation time constraints. Under these highly stressful conditions, students with unstable self-beliefs are prone to experiencing situational anxiety, which directly triggers psychological avoidance and chronic postponement behaviors.

Ultimately, these findings demonstrate that self-efficacy serves as a critical protective resource, enabling students to regulate their time more effectively, overcome academic obstacles, and complete their graduation requirements in a structured manner. Therefore, institutional support systems should focus not merely on monitoring academic deadlines, but on actively designing targeted psychological interventions—such as writing mentoring groups and stress-management workshops—to fortify students' self-efficacy and behavioral resilience during their final academic journey.

Author contribution statement

Lina Diana Mufida was primarily responsible for the conceptualization and design of the study. She conducted the data collection process, coordinated participant recruitment, managed the research database, and performed the statistical analyses. In addition, she contributed to data interpretation, the development of the research framework, and the preparation of the initial manuscript draft. Her role also included ensuring the accuracy and integrity of the data and verifying that the analyses were conducted in accordance with the study objectives.

Damajanti Kusuma Dewi contributed to the preparation and refinement of the manuscript. She provided academic supervision throughout the research process, reviewed and revised the manuscript critically for important intellectual content, and offered guidance on the interpretation of the findings. Furthermore, she was responsible for securing and managing the resources required to support the implementation of the study, including funding acquisition. Her contributions also involved ensuring the scientific quality, methodological rigor, and overall coherence of the manuscript prior to submission.

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