

Exploring the Influence of Pre-service Teachers' Self-Efficacy on Academic Procrastination: A Regression Analysis

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Abstract: *This study investigated the levels of self-efficacy and academic procrastination of Pre-service Social Studies students. It also seeks to answer if self-efficacy significantly predicts academic procrastination. It was conducted at Bukidnon State University (BukSU) Annex- Casisang, Malaybalay City, Bukidnon, and at Valencia Colleges Inc. (VCI) Valencia City, Bukidnon. A modified version of AlQudah's (2014) Self-efficacy and Academic Procrastination scale was utilized in gathering the data. The data gathered used the statistical techniques; mean & standard deviation and simple linear regression. Based on the result, it was found that Social Studies students have high self-efficacy levels. It was also shown that they have moderate academic procrastination levels. In terms of the correlation between self-efficacy and academic procrastination, it was described that there is a weak positive correlation between them. In terms of the percentage of variance, it was found that self-efficacy can only explain 1.83% of academic procrastination. Additionally, self-efficacy does not significantly predict academic procrastination. Therefore, future researchers may conduct qualitative studies about other factors that contribute to students who exhibit academic procrastination.*

Keywords— Pre-service Teachers; Self-Efficacy; Academic Procrastination; Regression Analysis

1. INTRODUCTION

College life is a crucial period in students' lives, wherein young adults transition from adolescence to adulthood. It is a huge step forward when they choose a specific path they will pursue. It is a time filled with academic pursuits, newfound independence, and personal growth. College students often juggle coursework and other educational responsibilities that will test their capabilities in time management and setting priorities (Luzano, 2024). They also navigate the challenges of self-discovery.

This phase can also bring about unique stressors, including the tendency to procrastinate. The term "procrastination" has its roots in Latin, combining "pro," meaning forward motion, and "crastinus," indicating a connection to tomorrow (Ajayi, 2020). Academic procrastination is a form of procrastination specific to academic settings. It involves knowing that one needs to carry out an academic task or undertake an academic activity, such as writing a term paper, studying for examinations, finishing a school-related project, or undertaking weekly reading assignments, but, for one reason or another, failing to motivate oneself to do so within the expected time frame (Malkoc & Mutlu, 2018). Academic procrastination specifically involves delaying academic tasks, such as exam preparation, term paper writing, handling school-related administrative matters, and meeting attendance requirements, pushing them off later (Ajayi, 2020).

Academic procrastination involves postponing academic duties in a way that causes failure, unhappiness, and stress (Malkoc & Mutlu, 2018). One study's findings reveal that 29% of undergraduates are procrastinators. This finding indicates that university undergraduates procrastinate in academic tasks (Ajayi, 2022). Understanding how academic procrastination affects college students and exploring its underlying factors is crucial in helping them succeed academically and in life. Albert Bandura's theory of self-efficacy, introduced in the 1970s, has profoundly impacted Psychology and related fields. Self-efficacy is the belief in one's ability to attain a goal or outcome (Rouleau et al., 2019). Based on Bandura's Social Learning Theory, self-efficacy is crucial for student and teacher motivation, as it correlates with student achievement and faculty openness to new strategies and innovations (Garg & Singh, 2016). Higher self-efficacy leads to better student performance and overall well-being (Howell et al., 2022). Research about self-efficacy being linked to academic procrastination has been conducted, and varied results have been produced.

When students possess higher self-efficacy, they engage more actively, tackling academic challenges promptly rather than delaying tasks (Qinglin Wang et al., 2022). Individuals who think they do not have the competence they should have in their academic life do not tackle the challenges involved in their academic tasks and prefer to postpone them (Özyer & Altinsoy, 2023). The past studies varied in terms of the environments in which they were conducted. Hence, they are foreign and Arab studies. In addition to that, there were no studies with the Social Studies majors as the respondents. These findings contribute to the notion that this study should be conducted, thereby contributing to a better understanding of this phenomenon in the context of Social Studies. Despite the established importance of these constructs, there is a scarcity of research examining the interplay between self-efficacy and academic procrastination, particularly within social studies education. Social studies offer students a rich tapestry of disciplines in college, including sociology, anthropology, psychology, political science, economics, history, and geography. Through an interdisciplinary lens, students delve into the complexities of human society, culture, and history, honing critical thinking skills and fostering a deep understanding of societal structures and historical contexts (Tortola, 2021). Engaging with contemporary issues and debates, they

connect theoretical concepts with real-world phenomena, developing a sense of civic responsibility and cultural awareness (Luzano & Ubalde, 2023). Understanding how self-efficacy and procrastination influence academic outcomes in this domain is crucial for developing effective interventions and support strategies.

Research conducted in diverse academic settings may yield varying results. However, more research currently needs to focus on social studies majors, leaving us with limited data on how self-efficacy and procrastination operate within this particular academic environment. Social studies students may encounter unique challenges and employ distinct study approaches that must be thoroughly explored. This research presents an opportunity for future studies to investigate how factors within the realm of social studies impact self-efficacy and procrastination behaviors. Gaining a deeper understanding of these dynamics within this specific major could offer valuable insights for students and educators. The researchers seek to study how self-efficacy significantly predicts academic procrastination in Social Studies students, as this group is under-researched.

2. FRAMEWORK

Self-efficacy theory emphasizes the importance of the individual and the individual's perceptions of his/her capabilities as critical determinants of successful outcomes. Self-efficacy theory and the broader social cognitive theory in which self-efficacy is encompassed clearly endorse a democratic ideal that suggests that all individuals are competent to be successful, provided they have the opportunities and self-efficacy necessary to pursue their goals. Self-efficacy theory explicitly focuses on how individuals and communities can be empowered with a sense of agency to facilitate goal attainment. Psychologist Albert Bandura has defined self-efficacy as people's belief in their ability to control their functioning and events that affect their lives. This research assesses self-efficacy through a validated and modified scale that evaluates students' confidence in managing and effectively completing academic tasks and challenges. It is essential as self-efficacy theory does not presume that currently successful individuals are inherently better than those who are not as successful. Instead, self-efficacy theory would suggest that individuals currently struggling may have yet to be provided with opportunities to obtain mastery experiences or modeling necessary to develop high levels of self-efficacy (Gallagher, 2012).

Temporal motivation theory states that procrastination occurs when people's motivation is low, which can happen because of some combination of low-value outcomes, low expectations of achieving outcomes, high delay before achieving outcomes, and high sensitivity to the delay of outcomes. Accordingly, procrastination arises when combining these factors, which makes starting the task seem less appealing. For instance, if you think a project will take a long time and the benefits seem unclear, you might be inclined to put it off. TMT's strength lies in recognizing that our motivation fluctuates over time. As deadlines approach (delay decreases), the urgency to complete the task increases, often leading to a burst of motivation. It explains the shared experience of cramming right before a deadline (Shatz, 2022).

3. STATEMENT OF THE PROBLEM

This study aims to investigate how self-efficacy significantly predicts academic procrastination in Social Studies students. Specifically, it aims to answer the following:

1. What is the level of Social Studies students' self-efficacy?
2. What is the level of Social Studies students' academic procrastination?
3. Does the self-efficacy of Social Studies students significantly predict their academic procrastination?

4. METHODS

Research Design

This study employed a descriptive correlational research design to examine how self-efficacy significantly predicts the academic procrastination of Social Studies students. A descriptive correlational research design involves measuring the association between variables, using correlation coefficients to express their relationship (Schober et al., 2018). In the case of this research, the relationship that may exist between the self-efficacy and academic procrastination of Social Studies students was investigated.

Research Locale

The study was conducted at Bukidnon State University (BukSU) Annex Campus. It is situated at Barangay Casisang, Malaybalay City, Bukidnon. The establishment is home to the intrepid eagles of BukSU, the College of Education. It offers programs such as the Bachelor of Early Childhood Education, Bachelor of Elementary Education, and the Bachelor of Secondary Education Major in Mathematics, English, Filipino, Science, and Social Studies. The Secondary Education program possesses AACUP Level IV accreditation, meaning it has a high-quality academic standard.

The place was chosen for the study as the researchers aimed to learn how self-efficacy significantly predicts academic procrastination in a local setting. According to the Duties and Responsibilities of Students in the Bukidnon State University's Student Handbook, "Every student, regardless of circumstances of his birth, sex, religion, social and economic status shall uphold academic integrity of the school, endeavor to achieve academic excellence and abide by the rules and regulations governing his academic responsibilities and moral integrity." Academic responsibilities include submitting academic tasks and paperwork within the given amount of time.

The study was also conducted at Valencia Colleges Inc. (VCI). It is situated at Hagkol, Valencia City, Bukidnon. The institution offers various programs, including the Bachelor of Secondary Education Major in Social Studies. It is one of the only two institutions that offer a Bachelor of Secondary Education Major in Social Studies program here in Bukidnon.

Participants of the Study

The study involved 120 participants, consisting of 41 social studies majors from Bukidnon State University (BukSU) and 79 from Valencia Colleges Inc. (VCI). BukSU had 86 students from 1st Year up to 4th Year for the academic year 2023-2024, whereas VCI had 273 enrolled students during the same period. The selection of participants was based on specific criteria stated in the letter to conduct the research: 1.) Students must be enrolled in the current semester of A.Y. 2023-2024, and 2.) The study was to include participants of both sexes. These criteria ensured that the participants were actively engaged in their academic routines and represented a diverse gender perspective, which is critical for the study's focus on academic procrastination and self-efficacy.

Research Instruments

The researchers adapted and modified the academic procrastination and self-efficacy scales developed by AlQudah et al. (2014). The *self-efficacy scale* consists of 39 statements but was modified into 20 statements only. On the other hand, the *academic procrastination scale* consists of 21 statements but was modified into 20 statements only. To ensure the reliability of the modified scales, the researchers conducted pilot testing and assessed it using Cronbach's alpha. The coefficient for the self-efficacy scale is 0.78, which means that it is "acceptable," and for the academic procrastination scale is 0.87, which means that it is "good." The questionnaires were modified due to their evident grammatical errors and numerous statements. Participants may not answer the scale correctly if it is too lengthy. They will answer each statement according to a 5-point Likert-type scale in which responses ranged from strongly agree (5), agree (4), neutral (3), disagree (2) to strongly disagree (1). Answering the questionnaires will take at least 5 minutes to finish.

Sampling Procedure

The sampling procedure of this study was purposive sampling, as discussed by Teddlie and Yu (2013); this method involves selecting participants based on their specific characteristics or knowledge that are deemed most likely to contribute the necessary data related to the research questions. Through this technique, the study examines the relationship between academic procrastination and self-efficacy, drawing from a sample of 41 out of 86 Social Studies majors at Bukidnon State University and 79 out of 273 students at Valencia Colleges Bukidnon Inc. This methodological approach ensures the integrity and representativeness of the research sample, enhancing the study's validity by effectively minimizing selection bias and upholding the principles of fairness and equality in research sampling.

Scoring Procedure

Matrix 1. Self-efficacy Numerical and Descriptive Equivalence

| Scale | Range | Qualitative description | Interpretation |
|-------|-----------|-------------------------|-------------------------|
| 5 | 4.21-5.00 | Strongly Agree | Very High self-efficacy |
| 4 | 3.41-4.20 | Agree | High self-efficacy |
| 3 | 2.61-3.40 | Neutral | Moderate self-efficacy |
| 2 | 1.81-2.60 | Disagree | Low self-efficacy |
| 1 | 1.00-1.80 | Strongly Disagree | Very low self-efficacy |

The table above shows the numerical and descriptive equivalence of self-efficacy which were used in the interpretation of the data.

| Scale | Range | Qualitative description | Interpretation |
|-------|-----------|-------------------------|-----------------------------------|
| 5 | 4.21-5.00 | Strongly Agree | Very Academic Procrastination |
| 4 | 3.41-4.20 | Agree | High Academic Procrastination |
| 3 | 2.61-3.40 | Neutral | Moderate Academic Procrastination |
| 2 | 1.81-2.60 | Disagree | Low Academic Procrastination |

| | | | |
|---|-----------|-------------------|-----------------------------------|
| 1 | 1.00-1.80 | Strongly Disagree | Very low Academic Procrastination |
|---|-----------|-------------------|-----------------------------------|

Matrix 2. Academic Procrastination Numerical and Descriptive Equivalence

The table above shows the numerical and descriptive equivalence of academic procrastination which were used in the interpretation of the data.

Ethical Considerations

The researchers integrated the ethical guidelines of Wagle (2020) and Bhandari (2021) with the stringent protections of the Republic Act 10173 and the Data Privacy Act of 2012, ensuring a foundation of trust and integrity in a study exploring the link between academic procrastination and self-efficacy. By drafting a detailed informed consent form that transparently outlines the study's objectives, benefits, risks, and the specific data privacy measures in place, participants will be fully informed in line with the act's mandates and ethical considerations proposed by both Wagle and Bhandari. It includes emphasizing voluntary participation to ensure no undue pressure is applied, maintaining strict honesty and integrity in reporting findings without bias, and safeguarding participants' data with rigorous security measures to uphold confidentiality and anonymity. Appreciation for participation will be shown through non-influent tokens of gratitude, like ball pens, while adhering to the principles of beneficence and non-maleficence by minimizing potential harm and allowing for withdrawal at any point. This comprehensive approach aims to protect participants fully while garnering valuable insights into the dynamics of self-efficacy and academic procrastination.

Data-Gathering Procedure

This research adhered to a multi-step approval process to ensure engagement and adherence to institutional protocols. First, the researchers sent a letter to the Dean of the College of Education asking for approval to conduct the study. The researchers also sent a letter of approval to the BSE Chairperson and the focal person of the Social Studies majors. The exact process is made in Valencia Colleges Bukidnon Inc. After getting all the approval; the researchers surveyed the respondents. In conducting the survey, the researchers asked permission from the respondents and informed them about the purpose for which they would conduct it.

Upon getting the necessary approvals, the researchers proceeded with the data collection for the respondents. The researchers provided two test surveys, which the respondents answered. The questionnaires were administered through printed copies and Google Forms so that they could select from the two mediums based on their convenience. After administering the survey, the researchers secured the copies, and the data were used for research purposes only.

Treatment of Data

The data gathered was classified, analyzed, and interpreted using the following appropriate statistical tools: The researchers utilized statistical tools, the *mean and standard deviation*, to answer research questions one (1) and two (2). Mean and standard deviation are essential in exploring the relationship between the variables. The data set may provide a result that will need further investigation. In answering research question number three (3), the researchers utilized the statistical tool, which was *simple linear regression*. These tools allowed the researchers to study the relationship between the two quantitative variables, self-efficacy as the independent variable and academic procrastination as the dependent variable.

5. RESULTS AND DISCUSSION

Self-efficacy Level of Social Studies Students

Table 1. Self-efficacy Level of Social Studies Students

| Statements | Mean | SD | Qualitative Description | Interpretation |
|---|------|------|-------------------------|--------------------|
| Failure drives me to work harder. | 4.13 | 0.80 | Agree | High self-efficacy |
| I succeed in solving difficulties if I exert enough effort. | 4.03 | 0.80 | Agree | High self-efficacy |
| I choose the tasks and duties that aligns with my ability. | 3.98 | 0.79 | Agree | High self-efficacy |
| When I couldn't perform the work from the first time, I keep trying until I do. | 3.96 | 0.76 | Agree | High self-efficacy |

| | | | | |
|---|-------------|-------------|----------|---------------------------|
| I can rely on myself. | 3.94 | 0.90 | Agree | High self-efficacy |
| I realize my actions and their consequences very well. | 3.88 | 0.90 | Agree | High self-efficacy |
| I can achieve my goal by appropriate means, despite the existence of any problem. | 3.87 | 0.72 | Agree | High self-efficacy |
| I can set long and short-term goals for myself. | 3.83 | 0.79 | Agree | High self-efficacy |
| I overcome the unexpected problems during my studies. | 3.73 | 0.81 | Agree | High self-efficacy |
| I have a variety of ideas on how to deal with the problems that I face. | 3.68 | 0.90 | Agree | High self-efficacy |
| I can organize my thoughts. | 3.66 | 0.81 | Agree | High self-efficacy |
| I know what to do with unexpected situations. | 3.45 | 0.74 | Agree | High self-efficacy |
| I think it's easy to achieve my goals. | 3.21 | 1.00 | Neutral | Moderate self-efficacy |
| I cannot concentrate during my studies. | 2.99 | 1.00 | Neutral | Moderate self-efficacy |
| I feel insecure with my ability to learn and study. | 2.85 | 1.16 | Neutral | Moderate self-efficacy |
| I feel that I am characterized as unsystematic. | 2.71 | 0.90 | Neutral | Moderate self-efficacy |
| I feel that my thoughts are often confused and disorganized. | 2.68 | 1.00 | Neutral | Moderate self-efficacy |
| I rarely achieve the goals that I set. | 2.63 | 1.00 | Neutral | Moderate self-efficacy |
| I suffer from difficulty in completing my homework. | 2.51 | 1.00 | Disagree | Low self-efficacy |
| I prefer the academic duties that require little effort. | 2.43 | 0.88 | Disagree | Low self-efficacy |
| <i>Mean</i> | 3.41 | 0.86 | | High Self-efficacy |

Note: 4.21-5 = Very High Self-efficacy, 3.41-4.20 = High Self-efficacy, 2.61-3.40 = Moderate Self-efficacy, 1.81-2.60 = Low Self-efficacy, and 1.00-1.80 = Very Low Self-efficacy

Table 1 presents the 20 statements embedded in the test survey during the data-gathering for Social Studies students' self-efficacy level. Each statement's mean and standard deviation are also placed, corresponding to a particular qualitative description and interpretation.

The top five (5) statements with highest mean which state "Failure drives me to work harder." (Mean = 4.13, SD = 0.80), "I succeed in solving difficulties if I exert enough effort." (Mean = 4.03, SD = 0.80), "I choose the tasks and duties that aligns with my ability." (Mean = 3.98, SD = 0.79), "When I couldn't perform the work from the first time, I keep trying until I do." (Mean = 3.96, SD = 0.76), and "I can rely on myself." (Mean = 3.94, SD = 0.90).

On the other hand, the top five (5) statements with the highest mean state, "I feel that I am characterized as unsystematic." (Mean = 2.71, SD = 0.90), "I feel that my thoughts are often confused and disorganized." (Mean = 2.68, SD = 1), "I rarely achieve the goals that I set.", (Mean = 2.63, SD = 1), "I suffer from difficulty in completing my homework." (Mean = 2.51, SD = 1), and "I prefer the academic duties that require little effort." (Mean = 2.43, SD = 0.88). Generally, the self-efficacy scale (Mean = 3.41, SD = 0.86) suggests that Social Studies students have high self-efficacy.

The top five statements with the highest mean scores indicate that the respondents generally agree with perseverance, self-reliance, and problem-solving statements. The statement with the highest mean score, "Failure drives me to work harder," suggests that the respondents are motivated by failure and use it as an opportunity to improve and work harder. The other statements also support this interpretation, with respondents indicating that they believe they can succeed in solving difficulties if they exert enough effort and choose tasks and duties that align with their ability. They also report that they keep trying until they can perform a task and rely on themselves. These findings suggest that the respondents have a strong sense of self-efficacy and believe in overcoming challenges and succeeding. They are motivated by failure and are committed to working hard to achieve their goals. It is a positive indicator of their resilience and determination, which are essential for academic and personal success (Luzano, 2023).

The top five statements with the lowest mean scores suggest that individuals perceive themselves as disorganized and lacking systematic task approaches. It could lead to difficulty managing time, prioritizing tasks, and completing assignments

effectively. It also indicates that individuals may struggle with cognitive organization, impacting their ability to process information, make decisions, and solve problems efficiently. This difficulty could lead to confusion and reduced productivity in academic and other settings. It also suggests that individuals need help reaching their goals, which could be due to a lack of motivation, low self-confidence, or inadequate strategies for goal attainment (Nallada et al., 2024). This perception could hinder their ability to progress and succeed in various aspects of their lives. They experience difficulties completing academic tasks, which could be related to procrastination, lack of motivation, or a perceived inability to complete the tasks successfully (Pang-an et al., 2022). This challenge could negatively impact their academic performance and overall academic success. Furthermore, it suggests that individuals may prefer tasks that demand less effort, which could indicate low self-efficacy or a lack of motivation (Aranzo et al., 2023). This preference could hinder their ability to engage in more challenging tasks and limit their potential for growth and development.

The overall mean (3.41) suggests that Social Studies students have a *high self-efficacy*. The overall standard deviation (0.86), which is relatively low, indicates that the data points are very close to the mean. It implies that the ratings of the respondents are close to each other. Therefore, we can conclude that social studies students have high self-belief, which helps them tackle their academic tasks and responsibilities. It also implies that they are high performers as they tackle academic tasks with higher difficulty.

The findings can be supported by Hardy's study (2014), which found that failure experiences can fundamentally alter the self-efficacy-performance relationship, with between-person self-efficacy positively influencing performance trajectory after failure. The study of Malmberg et al. (2013) found that students' self-beliefs about competence, effort, and difficulty vary across situations and are interrelated, with higher performers exerting more effort. The study of Karakaya Ozyer and Altinsoy (2023) states that individuals who believe in their ability to succeed are more inclined to select tasks that align with their abilities, as they perceive themselves as capable of effectively completing those tasks. They possess confidence in their abilities and are more resilient in the face of initial failures or difficulties. They are more likely to persist in their efforts until they achieve success.

Kurtovic et al. (2019) identified several traits that align with not postponing necessary work, including high self-efficacy and adaptive perfectionism, which reduce procrastination tendencies. Similarly, high academic achievement and adaptive perfectionism support the efficient completion of homework, leaving extra time available. Committing to plans for homework aligns with the negative correlation between self-efficacy and procrastination, as individuals with higher self-efficacy are more likely to adhere to their plans. Proactively completing academic tasks before the scheduled date is characteristic of adaptive perfectionism, which fosters organization and timeliness. Lastly, finishing homework before the deadline is facilitated by high academic achievement and self-efficacy, both discouraging procrastination and encouraging a proactive approach to task completion.

Academic Procrastination Level of Social Studies Students

Table 2 presents the 20 statements embedded in the test survey during the data-gathering for the level of academic procrastination of Social Studies students. The mean and standard deviation for each statement is also placed which corresponds to a particular qualitative description and interpretation.

Table 2. Academic Procrastination Level of Social Studies Students

| Statements | Mean | SD | Qualitative Description | Interpretation |
|--|------|------|-------------------------|-----------------------------------|
| I Always tell myself that I will complete my homework tomorrow. | 3.76 | 0.90 | Agree | High Academic Procrastination |
| I find myself preoccupied with other things when approaching the test date. | 3.64 | 0.82 | Agree | High Academic Procrastination |
| Postponement of academic task is a problem that makes me suffer continuously. | 3.61 | 1.00 | Agree | High Academic Procrastination |
| I always think that I have enough time later. | 3.53 | 0.95 | Agree | High Academic Procrastination |
| I consume time dramatically. | 3.39 | 1.02 | Neutral | Moderate Academic Procrastination |
| I feel uncomfortable once I start thinking about the need to complete my homework. | 3.33 | 1.12 | Neutral | Moderate Academic Procrastination |
| I tell myself that I will complete my homework, but then I abandon it. | 3.23 | 1.10 | Neutral | Moderate Academic Procrastination |
| When I have difficult homework, I believe that there is a need for it to be postponed. | 3.20 | 0.99 | Neutral | Moderate Academic Procrastination |

| | | | | |
|---|-------------|-------------|----------------|--|
| I complete my academic duties firsthand, so I won't be late in submission. | 3.15 | 1.22 | Neutral | Moderate Academic Procrastination |
| I do other entertaining that's why I don't have enough time to study. | 3.08 | 1.08 | Neutral | Moderate Academic Procrastination |
| I try to find excuses for myself to justify why I have not performed the required homework. | 3.07 | 1.00 | Neutral | Moderate Academic Procrastination |
| I postpone my homework until the last time. | 2.96 | 1.04 | Neutral | Moderate Academic Procrastination |
| I postpone my homework, even if it is important without justification. | 2.76 | 1.06 | Neutral | Moderate Academic Procrastination |
| I postpone my homework regardless of whether they are interesting or not. | 2.72 | 1.08 | Neutral | Moderate Academic Procrastination |
| I usually start accomplishing the identified tasks immediately after school. | 2.43 | 0.81 | Disagree | Low Academic Procrastination |
| I do not postpone any work that I think needs to be done. | 2.21 | 1.05 | Disagree | Low Academic Procrastination |
| I always complete my homework and I have extra time. | 2.20 | 0.80 | Disagree | Low Academic Procrastination |
| I commit to the plan that I put to in accomplishing my homework. | 2.13 | 0.84 | Disagree | Low Academic Procrastination |
| I usually hasten to accomplish my academic tasks before the scheduled date. | 2.11 | 0.80 | Disagree | Low Academic Procrastination |
| I finish my homework before the deadline of completion. | 1.91 | 0.81 | Disagree | Low Academic Procrastination |
| <i>Mean</i> | 2.92 | 0.98 | <i>Neutral</i> | <i>Moderate Academic Procrastination</i> |

Note: 4.21-5 = Very High Academic Procrastination, 3.41-4.20 = High Academic Procrastination, 2.61-3.40 = Moderate Academic Procrastination, 1.81-2.60 = Low Academic Procrastination, and 1.00-1.80 = Very Low Academic Procrastination

The top five (5) statements with the highest mean state, "I Always tell myself that I will complete my homework tomorrow." (Mean = 3.76, SD = 0.90), "I find myself preoccupied with other things when approaching the test date." (Mean = 3.64, SD = 0.82), "Postponement of academic task is a problem that makes me suffer continuously." (Mean = 3.61, SD = 1), "I always think that I have enough time later." (Mean = 3.53, SD = 0.95), and "I consume time dramatically." (Mean = 3.39, SD = 1.02).

On the other hand, the top five (5) statements with the lowest mean state, "I do not postpone any work that I think needs to be done." (Mean = 2.21, SD = 1.05), "I always complete my homework and I have extra time." (Mean = 2.20, SD = 0.80), "I commit to the plan that I put to in accomplishing my homework." (Mean = 2.13, SD = 0.84), "I usually hasten to accomplish my academic tasks before the scheduled date." Mean = 2.11, SD = 0.80), and "I finish my homework before the deadline of completion." (Mean = 1.91, SD = 0.81). Generally, the self-efficacy scale (Mean = 2.92, SD = 0.98) suggests that Social Studies students have moderate academic procrastination.

The top five highest mean findings suggest that Social Studies students have moderate academic procrastination. They tend to procrastinate by delaying tasks until the last minute. This procrastination behavior is further fueled by students reporting that they are preoccupied with other things when approaching the test date, suggesting difficulty focusing on upcoming deadlines. While students acknowledge that postponement of academic tasks is a problem that makes them suffer continuously, highlighting an awareness of the negative consequences of procrastination, they still fall prey to it. It can be due to a tendency to underestimate workload and overestimate available time. The findings also suggest that students might engage in distracting activities that waste valuable study time. It could include social media, excessive internet browsing, or chores that seem more appealing than studying.

The top five statements with the lowest mean scores indicate that the respondents generally agree that they procrastinate on academic tasks. It suggests that they tend not to complete their homework on time and even ahead of schedule, and they are not committed to the plans they make for accomplishing their academic work. The statement with the lowest mean score, "I finish my homework before the deadline of completion," suggests that the respondents are not responsible and diligent in completing their academic tasks. They are not meeting deadlines and not doing so with enough time to spare. The other statements also support this interpretation, with respondents indicating that they postpone work that needs to be done, do not always complete their homework

with extra time, and usually do not rush to accomplish academic tasks before the scheduled date. These statements suggest that the respondents don't have a strong work ethic and are not committed to their academic success.

The General mean (2.92) and standard deviation (0.98) imply that students have a moderate level of academic procrastination, and the respondents' responses are similar. It means that, at some point, Social Studies students procrastinate academically, but not most of the time. The level of academic procrastination is neither high nor low. Therefore, we can conclude that academic procrastination does exist, but only at a moderate level.

The delay in homework completion can be supported by the findings of AlQudah et al. (2014), which suggest that students are more likely to postpone tasks with the belief that they can be completed later, reinforcing a cycle of procrastination. It also indicates that students tend to engage in avoidance behaviors such as focusing on less important tasks as a test approach, further aggravating the procrastination problem. It also found a consistent pattern of academic procrastination among students with reduced self-efficacy, leading to ongoing academic distress and dissatisfaction (Luzano, 2020). It also illustrates how diminished self-efficacy can distort time management perceptions, leading students to overestimate their future availability and underestimate the immediacy of required tasks. Dramatic consumption of time can also be tied to the same study where a lack of effective self-regulatory behaviors contributes to inefficient use of time, particularly as deadlines approach, worsening the tendency to procrastinate (Casanova et al., 2023; Romorosa et al., 2023).

Hen and Goroshit (2014) found that feelings of being unsystematic and having confused thoughts correlate with lower emotional intelligence (E.I.) and academic self-efficacy, leading to higher academic procrastination. Similarly, perceptions of rarely achieving set goals and experiencing difficulty in completing homework are linked to lower academic self-efficacy and higher procrastination. Additionally, preferring less demanding academic tasks may be a coping strategy for lower E.I. and self-efficacy, contributing to increased procrastination.

Predictive Relationship Between Self-Efficacy and Academic Procrastination

Table 3. Model Coefficients of the Relationship Between Self-efficacy and Academic Procrastination

| Predictor | Estimate | SE | t | p | R | R ² |
|---------------|----------|-------|--------|--------|-------|----------------|
| Intercept | 3.373 | 0.794 | 4.250 | < .001 | | |
| Self-efficacy | -0.133 | 0.230 | -0.579 | 0.570 | 0.135 | 0.0183 |

The “R” or the correlation of the two variables which constitutes to 0.135, suggests that there is a slight strength of association between self-efficacy and academic procrastination, but it may be meaningful. The “R²” or the percentage of variance, which constitutes 0.0183, suggests that self-efficacy can only explain the 1.83% of academic procrastination. The p-value of self-efficacy constitutes 0.570.

The analysis reveals that as self-efficacy increases, academic procrastination also increases, but in an unreliable manner. A weak positive correlation indicates that although both variables, which are self-efficacy and academic procrastination, tend to go up in response to one another, the relationship is not very strong. The result also implies that self-efficacy only explains 1.83 percent of academic procrastination. There might be other factors contributing to 98.17% that may contribute to students' academic procrastination. In connection to the findings in Table 1, it was stated that Social Studies students have high self-efficacy, meaning they are effective students. Therefore, we can conclude that 1.83% of effective Social Studies students are academically procrastinating, but it is only at a moderate level. The finding also indicates the p-value (0.570), which means that self-efficacy does not significantly predict academic procrastination, as a high p-value indicates there is weak evidence to reject the null hypothesis. It means that the null hypothesis will be accepted.

Based on the results, contradicts the findings of the study of AlQudah (2014), Özer & Yetkin (2018), and Özyer & Altinsoy (2023), where they found a strong negative correlation between self-efficacy and academic procrastination. Additionally, based on the findings from the p-value support the findings of Seker (2015), Dike & Emmanuel (2019), Talebian et al. (2022), and Madan & Soni (2023), which state that self-efficacy significantly predicts academic procrastination among students. However, it was supported by the findings of Ziegler and Opdenakker (2018) and Kurtovic et al. (2019), which state that self-efficacy is not a significant predictor of academic procrastination.

6. CONCLUSION AND RECOMMENDATION

Conclusion

1. Social Studies students are effective in dealing with their academic tasks and strongly believe in their ability to complete a task or achieve a goal.
2. Very few Social Studies students exhibit academic procrastination, and it is only at a moderate level. Social Studies students are high-performing students.

3. There is a slight tendency for students with higher self-efficacy also to have slightly higher procrastination levels. Self-efficacy is not the main factor contributing to Social Studies majors' exerting academic procrastination. Self-efficacy does not significantly predict the academic procrastination of Social Studies students. Therefore, the null hypothesis will not be rejected.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Self-efficacy of Social Studies students may be improved by setting achievable goals and getting out of their comfort zone. Through it, they may be able to track progress in their achievement.
2. Social Studies students may minimize their academic procrastination to improve their academic performance. Minimizing procrastination will help them better manage their academic responsibilities by managing time properly and setting priorities to do tasks efficiently.
3. Future researchers may explore other predictors of academic procrastination, such as anxiety about the subject matter, workload management skills, or time management strategies. They may also conduct qualitative studies to understand better why students procrastinate despite high self-efficacy.

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