

EXPLORING THE RELATIONSHIP BETWEEN SELF-EFFICACY AND ACADEMIC PROCRASTINATION AMONG 3RD YEAR PSYCHOLOGY STUDENTS

ABSTRACT

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Academic procrastination, defined as the intentional delay of academic tasks despite potential negative outcomes, is a prevalent issue among college students. It is commonly associated with lower academic performance, increased stress levels, and decreased well-being. This study investigates the relationship between self-efficacy—an individual's belief in their ability to successfully perform tasks—and academic procrastination among third-year Psychology students at Bestlink College of the Philippines. Since self-efficacy influences motivation, time management, and persistence, the study aims to examine whether it plays a significant role in the development of procrastination behaviors in academic settings. A correlational research design was employed to determine the relationship between self-efficacy and academic procrastination. Data were collected using a structured survey questionnaire administered to 229 randomly selected third-year Psychology students. The instrument measured participants' levels of self-efficacy and the frequency of academic procrastination behaviors. Statistical analyses, including Pearson correlation, were applied to assess the strength and significance of the relationship between the two variables. The findings showed that respondents had a moderate level of self-efficacy ($M = 3.70$) and academic procrastination ($M = 3.23$). Common causes of procrastination included task avoidance and poor time management, whereas performance anxiety appeared to have minimal impact. Pearson correlation analysis indicated a very weak, non-significant positive relationship between self-efficacy and academic procrastination ($r = 0.04$, $p = 0.55$). This result suggests that self-efficacy alone does not significantly predict procrastination behavior, in contrast to existing literature that often cites self-efficacy as a major factor in academic persistence. The results imply that psychological and environmental variables such as motivation, stress, and external distractions may have a more substantial influence on procrastination than self-efficacy alone. Given the moderate levels of procrastination observed, it is recommended that interventions focus not only on enhancing self-efficacy but also on addressing broader academic and psychological factors. Suggested interventions include time management workshops, cognitive-behavioral techniques for improving self-regulation, and mentorship programs. Future research should explore additional factors such as intrinsic motivation, personality traits, and social influences to develop more effective strategies for minimizing academic procrastination.

RECOMMENDED CITATION

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