

The Impact of Procrastination, Self-Efficacy, and Motivation on Academic Performance of Undergraduates in Sri Lanka

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Introduction

Education ensures the quality of living standards; sustainable development goals are key driving factors which help to protect educational levels globally. In today's world the competitive environment, advancing technology and growing economy require a good level of education to even achieve basic human needs. Out of the 17 sustainable goals, the fourth sustainable development goal is achieving quality education (Thomson, 2019). As a developing country ensuring quality education is vital for Sri Lanka. Therefore, enhancing academic performance of undergraduates is one of the key requirements for the development of Sri Lanka. With focus on personality traits, private universities are believed to offer scope for quality education. Measuring academic performance in a university context relating to academic personality traits is more convenient with the Grade Point Average system which was targeted in previous research. Academic procrastination can be defined as a person voluntarily postponing intended activities regardless of the consequences of the delay.

Academic procrastination is of two types, active and passive procrastination. Passive procrastinators procrastinate because they lack the ability to do the task. Active procrastinators get involved in it because they invest time and do the task efficiently. Active procrastinators have a positive impact and passive procrastinators have a negative impact on academic performance. Academic motivation is one of the powerful factors which leads undergraduates to gain more interest in learning and to contribute more time to studying willingly. Without any interest, no one would do anything which takes their time. So motivation is the factor which drives undergraduates to sacrifice their time for

academic activities which leads to better academic performance. However, there is no previous research related to this field in Sri Lanka. This is an attempt to focus on the success of education by identifying the impact from three personality traits which are academic procrastination, academic self-efficacy, and academic motivation on academic performance.

Objective

The objective of this study is to identify the impacts of personal procrastination, self-efficacy and motivation on academic performance of undergraduates in private universities in Sri Lanka.

Methodology

We follow a deductive approach. The population of this research are undergraduates from degree awarding private universities which are registered with the University Grants Commission in Sri Lanka. This comes to around 25000 undergraduates from three main private universities, under university ranking 2019. A purposive sampling technique was used, with sample size 378 according to Morgan's sample size table. In the data collection step, there was a 30-item questionnaire including three scales which are, academic procrastination scale, academic self-efficacy scale, and academic motivation scale. After collecting the data, to achieve the objectives according to the conceptual framework multiple regression analysis was done.

Results and Discussion

For the analysis, thirty items were used in the data set. The academic procrastination scale, academic self-efficacy scale, and academic motivation scale each has ten items. Because of the high Cronbach alpha value, no item was removed. Cronbach alpha value above 0.9 states high reliability and validity of the data set. Thereafter, multiple regression analysis was carried out to identify the hypothesis.

Table 1: Reliability analysis for the dataset

Cronbach alpha	Number of items	
0.95	10	AP Scale
0.92	10	ASE Scale
0.91	10	AM Scale

Table 2: ANOVA and model summary multiple regression analysis

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	10.578	3	3.526	16.398	0.000 ^b
Residual	81.065	377	0.215		
Total	91.643	380			
R=0.340		R ² = 0.115		Adjusted R ² = 0.108	

F (3,377) =16.4, p<0.001, R²=0.11

According to ANOVA output and R² results, 10.8% of the variation in academic performance (GPA) is explained by academic procrastination, academic self-efficacy, and academic motivation.

Table 3: Multiple regression analysis coefficients

	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
Constant	1.312	0.209	6.288	0.000
AP	0.377	0.093	4.054	0.000
ASE	-0.118	0.098	-1.202	0.230
AM	0.080	0.099	0.806	0.421

$$GPA_i = \gamma_0 + \gamma_1 AP_i + \gamma_2 ASE_i + \gamma_3 AM_i + \varepsilon_i$$

$$\widehat{GPA}_i = 1.312 + 0.377AP_i - 0.118 ASE_i + 0.08 AM_i$$

From the multiple regression analysis, it can be noticed that only academic procrastination is a significant predictor of academic performance ($p < 0.05$); and it explains 37% positive impact on academic performance. Both academic self-efficacy and academic motivation do not significantly impact on academic performance. Academic self-efficacy has a negative impact on academic performance (Davis, 2009).

Conclusion

Quality education can be achieved by maintaining academic performance better, while complying with sustainable development goals. From the results, it can be noticed academic procrastination significantly and positively affect academic performance (Kandemir Mehmet and Palanci Mehmet, 2014). But academic self-efficacy and academic motivation are not significant predictors of academic performance. By avoiding passive procrastination, controlling negative self-efficacy and keeping motivation in a positive state, undergraduates can achieve better academic performance. Then quality education can be sustained within Sri Lankan university context.

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