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International Journal of Research Publications

International Journal of Research Publications

Self Efficacy, Perceived Social Support, And Academic Procrastination On Final Semester Student Of University X

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Abstract

The phenomenon of academic procrastination generally occurs because of a tendency to delay starting, implementing and ending an activity that occurs in an academic environment. The study aimed to determine the effect of self-efficacy and perceptions of social support on academic procrastination on students at the final level of University X. The research participants involved were 73 students at one University in Depok, West Java. To test the hypothesis about the effect of self-efficacy and perceived social support for procrastination, analysis was done using multiple regression analysis techniques. The results showed that there was an effect of self-efficacy, perceived social support, with academic procrastination. Student academic procrastination will increase, if their self-efficacy and social support are decreased. When the students' self-efficacy decreases, the procrastination will increase. Likewise, when the social support they feel decreases, the procrastination will increase.

Keywords: Self Eficacy, Perceived Social Support, Academic Procrastination

1. INTRODUCTION

Academic procrastination is a tendency to always or almost always delay the execution of academic assignments and mostly experiences distracting anxiety related to the procrastination (Ferarri, et al, 1998).

Previous research shows that the procrastination is a common matter to do among the college students (Rice, et al., 2012). Klassen, Chong, Krawchuk, Huan, Wong & Yuan, (2010) studied some samples of Canadian students and found that 57% of them spent 3 hours or more daily in procrastinating. Then, Ellis and Knaus (in Rachmahana, 2002) revealed that approximately 70% of students ever the academic procrastination.

The factors that influence academic procrastination can be categorized into two, namely internal and external: a) The internal factors are those contained in the individual itself that affect the procrastination, and b) the external factors are the factors that take place beyond the individuals who influence the procrastination.

These factors are influenced by parenting method and conducive environment. The internal factors include the physical and psychological conditions of the individuals.

The internal factors of the individuals that influence the emergence of academic procrastination are in the form of physical and health conditions such as fatigue. A person who is experiencing fatigue will have a higher tendency to procrastinate, than those who does not (Ferrari, 1995). The level of intelligence that a person has does not affect the procrastination behavior, although it is mostly caused by the irrational beliefs that a person has (in Wulan, 2000).

According to Millgram (in Rizvi, 1998), individual personality traits that influence the emergence of procrastination behavior, for example, are social skills reflected in self regulation, and the level of anxiety in building social relations.

The level of motivation a person has will also affect the procrastination negatively, where the higher the intrinsic motivation, the lower the tendency for him to do the academic procrastination (Ferrari, 1995).

Various results of some research also find other aspects within the individual that influence the procrastination behavior, such as low self-control (Green, 1982).

Then, another factor that causes a person to carry out the procrastination is included as the external factors, namely the factors that exist outside the individual that affect procrastination. These factors include parenting, conducive environment, and social support.

Wills (in Taylor, et al., 2004) defined social support as a person's perception or experience that other else love and pay attention to him, appreciate and consider him valuable, and is part of a particular social group that shares support and responsibility.

Barrera (in Haber, et al, 2007), explained that there are two types of social support, namely received social support and perceived social support. Received social support is the difference or diversity of support that is truly received by someone when he are given assistance, while perceived social support is defined as someone's belief that there is some social support available when he needs it.

Interestingly, not many studies have specifically and successfully discussed one of the two types of social support (received social support and perceived social support) related to its influence on academic procrastination. In this study, the researcher decides to examine the perceived social support because it is assumed that not all resources given to someone would be perceived as social support by him. This assumption is reinforced by the statement of Thoits (in Taylor, et al, 2004) that the support provided by members of social networks can be different from what is needed, thus failing to meet the needs of the recipient (in Taylor et al., 2004).

Besides, several other studies state that perception of the support provided is more useful than the actual social support received (Taylor et al., 2004). This can be explained by the results of a research conducted by Shumaker and Hills (Taylor, et al., 2004) which stated that getting too much social support that is actually not urgently needed can worsen the stress level. This is evidenced by a research (Kennedy et al. 1988, Wentzel

1998, Wentzel 1999) describing that the social support can influence the students' procrastination in working on the final project.

The perceived social and emotional support from parents, other family members and peers have been found to be positively related to the students' motivation. The support from parents, peers and others may play a role in reinforcing the influence of stress on the motivation by improving welfare (Wentzel 1999). Social support can also influence the desire to achieve academically by stimulating the students to adopt socially valued goals and objectives (Ryan 2000, 2001; Wentzel 1998).

Perceived social support can influence academic performance through improved welfare, self-esteem, and motivation, but the total support level is also found to be significant and direct predictor of academic performance among the students (DeBerard et al. 2004, Dubow et al. 1991, Robbins et al. 2004) .

The students, who postpone (performing procrastination) the execution of their final assignments, require social support from their surrounding environment, such as lecturers and closest people. They have a fairly broad environment, including families (especially parents) supervisors, friends, and college academic staffs. The perceived social support gives a "useful" feeling to the students, because they feel themselves loved and accepted. The support in the form of inputs, suggestions, instructions, feedbacks and assistance provided by family, friends, peers, and surrounding environment is expected to help them to complete the study they take based predetermined target time.

One important factor that may cause the academic procrastination is self-efficacy. Self-efficacy is a person's belief in his own ability to complete his tasks (Bandura, 1997). This is shown from several studies on procrastination, including Balkis (2009), Wolters (2003), Rabin, Fogel, & Nutter-Upham, (2011), and Ferrari, Parker, & Ware, (1992). They explained that tne students' self-efficacy has something to do with their procrastination behavior. In other words, the students who have good self-efficacy tend not to procrastinate their tasks, and vice versa.

This is also in line with the research conducted by Murris (2002) which showed that the students who achieve high scores on self-efficacy scale have positive characteristics such as logical thinking, appropriate communication, responsible behavior, and persistence in influencing others and controlling mood.

The self-efficacy determines the choice of behavior or activity to be performed. Bandura (1986) explained that the individuals will confidently perform and carry out activities they consider they are capable of. Conversely, they will tend to avoid tasks and situations that are perceived to beyond their abilities. It is clear that the self-efficacy is directly related to the procrastination.

Therefore, this study aims to examine the effect of self-efficacy and perceived social support on the academic procrastination on the final semester students of University X. The main reason why the researcher chooses this topic is there is high number of students of University X who have completed their final project passing the deadline for six months. This phenomenon is interesting for the researcher, because the researcher found several facts by interviewing some students of University X related to the reasons that them unable to complete their tasks on the ideal college study duration (4 years).

The reasons include their project titles that are difficult to accept by the supervisors, the difficulty in finding appropriate literature, the difficulty in obtaining accurate data, the data retrieval that is not in accordance with the main purpose of the final project, and the limited use of software that is not yet studied in the lecturing process to support the process of making the finalproject, the arising laziness, and diverting the feeling of boredom by playing games. These make their final project work is significantly obstructed. However, they are aware of the importance of completing their undergraduate education, so that they continue to struggle and try to solve thos problems not only to get diploma, but to prepare themselves well for theit own future.

The proposed hypothesis is there is an influence of self-efficacy and perceived social support toward the academic procrastination on the final semester students of University X.

2. RESEARCH METHODS

This reaearch used quantitative research method. The respondents consisted of 73 final year students from University X. (This research uses quantitative research methods. Respondents of the study consisted of 73 final year students obtained from University X.

The research instruments were thre main scales, *General Self-Efficacy Scale* (GSE), *The Multidimensional Scale of Perceived Social Support* (MSPSS), and *The Short Form of The Academic Procrastination Scale* (APS-S).

One of self-efficacy scales, *General Self-Efficacy Scale* (GSE) in Indonesian version was developed by Schwarzer & Jerusalem (1995). This 10-item scale measured the self-efficacy in general. Each item on the scale was answered on a 4-point Likert-type scale, ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). The score was ranging from 10 to 40, with higher scores indicated better general self-efficacy. This scale showed good internal consistency ($\alpha s = .818$). The self-efficacy as a score obtained from the measure of the self-efficacy index which included the dimensions of level, strength, and generality.

The perceived social support scale was *The Multidimensional Scale of Perceived Social Support* (MSPSS) developed by Zimet, Nancy, Sara & Gordon, (1988) in which Yashika first translated. This measuring instrument had three aspects, namely family subscale, friends subscale, and significant other subscale, and had 12 items, where each aspect consisted of 4 items. This scale consisted of favorable items. This scale showed good internal consistency ($\alpha s = .853$).

The procastination scale was The Short Form of the Academic Procrastination Scale (APS-S) which was a short version of the Academic Procrastination Scale (APS) developed by McCloskey (2011), where the Academic Procrastination Scale (APS) had five aspects, namely psychological beliefs about ability, disruption, social factors, time management, personal initiative and laziness. This instrument used a Likert scale with 5 alternatives, ranging from strongly disagree to strongly agree. The selection of shorter item scale versions was conducted by selecting items from a scale that had some of the most promising psychometric properties (i.e. item-total correlations that were greater than .70). The Short Form of the Academic Procrastination Scale (APS-S) itself showed good internal consistency ($\alpha s = .763$).

The data analysis to test the hypotheses in this study used multiple regression analysis technique. The full calculation was done with the help of the SPSS statistical computer program.

3. RESULT

Based To analyze the data to test the hypothesis of the effect of self-efficacy and perceived social support on academic procrastination on the final semester students of University X, it is used statistical test F (F-test). Simultaneous test results can be seen in the **Table 1**. From Table 1, it is obtained the F value of 9.525, with a significance of 0.000 (≤ 0.01). These results indicate that there is a very significant effect of self-efficacy and perceived social support on the academic procrastination. This means that the self-efficacy and perceived social support can be used to predict the students' academic procrastination.

In the **Table 2**, the coefficient value of determination (R^2) is 0.214. This shows that 21.40% of the variance of self-efficacy and perceived social support can be explained by changes in the procrastination variable, while the remaining 78.6% is explained by other factors not examined. In **Table 3**, it can be explained from the results of the t-test that the variable which has an influence on the academic procrastination is self-efficacy, with the significant value of 0.029 (<0.05) which means significant, and the perceived social support has the significant value of 0.002 (<0.01), which means very significant.

Table 1. Result of Anova Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	152.284	2	76.142	9.525	.000a
	Residual	559.552	70	7.994		
	Total	711.836	72			

a. Predictors: (Constant), Perceived Social Support, Efikasi Diri
b. Dependent Variable: Prokrastinasi

Table 2. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.463a	.2194	.191	2.827

a. Predictors: (Constant), Perceived Social Support, Efikasi Diri
b. Dependent Variable: Procrastination

Table 3. Result of Regression Analysis

Coefficients a

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	T	Sig.
1	(Constant)	26.92	3.426		7.870	.000
	PSS	-.210	.066	-.343	-3.158	.002
	Efikasi diri	-.217	.097	-.243	-2.233	.029

a. Dependent Variable: Procrastination

4. DISCUSSION

The purpose of this research is to provide a better understanding on the influence of self-efficacy and perceived social support on the final semester students' academic procrastination. From this research, it has been two main findings. The first major finding is that self-efficacy has an influence on the academic procrastination. When the students' self-efficacy is high, it will reduce their academic procrastination. This finding is in line with the research conducted by Waschle (2013) who revealed that someone who has high self-efficacy will make him sure about the ability to complete the task. However, someone who has low level of self-efficacy will tend to avoid and delay assignments.

As stated by Bandura (1997), self-efficacy determines how much effort, persistence, and perseverance of a person in working on a certain task. In addition, self-efficacy will also affect someone to deal with work obstacles, manage stress and anxiety, so that he is able to find solutions to continue to pursue success. A person with low self-efficacy will tend to be brittle in facing pressure, depression, and lack of confidence. A person with high self-efficacy tends to be calm in facing difficult tasks and situations

The students who are confident in their ability to feel challenged with academic assignments or problems and are more accustomed to working hard have higher possibility to be success, have a purposeful and mature life plan, are able to manage the situation and to show their expected targets.

The confidence on self-ability will continue to grow along with successful experiences in academic fields, other people's successful experiences, social support, and emotional self. Students with low self-efficacy would prefer to avoid academic challenges such as difficult assignments, while high level of self-efficacy improve the persistence of effort by regulating the time to do the assignments (Haycock, et al, 1998).

The students who have high self-efficacy will immediately complete the task, do not easily give up until they achieve expected targets, while those who have low academic self-efficacy tend to avoid and will delay doing the tasks.

According to Bandura (1997), someone who has high level of self-efficacy will have clear motivation and goals to achieve success. Therefore, self-efficacy is needed by the students so that there is no academic procrastination anymore, thus when it comes the time that should be used to do assignments, it will not be spent of doing useless things.

This proves that the students who have high self-efficacy will always try to do various actions and are ready to face difficulties. it is assumed for those who are charged with tasks that require a lot of energy and often take quite serious attention, and often experience various difficulties to complete their tasks. The student's self-efficacy greatly determines how much effort is spent and how much they survive solving obstacles and painful experiences during working on the assignments. The stronger the perceived self-efficacy, the more active and diligent they are in their efforts. During facing difficulties, they who have great doubts about their ability will reduce their efforts or give up altogether. Meanwhile those who have strong self-efficacy use greater efforts to overcome challenges and complete their tasks.

It is in line with Robbins (2007) who stated that the self-efficacy refers to an individual's belief that he is capable of carrying out a task. The higher self-efficacy, the more confident is the ability to complete tasks or do something. So, in difficult situations, people with low self-efficacy are more likely to reduce efforts or release them altogether, while those with high self-efficacy are increasingly trying to overcome these challenges.

The second main finding of this research is the influence of perceived social support toward the academic procrastination. When the perceived social support possessed by students is high, it will affect in the decline of their academic procrastination. This finding is in line with previous studies which showed that social support can influence the academic performance through increased welfare, self-esteem and motivation, but

the level of total support is also found to be a significant and direct predictor of academic performance among the college students (DeBerard et al. 2004, Dubow et al. 1991, Robbins et al. 2004).

Burka & Yuen (2008) stated that procrastination is influenced by two factors, namely internal (physical and psychological conditions) and external factors (parenting style and environmental conditions). One of the external factors that influence procrastination is social support.

There two types of social support, namely received social support and perceived social support. Received social support is the difference or diversity of support that is truly received by someone when he is being given assistance, while perceived social support is defined as someone's belief that there is some social support available when he really needs it (Barrera, et al in Haber, et al, 2007).

Smet (1994) stated that the perceived social support does not always have an effect along with the received one. The received social support can be interpreted as an individual as the perceived helpfulness or supportiveness.

The individuals who receive social support will feel that they are being loved, valued and are part of their social environment. Those who have a low level of social support will lead to the emergence of procrastination behavior (Smith & Renk, 2007). Those who receive support will be better able to complete the tasks and concentrate more on carrying out each assignment charged (Cutrona, et al., 1994).

The above phenomenon is also supported by the results of the ressearch conducted by Maisel & Gable's (2009) that conducted an experiment by giving the same support for two different individuals and later found different effects. The research also concluded that the effects of social support can be different for each individual influenced by perceived support (how individuals perceive received support).

This shows the phenomenon that there is an influence between social support and academic procrastination can occur, influenced by how students perceive social support they receive. In this research, it is suspected that the students perceive the perceived support in making assignments as a support that can be obtained at any time to create a sense of security within themselves and ultimately reduce their procrastination.

Social support for someone basically does not always have the positive effect or impact as expected. Cohen, Underwood & Gottlieb (2000) stated that social support is influenced by the characteristics of each individual's personality. The effect of social support on each individual will be varied, depending on how the individual perceives it, so that it affects cognition and emotion to bring about behavior. Cohen, Underwood & Gottlieb (2000) stated that the social support can give the right or appropriate effects if delivered in the right circumstances.

In addition, several other studies state that perceived support is more useful than actual received social support (Taylor et al., 2004). This can be explained by the results of research conducted by Shumaker and Hills (in Taylor, et al., 2004) which stated that getting too much unnecessary social support could exacerbate stress.

Then, the results of a research from Jackson (2012) described that the behavior of academic procrastination owned by the students is usually characterized by low self-efficacy, combined with supportive environment, so that there is a decrease in their academic achievement.

In other words, self-efficacy and perceived social support have a significant influence on the academic procrastination. In the end, increasing self-efficacy and perceived social support can give a significant impact to reduce the students' academic procrastination behavior.

5. SUMMARY AND ADVICE

Based on the results of the research, it can be concluded that there is an effect of self-efficacy and perceived social support on the academic procrastination. The students who have high self-efficacy will

always try to do various actions and are ready to face many difficulties. During facing difficulties, they have great doubts about their ability that cause reduced efforts or give up altogether. Meanwhile, those who have strong self-efficacy use greater efforts to overcome challenges and complete their tasks.

Then, the students who receive support will be better able to complete the tasks and concentrate more on carrying out their duties. However, the effect of social support on each individual is varied, depending on how the individual perceives it.

The researcher concludes that there is influence of self-efficacy and perceived social support on the academic procrastination. It is expected that the students will further improve their self-efficacy in order to be able to deal with various problems faced in working on their academic and non-academic tasks effectively to prevent the occurrence of academic procrastination.

The students' family members, friends and closest people are also expected to be able to provide support and motivation, so that they will try harder in completing the tasks and prevent the academic procrastination behavior.

Ultimately, the further researchers should examine the main factors that influence the academic procrastination such as parenting methods and rejection of tasks.

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