

Academic Procrastination and its Relationship with Self-Efficiency and Test-Anxiety among Mu'tah University Students in Jordan

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Abstract: The relationship between academic procrastination with self-efficiency and test-anxiety is discussed here to identify the nature of such a relationship and the levels of self-efficiency and test-anxiety among procrastinator university students based on both specialty and gender variables. The study was conducted on a sample of 702 university male and female students in Mu'tah university whom were randomly selected, and the Academic Procrastination, Self-Efficiency, and Test-Anxiety scales were applied on participants. Results indicated that academic procrastination level among participants was medium and that the dimensions of academic procrastination have interpreted as whole about (5.8%) of total contrast in the variable of self-efficiency among participants, and also indicated a significant and positive statistical relationship at $\alpha \geq 0.05$ between academic procrastination and test-anxiety among participants, and that there were virtual differences between the means for students responses on the academic procrastination, the self-efficiency and the test-anxiety scales based on both gender and specialty variables.

Keywords: Academic Procrastination, Self-Efficiency, Test-Anxiety.

1. BACKGROUND

Today's world witnesses many crises, tensions, and rapid developments that affected the whole aspects of life which led to increase difficulties that face the individual and led him/her in turn to resort to procrastinate some tasks. Procrastination is acceptable when it is voluntary, or for the nature of a task, but when an individual resort to procrastination in all tasks and affairs until the dead line, this procrastination then is a negative phenomenon that is related to failure and the consequent negative outcomes such as the low academic achievement (Baumeister and Tice, 1997). Educational literature has many definitions for the concept of academic procrastination, such as Choi and Chu (2005) for the academic procrastination as the lack for or the absence of the self-organized performance and the behavioral tendency toward delaying the unnecessary tasks for a desired goal, while Schraw, Wadkins, and Olafson (2007) as the intended delaying for academic tasks that must be completed on time such as tests and researches.

Many studies has indicated that most university students suffer from procrastination and about 75% of them see themselves as procrastinators (Steel, 2007). In addition, research results indicated that 40%-30% of students viewed procrastination as a critical problem as it impedes the balance between the individual's personality and his/her work and the increased stress level within this individual and hence feeling anxiety (Al-Attayah, 2010).

There is an inverse relationship between self-esteem and procrastination, that is, the less self-esteem is, the higher procrastination is (Klassen, Krawchuck, and Rajanis, 2007). For the relationship between procrastination and gender, studies have given various and contrasted results as some indicated no significant differences between males and females in academic procrastination (Alexander and Onweuegbuzie, 2007, Watson, 2001, and Kachgal, Hansen and Nutter,

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2001) , some others indicated significant differences between males and females in academic procrastination in favor of females (Doyle and Paludi, 1998) while other studies indicated differences in favor of males such as (Balkis and Dura, 2009, Balkis, 2006, Akinsola, 2007).

Within the Rapid scientific advances and the social, cultural, and economic challenges, There is a need for individuals who have healthy and efficient selves as low efficiency led the individual to live at the margin of life helpless and unable to achieve anything for him/herself which in turn led to losing the feeling and the desire to advance within life and confronting fears (Maddux, 1998).

The concept of test-anxiety forms a crucial part of students' academic performance in academic achievement as anxiety represents one of the situations that are stimulated at test time, and is expressed by a declamatory psychological status which leads to failure in all educational levels (Supon, 2004).

Self-Efficacy is one of the factors beyond test-anxiety among students which is expressed by the false thoughts they hold about their selves and their abilities such as doubt about the self-ability and hence a misconception is constructed at tests time in addition to the insufficient preparation and the effective memorization (Joyce and Bernard, 1984, Alshoubaky, 1991).

Statement of the Problem:

The researcher, during studying in Mu'tah University, has observed many indicators for the prevalence of the academic procrastination phenomenon among many students in the university such as complaining about submitting the required tasks and home works on time. Hence, the problem of the study came from researcher's observations about students and their practical practices for many academic procrastination behaviors such as asking colleagues to postpone exams, their attempts to postpone doing the academic tasks , complaining from the difficulty of tests,... etc.

Studies showed that students with higher self-efficiency have no test-anxiety so they achieve success while those with lower self-efficiency and who think things are stronger than them are exposed to anxiety and stresses and the narrow vision for solving problems so this is inversely reflected on their achievement levels (Elias, 2008).

What is mentioned above, has led the researcher to investigate the academic procrastination phenomenon among university students in relation to self-efficiency and test-anxiety in light of specialty and gender variables , and to be more accurate, the study attempts to answer the following research questions:

- * What is the academic procrastination level among Mu'tah university male and female students ?
- * Is there a significant statistical relationship at $\alpha \geq 0.05$ between academic procrastination and self-efficiency among Mu'tah university students ?
- *Is there a significant statistical relationship at $\alpha \geq 0.05$ between academic procrastination and test-anxiety among Mu'tah university students?
- * Are there significant statistical differences at $\alpha \geq 0.05$ in academic procrastination and self-efficiency and test-anxiety that are attributed to both gender and specialty variables ?

Significance of the study:

Theoretical Significance:

The significance of the study lies in the importance of the future role for university student in society and the attempts to invest his/her production capacities . Its significance also lies in that it investigates a phenomenon that represents a problem threatens the educational process and the academic achievement and also students' personalities and their psychological prosperity and university adaptation in general. Using the result of this study, educational specialists within educational facilities will be able to reduce the phenomenon of academic procrastination. Result of the study also will contribute in identifying the academic procrastination and self-efficiency levels among Mu'tah university students and in identifying the factors for test-anxiety. Finally, its significance lies in that it is one of the few studies about academic procrastination .

Applied Significance:

This study derives its significance from the importance of the age category it was conducted on through which student

face many academic and social and psychological stresses . Its significance also lies in the importance of the variables addressed here and from the attempt to highlight the concept of academic procrastination , its types , and theories interpret it in addition to the concepts of self-efficiency and test-anxiety. Finally, the results of the study would be utilized in the field of psychological counseling for university students and in designing the necessary programs to increase self-efficiency and to reduce test-anxiety among university students.

Goals of the study:

The study aimed to identify academic procrastination and its relationship with self-efficiency and test-anxiety among Mu'tah university students , to identify the prevalence of academic procrastination among Mu'tah university students, and to identify differences in academic procrastination among Mu'tah university students based on gender and speciality variables , and to identify self-efficiency and test-anxiety levels among them.

Procedural definitions of terms:

* Academic Procrastination:

To procrastinate a task that must be done which leads to a feeling of high stress for not completion that task earlier (Shouwenburg and Lay , 1993).

Procedurally, the researcher identifies it as the procrastination of student's home works and tasks from time to time , which is used to get away from reality or to get away from embarrassing situations or to seek comfort because of laziness or when afraid of failure in performing the task which in turn causes the student to feel with anxiety, depression and sadness in addition to disrupting the system due to the default in achieving the task . In this study, academic procrastination is expressed her by the score obtained by the student on the academic procrastination scale.

Self-Efficiency:

Bandura (1977) has identified it as the individual's judgment about his/her abilities organize and perform a group of required tasks to achieve particular patterns of performance.

Procedurally, the researcher identifies it as the individual's perception about his/her internal abilities and their role in attaining the required achievement and learning without any external motives to stimulate them, in addition, it is the theoretical concept within which all the student's experiences, abilities, and thoughts are merged in away by which the level of learning motivation emerges, self-efficiency also is the part that enhances the continuation of behavior and is the base for detecting the individual differences by which a student is instructed to the various learning types. In this study, self-efficiency is the total score obtained by students on the self-efficiency scale.

Test-Anxiety:

Al-Rihani (1985) has defined it as a situation of comprehensive stress that affects an individual and in turn affects mental processes such as attention, thinking, focus, mental judgments, and memorization and hence negatively affects students achievement , and it is also a psychological emotional state that affects student's psychological balance and is associated with psychological and physical symptoms such as stress, effervescence and instability , rapid breath, negative thoughts recurrence and other symptoms.

Procedurally, test-anxiety is the total score obtained by students on the test-anxiety scale in this study.

2. LITERATURE REVIEW

Academic Procrastination:

The issue of procrastination is no longer a topic we only debate about but, it is a topic that must be dealt with because this behavior has largely become a common phenomenon among university students and adversely affects academic achievement. Behaviors of procrastination are related to academic tasks related anxiety such as preparation for exams and completion of home works (Deanne, 2012). It is necessary to indicate that students' life is represented by the administrative final dates such as subscribing for courses (Popoola, 2005). Various studies indicates that academic procrastination is highly related to the failure in self-organization that indicates the self-thoughts and the directed

behaviors to achieve personal goals, and at most, students with low self-organization hold negative beliefs such as the low self-efficiency and the low performance.

It seems that procrastinate students fail in organizing their knowledge and awareness and do not use effective learning strategies and at most they lack for beyond cognitive skills, their performance is less effective in light of requirements of the high cognitive work compared to the less cognitive burdens' conditions which indicates a lack in selecting the effective cognitive strategies, they also exhibit a lack for behavioral organization, for example, they have bad skills in time management, engaged in unorganized situations. Studies indicated that procrastinate students always fail to pursue their concerns and plans as literature indicates that academic procrastination is inversely related to self-efficiency and that procrastinate people experience higher levels of anxiety and in turn became learners with lower self-efficiency (Mojeed, Adedeji and Adeyinka, 2007).

Self-Efficiency:

Self-efficiency is one of behavior guides as the individual who believes in his/her ability is more active and has higher level of self-esteem. This represents a cognitive reflecting that makes the individual feels the ability to control the environment as his/her beliefs about his/her self the ability to control the environmental outcomes through adaptive actions and methods that he/she exhibits and by self-confidence to face life (Al-Mazroua', 1997).

Self-efficiency reflects how people feel, how to behave, and how to think, hence, self-efficiency beliefs affects the individual's thinking patterns and his/her emotional reactions as the feeling of self-efficiency gives a feeling that helps to get close from tasks and difficult activities contrary to people who has lower self-efficiency who believes that things and tasks are stronger than them which in turn accelerates anxiety, depression and the narrow vision for problem solving (Bandura, 1986).

Perceived self-efficiency, whether negative was or positive, develops during childhood and adolescence as parents nurture their children with knowledge about themselves, their abilities, and the world around them. If parents make available the supportive opportunities for positive efficiency beliefs, such as family support and experiences of success in overcoming hard conditions, this will offer the base to achieving successful adaptation and the positive cognition for the self which reflects the feeling of personal competence (Ciairano, Kliewer, Bonino and Bosnia, 2008). So, self-efficiency is influenced by parental methods and life stressful events and became higher when parental efficiency is higher and vice versa (Ungar, 2004, Chandler, 2006).

Self-efficiency is not just the estimation an individual's ability but also the beliefs this individual develops toward his/her ability to accomplish a task successfully and the development of self-efficiency due to the close tri-relationship between the environment, the personality traits and behavior, and that what Bandura confirmed in the reciprocal determinism principle in social learning (Pajar, 1997).

Danaher and Hallinan (1994), see that self-efficiency is the individuals' confidence about their abilities to perform within various aspects and fields, the individual knows him/herself better when having the ability to accomplish a goal, while Zimmerman (1995) adds that the concept of self-efficiency indicates the person's awareness about his/her ability to organize and to implement the necessary tasks to obtain the particular performance of academic skill and goals.

Test-Anxiety:

Anxiety is one of the common neural disorders nowadays, as no society is free of this phenomenon with its all age categories because of the increased levels of psychological stresses and crises and life requirements (Richmond, Rodrigo and Lusiado, 1989, Hocevar, Elzahhar and Gorebos, 1989). Test-anxiety is regarded as the most prevalent among all psychological disorders (Janzen, 2005), and it is spread by about 20% among all people (Al-Hajjawi, 2004) which called researchers to investigate it for its effects on the security and safety of society and for its relation to many life aspects (Al-Rifaa'i, 1987), and in particular, its relation to the educational field, which was recognized from the 1950s by scientists through the relation between anxiety and achievement. Results of many studies have indicated that some students' achievement is lower than their actual abilities in some stressful and evaluative situations such as exams and achievement which some students view as a threat, so exams are regarded as the most common measurement tools within most educational institutions (Anstansi, 1992).

Test-anxiety is defined as a group of psychological and behavioral responses and phenomena associated with anxiety regarding the expected negative consequences or the failure in the exam or any similar evaluative situations (Benthany, 2002). Finally, Carreen Horney (mentioned in Abu Sa'emeh, 1995) that anxiety is a result the way an individual is treated within the family such as the denial of love and tenderness or the lack for justice in treatment between siblings or the total control by parents and the lack for esteem

Early Studies:

The study of Al-Ahmad (2008) aimed to investigate academic procrastination in relation to motivation for achievement and satisfaction about studying among King Khalid university in KSA. The sample of the study was consisted of 200 male and female students from the faculty of Arabic Language and the faculty of Sharia. Results indicated that students of the faculty of Arabic Language had higher level of academic procrastination than students of Al-Sharia faculty. And there was a significant statistical and negative relationship between procrastination and satisfaction about studying and between procrastination and academic achievement regardless the academic specialty. In their study, Rajanis, Krawchuck and Klassen (2008) found that female students had more self-efficiency in self-organization and achieved higher scores than males, and self-efficiency was a strong indicator to academic procrastination. In Wilding study (2007), it was shown that there was a significant negative relationship between the variables of achievement, intelligence and test-anxiety in addition to differences between male and female students in the level of test-anxiety and these differences were in favor of female students.

3. METHODOLOGY

Population and sample of the study:

The population of the study consisted of all Mu'tah university students whom calculated for 17296 male and female students (8678 male students and 8618 female students) based on the records of the university for the academic year 2015-2016. From this population, a sample of (4%) was selected using the random stratified cluster method based on the variables of specialty and gender. The sample was consisted of 704 male and female students.

Tools of the study:

To collect the necessary data, the following scales were used:

Academic Procrastination Scale (developed by Al-Rabie', Al-Shawawreh and Hijazeen, 2014) and consisted of 30 items with Likert five points scale distributed on six dimensions (laziness, risk taking, concerning about other things, negative self-management, tendencies for perfectionism, and negative attitudes toward task). The Self-Efficiency Scale (developed by Al-Rababa'h, 2013) and consisted of 27 items that measure student's self-efficiency within a lecture, extent of student's achievement for duties and academic tasks and extent of student's preparation for exams, and The Test-Anxiety Scale (Arabized by Aoudeh, 1988) and consisted of 33 items.

Reliability of the three scales was checked using two ways, the first by subscribing them to a jury of specialists to evaluate and to modify items if there was a need for this, and no items were deleted or modified based on their opinions, the second way was by utilizing the internal consistency by calculating the correlation between the item score and the score on the dimension it belongs to and were applied on a pilot sample of 42 students whom were randomly selected from the population of the study but not from the original sample.

For the validity of the scales, test-retest was used and the scales were applied on a pilot sample of two sections in the university (one for males and the other for females) which were randomly selected from the population of the study and out of the original sample and included 42 male and female students. After the first application and scoring, the scale was applied again after 14 days on this pilot sample and Pearson correlation was calculated for the two applications. The Cronbach alpha for internal consistency was used on the same pilot sample and for the internal consistencies for the Procrastination, self-efficiency and test-anxiety scales were 0,83, 0,73 and 0,82 consequently.

4. RESULTS AND DISCUSSION

Results related to the research 1st question: * What is the academic procrastination level among Mu'tah university male and female students ?

Results indicated that academic procrastination level among participants was medium with a mean of (2.86) and a standard deviation of (0.45) where the dimension of negative attitudes toward task (reluctance) came first at a medium level with a mean of (3.27) and a standard deviation of (0.66) while the dimension of risk taking came last at a medium level with a mean of (2.65) and a standard deviation of (0.66). This result can be interpreted by that a student holds a negative attitude toward material either due to the fear of failure or of being exposed to frequent failure experiences , and this might be attributed to the nature of the way by which the scientific content is offered within the material in that it might has no appropriate degree of attractiveness for student. In addition, tests' questions do not take into consideration the individual differences that cause reluctance toward the material among some students which leads to reducing the self-confidence and in turn to a weak self-esteem. Also , some teachers' maltreatment to students plays a great role in reluctance toward performing some tasks and home works , so the good treatment from teacher toward students is as important as mastering the educational material for the teacher. This is also attributed to that students suffer weakness in the social support offered by family, friends and teachers, as such support reduces risk taking as confirmed by (Abbott-Chapman, Denholm and Wyld, 2008).

This result is in agreement with the results of Al-Rababa'h (2013) that indicated that (66.6%) of university students procrastinates at a medium level, and the results of Odaci (2011) that indicated an inverse significant relationship between self-efficiency and academic procrastination.

Results related to the 2nd research question: Is there a significant statistical relationship at $\alpha \geq 0.05$ between academic procrastination and self-efficiency among Mu'tah university students ?

Results indicated that the dimensions of academic procrastination have interpreted as whole about (5.8%) of total contrast in the variable of self-efficiency among participants, and the influence dimensions were: negative attitudes toward task and negative self-management. This can be attributed to the fact that academic procrastination is a behavior that is followed by students who are not self-managed , and who have low level of motivation and when they seek to achieve their tasks they waste much time and efforts because of their low self-management so tasks and duties accumulate and can't achieve them which in turn leads to the low self-efficiency among them, and postponing tasks is related to students beliefs that they are not able to accomplish them and this leads to a feeling of inferiority compared to others who have high self-efficiency that is related to students belief in his/her ability on success in performing difficult tasks. This result is in agreement with Al-Rababa'h's study (2013) which revealed an inverse relationship between academic procrastination and self-efficiency and the study of Al-Ahmad (2010) that indicated a statistical inverse relationship between academic procrastination and self-efficiency.

Results related to the 3rd research question: Is there a significant statistical relationship at $\alpha \geq 0.05$ between academic procrastination and test-anxiety among Mu'tah university students?

Results indicated a significant and positive statistical relationship at $\alpha \geq 0.05$ between academic procrastination and test-anxiety among participants with a correlation of (0.382). Results also indicated a significant and positive statistical relationship at $\alpha \geq 0.05$ between the dimensions of academic procrastination and test-anxiety.

_ The scores of academic procrastination dimensions as whole gave interpreted about (16.7%) of total contrast of the variable of test-anxiety among participants, and the influence dimensions were: laziness, concerning about other things, tendencies for perfectionism, and negative attitudes toward task.

This might be attributed to students' laziness and their inaction about doing their home works in addition to their belief about exams' questions difficulty and the fear of the educational material, in addition, many students' desire to get high scores and high averages and to reach perfection may leads them to feel test-anxiety .

This result is in agreement with Mustafa and Sunthia's study (2013) which indicated a positive statistical relationship between academic procrastination and test-anxiety in mathematics.

Results related to the 4th research question:

Are there significant statistical differences at $\alpha \geq 0.05$ in academic procrastination and self-efficiency and test-anxiety that are attributed to both gender and specialty variables?

It was revealed that there were virtual differences between the means for students responses on the academic procrastination, the self-efficiency and the test-anxiety scales based on both gender and specialty variables. There were differences in each of academic procrastination, self-efficiency and test-anxiety that are attributed to gender as Hotelling's Trace value was (0.018) and F value was (4.105) with a significance level of (0.007), While there were no differences that are attributed to specialty as Hotelling's Trace value was (0.009) and F value was (2.068) with a significance level of (0.103). Results also indicated no differences that are attributed to the interaction between both gender and specialty as Wilks' value was (0.999), and F value was (0.140) with a significance level of (0.936).

There were statistical differences in academic procrastination that are attributed to the gender variable and these differences were in favor of male students while there were differences in test-anxiety in favor of female students. This result is attributed to the fact that male students suffer psychological stress due to what society expect of them such as holding responsibility and duties which makes them feel inferiority, this feeling is increased because male students aware that they are exposed more to evaluation. For female students, the support they receive from others and not having and responsibilities makes them to feel less inferiority and higher self-efficiency and seek to increase their competence so they have less procrastination than males.

This result is in agreement with Sunitha and Mustafa's result (2013) which indicated that male students have more procrastination than female students.

There were no significant statistical differences in self-efficiency that are attributed to gender, and this might be attributed to the disappearance of the traditions that used to make difference between males and females and limit females participation, so the modern view led to activate females' role.

This result does not agree with the result of Al-Rababa'h (2013) which indicated differences that are attributed to gender in the level of self-efficiency, and also does not agree with Odaci's study (2011) that indicated differences between the two genders in self-efficiency in favor of females.

This might be attributed to the fact that females tend more to admit anxiety while males are expected to behave as men so they deny anxiety, this means that females are more expected to response with (yes) on test-anxiety scales while males are less than them as they find difficulty in admitting anxiety because they think that this reduces their courage as men.

This result is in agreement with Wilding's study (2007) that indicated no differences between male and female students in test-anxiety level and these differences were in favor of female students.

5. RECOMMENDATIONS

In light of the results of this study, the researcher concluded with the following recommendations:

- * Training students - males in particular - on how to get free of the academic procrastination problem.
- * University tutors should activate students' self-efficiency and should encourage them on achieving their educational duties and tasks.
- * Conducting more studies on other samples such as school students at various educational stages.

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