

Relationship between Procrastination, Self-Esteem, Self-Efficacy and Motivation among College Students

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Abstract: Procrastination is one of the most common problems among the students. Most of the students procrastinate and this does affect their performance overall. The purpose of the present research was to study the relationship between procrastination, self-esteem, self-efficacy and motivation among college students. Tuckman Procrastination Scale, Rosenberg Self-Esteem Scale, General Self-Efficacy Scale and Academic Motivation Scale were administered on a group of 60 college students. The sample was taken from various colleges. Pearson correlation coefficient was used to measure the significance relationship between self-esteem, self-efficacy, motivation and procrastination among college students. The results revealed that procrastination did have a significant relationship with self-esteem, self-efficacy and motivation.

Keywords: Procrastination, Self-Efficacy, Self-Esteem, Motivation

1. Introduction

1.1. Procrastination

Procrastination is the avoidance of doing a task that needs to be accomplished by a certain deadline [1]. We all put things off sometimes but procrastinators do it very often. There is a poor self-control among procrastinators and often they look for distraction and avoid doing the task at hand. Although they claim that they perform better under pressure, research studies state that procrastinators use it as an explanation for procrastinating. The four type of procrastination includes fun procrastination, perfectionist procrastination, anxious procrastination and plenty of time procrastination [2].

Today many fields have identified procrastination as dangerous. At academic level procrastinations is a very serious problem estimates indicate 80% to 95% college students procrastinate [3]. In terms of wellbeing people who procrastinate are more miserable in long run that is they were found to be high on stress and illness and overall sickness [4]. Procrastination has shown negative impact on happiness.

Procrastination however is something that one can overcome with change in behavior that is by strictly following a highly structured schedule.

1.2. Self-Esteem

In psychology, the term self-esteem is used to describe a person's overall sense of self-worth or personal value [5]. It involves a variety of beliefs about the self, such as the appraisal of one's own appearance, beliefs, emotions, and behaviors. It's our personal evaluation of our own worth, and may not reflect our actual talents and abilities. It's strictly our opinion: how we feel about ourselves.

Although there is an emphasis on maintaining high self-esteem, it is important to understand that very high or very low self-esteem can be a serious problem to one's own well-being. Therefore it is important to maintain a balance and have a realistic yet positive view of one's self.

Self-esteem plays a major role in our life because the way we see ourselves does have an impact on our performance and this in turn influences how we see ourselves. While low self-esteem can hold us back from succeeding, healthy self-esteem can help us thrive the best.

1.3. Self-Efficacy

Self-efficacy is another concept which has been studied in several procrastination studies, with results showing an inverse relationship with procrastination [6]. It refers to beliefs in one's abilities to mobilize the motivation, cognitive resources and courses of actions needed to meet the situational demands [7].

Self-efficacy beliefs determine how much efforts will put in to complete a task or achieve desired results [8] [9]. Often Self-efficacy and self-esteem are treated as same. Therefore it is important to understand that although they are closely related they both are two different concepts.

Self-efficacy plays a very important role in the ability to exert control over motivation, behavior and also the environment around. Therefore it can be concluded that individuals with high self-efficacy will approach to difficult tasks as compared to those with low self-efficacy that would consider the difficult tasks as threats and avoid them.

1.4. Motivation

Motivation is another factor that keeps us going and this too has an impact on procrastination. It is a psychological process in which personality traits (e.g., motives, reasons,

skills, interests, expectations, and future perspectives) interact with perceived environmental characteristics [10].

There are four types of motivation and they are intrinsic motivation, extrinsic motivation, introjected motivation and identified motivation. While intrinsic motivation is based on the internal factors like one's own passion and interest, extrinsic motivation is about external rewards like praise and external recognition and avoiding of punishments. Introjected motivation is similar to intrinsic motivation in that it is internalized but here the person feels guilty if the task is not completed. Identified motivation is where the individual knows that something needs to be done but is yet to decide to act. In the current study only two types of motivation are studied and they are intrinsic and extrinsic motivation.

Motivation plays a significant role not only in a school set up but also in every sphere of one's life. Motivation keeps us going and in turn helps us succeed in what we aim to achieve.

1.5. Need of the Study

80-90% of the students procrastinate which suggest that it is a serious issue which not only affects the academic performance but also affects the wellbeing of the students. Therefore conducting such study will help one understand procrastination and also provide ways to handle procrastination in an effective manner.

2. Method

2.1. Objective of the study

To study the relationship between procrastination, self-esteem, self-efficacy and motivation among college students.

2.2. Hypotheses

Ha1: There will be a significant correlation between self-esteem and procrastination.

Ha2: There will be a negative correlation between self-efficacy and procrastination.

Ha3: There will be a significant correlation between intrinsic motivation and procrastination.

Ha.4 There will be a significant correlation between extrinsic motivation and procrastination.

2.3. Participants

The total sample consisted of 60 students from various colleges and all were undergraduate students

2.4. Measures

The following measures were used for the study:

- Tuckman Procrastination Scale by Bruce Tuckman
- Rosenberg's Self-esteem Scale by Morris Rosenberg
- The General Self-Efficacy Scale (Revised) by Schwarzer and Jerusalem
- Academic Motivational Scale by Robert Vollerand and

colleagues.

2.5. Procedure

Data was collected by administering the four scales to each respondent. Nature of the study and objectives were explained to them. Clear instructions were given to the participants before administering each scale.

2.6. Statistical Technique

To analyze the data, Pearson correlation coefficient was used.

3. Results and Interpretation

This study examined the relationship between procrastination, self-esteem, self-efficacy and motivation among college students.

Table 1: Mean and Correlation of Self-esteem and Procrastination

Variable	Sample	Mean	Correlation
Self-esteem	60	20.56	0.029
Procrastination		38.18	

The correlation coefficient (r) was 0.029 indicating that there is a very weak positive correlation between procrastination and self-esteem. This means that level of self-esteem would hardly define whether one would procrastinate or no.

Table 2: Mean and Correlation of Self-efficacy and Procrastination

Variable	Sample	Mean	Correlation
Self-efficacy	60	29.25	-0.038
Procrastination		38.18	

The scores obtained showed weak negative correlation of -0.038 between procrastination and self-efficacy which means that when self-efficacy increases procrastination decreases. In other words students with high self-efficacy are less likely to procrastinate.

Table 3: Mean and Correlation of Intrinsic Motivation and Procrastination

Variable	Sample	Mean	Correlation
Intrinsic motivation	60	55.78	-0.062
Procrastination		38.18	

The results showed a weak negative relationship (-0.062) between intrinsic motivation and procrastination therefore the hypothesis is accepted. This indicates that there exists a weak negative correlation between procrastination and intrinsic motivation. Thus when intrinsic motivation increases procrastination decreases and vice versa.

Table 4: Mean and Correlation of Extrinsic Motivation and Procrastination.

Variable	Sample	Mean	Correlation
Extrinsic motivation	60	61.75	-0.024
Procrastination		38.18	

The results showed a weak negative relationship of -0.024 between extrinsic motivation and procrastination therefore the hypothesis is accepted. Various researches have also found that both intrinsic motivation and extrinsic motivation are negatively correlated with academic motivation, however although grades are important features for extrinsic motivation, they do not act as a good motivator unless students are intrinsically motivated.

4. Conclusion

The study had several limitations. There are different types of procrastinators and in this study the differences among the procrastinators were not analyzed. The study can be further extended to a larger sample of population from which the current sample was derived.

The study aimed to investigate the relationship between procrastination, self-esteem, self-efficacy. The findings of the study revealed that there is a significant correlation between procrastination and the other variables studied (self-esteem, self-efficacy and motivation) therefore indicating that if these factors are given importance than there is a chance that procrastination can be treated effectively.

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