E-ISSN: 2664-6773
P-ISSN: 2664-6765
Impact Factor: RJIF 5.6
IJCBS 2024; 6(1): 54-59
www.chemicaljournal.org
Received: 02-01-2024
Accepted: 07-02-2024

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Academic procrastination and self- efficacy among nursing students at the College of Nursing, ABHA, King Khalid University

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DOI: https://doi.org/10.33545/26646765.2024.v6.i1a.81

Abstract
Background: Academic procrastination is a huge issue for student's at all educational levels, but it's especially bad for college students. It is the practice of putting off routine academic responsibilities like writing a term paper, studying for an exam, and doing school-related administrative work for particular reasons. One of the key factors influencing students' academic procrastination is low self-efficacy. The aim of this study was to assess the relation between academic procrastination and self- efficacy levels among nursing students.
Methods: The study was conducted at the College of Nursing, ABHA, King Khalid University, Kingdom of Saudi Arabia, using a descriptive design. A convenience sample from 3nd year nursing students (n=86).Using a descriptive approach. an 86-person convenience sample of third-year nursing students. Two tools were used for data collection: Procrastination Assessment Scale for Students, and General Self-efficacy Scale.
Results: According to the study's findings, over two thirds of nursing students (68.6% &65.1% and respectively) exhibited high levels of self-efficacy and low levels of academic procrastination.
Conclusion and Recommendation: The study's findings broaden our understanding of students' academic procrastination and self-efficacy. Nursing students' academic procrastination and self-efficacy were found to be negatively correlated statistically. Thus, orientation programs for recently admitted students should be led by nursing educators to help them avoid academic procrastination and increase their self-efficacy.

Keywords: Academic procrastination, nursing students, self-efficacy

Introduction
Academic procrastination is a major issue that affects student's at all educational levels, but it is more prevalent among college students. Academic procrastination is characterized as putting off or postponing necessary but vital duties, frequently due to their difficulty, boredom, or unpleasantness. Students who engage in academic procrastination frequently experience discomfort, exhaustion, anger, regret, discontent, depression, guilt, time lag, falling behind their peers, and in extreme cases, dropping out of university. Additionally, decreases the physical and mental health of undergraduates with the effect of stress, exhaustion, and sleep-related problems.
Academic procrastination is a common issue among college students, particularly in the nursing field where students must complete numerous exams, term papers, and projects throughout their academic careers. There has been variation in the prevalence rates of academic procrastination among students, with reports varying from 46% to 52% to 80-95%. Because academic procrastination is becoming more common among students and even in society, it is important to treat it seriously. Academic procrastination practices have been linked in numerous studies to worse academic achievement, anxiety, and a decline in self-confidence in addition to greater course withdrawal rates. In summary, procrastinating negatively impacts students' mental health as well as their academic achievement, with high procrastination levels making it difficult for them to plan and meet their academic objectives. (Hayat *et al.*, 2020) [13].
In addition, Hen & Goroshit (2020) [14] Emphasized that there are three types of procrastination: decisional procrastination, which is defined as the tendency to put off making a decision for a task or activity for a set amount of time; an individual with this tendency would struggle to make a decision on time.

Arousal procrastination is the deliberate propensity to wait until the very last minute to do tasks. Avoidant procrastination is characterized as dread of success, task aversion, and/or dread of failure. Academic procrastination can take many different domains. Some of these include: 1) writing tasks, which include putting off duties or writing assignments like papers, reports, or other compositions; 2) Studying for the exam necessitates postponing examination-related tasks, like weekly repetition, final exams, and midterm exams. 3) The reading assignment calls for delaying the reading of a book or other source that is connected to the necessary academic work. 4) Completing administrative duties, like taking notes, signing up for the presence, and returning library books, 5) Attend meetings, such as skipping classes or lectures, and 6) Postpone academic performance in general, such as a delay in completing academic tasks as a whole. (Santosa, 2017) [28].

Academic procrastination in students can be caused by a variety of variables, such as poor time management, resistance, a lack of desire, poor self-regulation skills, fear of failure, the instructor, and low self-efficacy (Bojuwoye, 2019 & Nordby *et al*., 2019) [6, 22]. However, procrastination among students can also result from other internal and external factors from different context (Asmawan, 2016) [2].

The environment, parenting, and social support are examples of external variables. Although psychological or physical problems might be internal variables, procrastinating behavior is more prevalent in psychological conditions than in physical ones. Psychological circumstances are associated with self-awareness, self-efficacy, and self-control. Students who have good self-efficacy have less tendency in academic procrastination (Singh & Bala, 2020) [32].

Academic procrastination is a result of self-efficacy's effect rather than an isolated occurrence. Academic self-efficacy can be defined as an individual's belief in their ability to complete a task at a specific degree of success in the classroom. (Sari *et al*., 2020) [29]. Students who have a strong sense of self-efficacy are better able to overcome obstacles in the future, set more difficult goals, and demonstrate greater levels of dedication and tenacity. Low self-efficacy is a predictor of academic procrastination, and there is a strong correlation between low self-efficacy and study success. (Visser, 2022 and Venanda 2022) [35].

Significance of the study

Academic procrastination is a widespread issue that takes into account the major threats to nursing students' academic performance at all academic levels and has an impact on academic achievement. There were a previous studies of (Balkis and Duru 2017; Padilla 2017 & Budury *et al*., 2022) [4, 24, 8] indicates that college students exhibit a high degree of procrastination in their academic work. However, there limited international studies that look at the connection between nursing students' self-efficacy and academic procrastination. However, no research has been done in the Kingdom of Saudi Arabia as a whole or specifically at the King Khalid University College of Nursing, ABHA, thus this study must be done to ascertain the relationship and reap the benefits from implications.

Aim of the Study

The aim of current study was to assess the relation between academic procrastination and self- efficacy level among nursing students.

Research Questions

1. What is the academic procrastination level among nursing students?
2. What is the self- efficacy level among nursing students?
3. Is there a relation between academic procrastination and self- efficacy level among nursing students?

Subjects and Methods

Study design

The current study's aim was accomplished through the use of a descriptive research design.

Setting

The King Khalid University College of Nursing, ABHA, King dom of Saudi Arabia was the site of this study.

Subjects

A convenience sample of 86 third-year nursing students at the fifth level, who enrolled in the communication skills and health education course in the academic year 2023-2024 and consented to participate in the study

Instruments

Tool I: Procrastination Assessment Scale for Students (PASS)

These tools are divided into three sections. The first portion asks about the personal details of the nursing students, such as their age, marital status, and motivation for enrolling in college. The second part developed by Özer & Ferrari (2011) [23]. To measure the procrastination frequency. It has eighteen items total, arranged into six categories: three for term paper writing, three for studying for exams, three for keeping up weekly reading assignment, three for academic administration duties, three for attendance tasks, and three for general faculty activities. The third part developed originally in the Arabic language by Abu- Ghazal (2012) [1] to measure nursing students' reasons for procrastination. Its twenty-seven items are categorized into six dimensions: the aversive task (six items), fear of failure (four items), professor style (five pieces), taking risks (four items), classmate pressure (four items), and resisting discipline control (four items).

Scoring system

5-point Likert scale was used to gauge the respondents' responses to the statements. For the second part, which ask the frequency to which students procrastinate the task, the responses ranged from never procrastinate = 0 to always procrastinate = 4, and for the third part, which asked students about reasons of procrastination, the responses ranged from very low = 1 to very high = 5. To determine the mean score for each section, the item scores were added up for each dimension, and the total was then divided by the total number of items. The percent score for these scores was computed. The total of the items can vary from: - Low procrastination if the score falls between 1 and 2.59. -A moderate degree of procrastination is indicated by a score between 2.6 and 3.39.

A high degree of procrastination if the score falls between thr ee and five.

With a Cronbach's coefficient of 0.81 for academic procrastin ation frequency and 88 for reasons for academic procrastinati on, the measure demonstrated strong reliability.

Tool II: General Self-efficacy Scale

It was developed by Schwarzer & Jerusalem (1995) [30]. This self-report form is used to assess nursing students' overall perceived levels of self-efficacy. There are ten statements in it. Ratings for assertions are made using a four point Likert

scale, with 4 representing "always" and 1 representing "rarely." Method of scoring: The scores of items were summed up and the total divided by the number of the items giving a mean score. The percent scores for these scores were computed. The total of the elements and might vary from:
A high degree of self-efficacy if the result was less than 30
Mild degree of self-efficacy if the score fell between 10 and 30. A score of less than 30 indicates a low level of self-efficacy. The scale had a 0.87 Cronbach's value, indicating strong reliability.

Validity of the instruments
A panel of specialists determined the content validity of each data collection tool by evaluating it for readability, significance, thoroughness, application, and comprehension.

Study procedure
The Dean of Nursing College granted an official letter. The study's goals were briefly explained in this correspondence. The researchers conducted a group interview with the students to outline the nature and goals of the study. Students were given access to data gathering tools to fill out. During the first semester of the academic year 2023–2024, data was gathered three days a week. Each interview, which lasted fifty minutes, included ten to fourteen students. After the pilot study was completed, the duration needed to fill the scales was forty minutes.

Pilot study
Ten percent of nursing students (8) participated in a pilot study to evaluate the items' clarity and find out how long it took to fill out the data collection instruments. The students were included in the main study sample because no changes were made.

Administrative and ethical considerations
After describing the study's purpose to the dean of King Khlai d University's nursing college and the ethical committee (appr oved No.: ECM#20215610), authorization was obtained to pe rform the research.Every nursing student involved in the stud y has received a written explanation outlining the purpose and nature of the study.They were informed that they might withd raw from the study at any time and given the option to accept or decline participation

Statistical Analysis
SPSS 20.0 for Windows (SPSS Inc., Chicago, IL, USA) was used to gather, tabulate, and statistically analyze all of the data. Absolute frequencies (number) and relative frequencies (percentage) were used to express qualitative data. The Pearson correlation coefficient was computed to evaluate the link between the different study variables; a value close to 1 indicates strong correlation and a value close to 0 indicates weak correlation. A (+) sign indicates direct correlation and a (-) sign shows inverse correlation. All tests were two-sided. p-value less than 0.05 were regarded as statistically significant (S), those larger than 0.001 as highly statistically significant (HS), and those smaller than 0.05 as statistically insignificant (NS).

Results

Table 1: Personal characteristics of nursing students in the study (n= 86)

Personal Characteristics	Students number (n=)	
	No	%
Age(years)		
Equal or less than 21 years	77	89.5%
>21 years	9	10.5%
Marital status		
Married	2	2.3%
Single	84	97.7%
Reason for joining to the college		
Desire	25	29.1%
Score	61	70.9%

Table (1) reveals that the majority of nursing students were under and equal 21 years old, single, and admitted to the college as a result of their score (89.5%, 97.7%, and 70.9%, respectively).

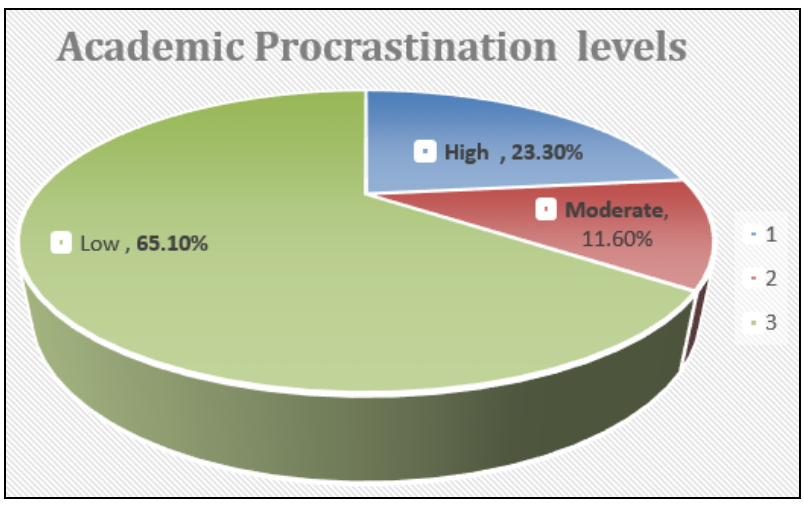

Fig 1: Total level of academic procrastination among nursing students in the study (n= 86)

Figure (1) revealed that around two thirds of the nursing students (65.1%) showed low levels of academic procrastination, compared to high levels (23.3%) and moderate levels (11.6%).

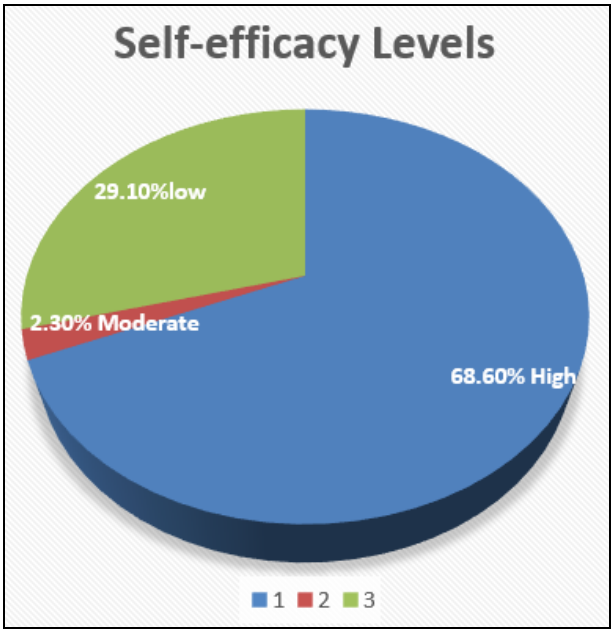

Fig 2: Total level of self- efficacy among nursing students in the study (n=86)

Figure (2) revealed that around two thirds of the nursing students (68.6%) had a high level of self-efficacy, while the remaining students (29.1%) had a low level and the remaining students (2.3%) had a moderate level.

Table 2: Correlation between academic procrastination and self-efficacy level among the nursing students (n= 86)

Variables		Self- Efficacy
Academic Procrastination	R	-0.424
	P	0.002

Table (2) reported that there was a negative correlation between self-efficacy and academic procrastination (r= -0.424 &p=0.002).

Discussion

Academic environments and academic procrastination are connected. It entails understanding that although students are supposed to complete academic assignments, term papers, exam preparation, and daily readings, they occasionally don't finish them in the allotted time. This means the majority of students frequently engage in procrastination during their faculty life. It particularly has a strong correlation with lack of motivation to learn, lack of self-efficacy, disagreement with academic conditions and lower levels of self-regulated learning (Malkoç & Mutlu. 2018) [18].

According to the study's findings, about two-thirds of the nursing students had a low level of academic procrastination. This result can be the result of higher demands placed on nursing students in a college environment. Students may feel overburdened by the amount of work they have to do first, but they may also feel more driven and fearless about the future. The findings of the present study disagreed with the previous studies of Janssen, (2019) [16]; Sulaiman & Hassan, (2019) [33]; and Sabry *et al*., (2022) [27]. They founded that the majority of nursing students perceived a high level of academic procrastination. Also the studies of Hamed (2021) [12], Wiratmo *et al*., (2022) [36], and Moya-Salaza *et al*., (2023) [19] they founded that two-thirds of nursing students had a moderate level of academic procrastination.

According to the current study's findings, around two thirds of the nursing students demonstrated a high level of self-efficacy. This is a result of the academic staff's emphasis on producing graduates of the highest caliber through well-designed academic curricula and consideration of the individual characteristics of every nursing student, which can promote high levels of self-efficacy.

Additionally, these results might be associated with students' perceptions of their general self-efficacy, which could be indicated by high self-efficacy, that they can handle unforeseen events well, have experience solving complex problems, put in the necessary effort to solve most problems, and find it easy to stick to their objectives and achieve their goals. This could also be because some students enroll in the nursing faculty purely out of desire to work there rather than out of desire.

The finding of the current study close to the results of some other authors Athira *et al*., (2017) [3]; Carranza Esteban *et al*., (2022) [9]; Pitre, (2022) [25]; Iqbal *et al*., (2023) [15]; Xu *et al*., (2023) They found that undergraduate nursing students had a high level of academic self-efficacy. While this finding disagreed with the results of previous studies of Richard and Carrie (2018) [26] who found that two-thirds of the nursing students had a low level of self- efficacy. Also the study of Shehadeh *et al*.,(2020) [31]; Naeem *et al*., (2022) [21], who found that the majority of nursing students had a moderate level of academic self-efficacy.

The results of this study indicate that self-efficacy and nursing students' academic procrastination were negatively correlated. In this sense, it is possible to argue that undergraduates' procrastination tendencies diminish as their self-efficacy rises. First, self-efficacy influences individual behavioral behaviors through four action mechanisms, according to Bandura's theory of self-efficacy. (Bandura, 1993) [5], Second, the previously mentioned findings about students' use of self-regulation techniques indicate that they are self-confident enough to learn and comprehend and are able to plan their academic work without delay. Furthermore, it may suggest that undergraduates nursing students have a strong sense of confidence in their ability to complete assignments, projects, and tests. This obtained result supports previous studies of Ede, *et al*. (2017) [10]; Zhang *et al*., (2018) [38]; Brando-Garrido *et al*., (2020) [7]; Mahdy & El Araby (2020) [17]; Muhammad *et al*. (2023) [20].

Conclusion

The study's findings broaden our understanding of students' ac ademic procrastination and self-efficacy.

Nursing students' academic procrastination and self-efficacy were found to be negatively correlated statistically.

Recommendations

The present study's conclusions lead to the following suggested recommendations.

1. The nursing educators should assess nursing students' levels of academic Procrastination in an interview process to acquire information, and assist in developing curricula to lower academic procrastination levels.
2. The nursing educators should hold orientation sessions for newly enrolled students to guide them how to avoid academic procrastination level.

3. Nursing teaching staff should continuously encourage students and offer support when necessary in order to raise their self-esteem and confidence.
4. Provide all nursing students with chances for prolonged learning, like summers and holidays, to help them with their intellectual and social skills.
5. Design and implement self-efficacy programs for nursing students to teach them how to increase their self-efficacy.

Acknowledgement
The authors extend their appreciation to the Deanship of Scientific Research at King Khalid University for funding this work through Small group Research Project under grant number RGP.1/256/44

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