

The Relationship between the Academic Procrastination and Self-Efficacy among Sample of King Saud University Students

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Abstract

The purpose of this study is to explore the relationship between the academic procrastination and self-efficacy among students of King Saud University. It also aims to identify whether the level of Academic procrastination varies depending on variables such as type of the college, academic level, or the level of students' achievement. Two instruments were developed: academic procrastination instrument, and self-efficacy instrument. The questionnaires were distributed to random sample of 195 students from Science and Arts colleges at King Saud University.

The Findings indicate that the highest percentage of the distribution of the sample on of procrastination Academic scale is (83.6%), followed by the low percentage (9.7%) of procrastination while the lowest percentage of procrastination is (6.7%). The findings also showed that there were statistically significant differences at the level of academic procrastination due to level of achievement for favour of group who get (acceptable) in their achievement. It also found that there were no statistically significant differences due to the type of college and the academic achievement. In addition, the findings revealed that there were statistically significant differences between of the academic procrastination scale and the self-efficacy scale.

Keywords: Academic procrastination, self-efficacy, university students

1. Introduction

The vast scientific and technological development, which, happened during the short period, has contributed and made positive and negative effects in all aspects of life. These developments cause the change in student goals and priorities and in the way of dealing with their academic duty. Therefore, this has led to the emergence of pedagogical problems in the university; vary in terms of quantity and quality and differ from those that prevailed in the past. The most important problems are the academic procrastination, and low self-efficacy among students. Academic procrastination defined as postponing the academic task due to the contradiction between intention and action, which leads to negative consequences for the procrastinator (Binder, 2000). Gneezy, & Shuu (2010) define the Academic procrastination as a tendency of the individual to postpone the tired tasks that they faced daily. The procrastinator knows what he wants to do and has the willingness to accomplish these planned tasks, but he postponed its completion.

According to Ferrari (2000), styles of procrastinators comes in three categories, namely: arousal procrastinator who enjoys beating deadlines, avoider procrastinator who postponed the completion of the things that might make others think of him in a negative way and decisional procrastinator who postpone certain decisions.

According to the results of some research, the reasons of procrastination can be summarized as follows. The belief of not being able to accomplish tasks, and external attribution, low self-esteem, poor self-efficacy, low levels of intelligence and alertness, high levels of depression, high self-criticism, anxiety, hate the task, style of teacher, facing the control, peer pressure, poor time management and organization, the inability to concentrate, and fear of failure (Noran, 2000; Asikhia, 2010; Tuckman, 1991).

Procrastination has internal and external negative effects. Internal negative effects include tension, regret and self-blame. External negative effects include hinder the vocational and academic progress, the loss of opportunities, and strained relations. Hence, the students who have a strong tendency to procrastinate get low scores on the tests and show weakness in the academic achievement than students who do not procrastinate (Tuckman, Abry & Smith, 2002; Popoola, 2005).

A study conducted by Onwueglouzie (2004), showed that approximately 40 % - 60% of college students always or often procrastinate in writing papers, preparing for tests, reading assignments weekly. Abu Ghazal (2012) reported that the percentage of procrastinators in university students has reached 25%. Farrari & Ozer (2011) also state that procrastination consider the biggest risks facing the academic performance of students in every academic level.

The concept of self-efficacy refers to the individual's beliefs about his ability to organize and implement the action steps to reach the desired goal, and his beliefs about the ability to learn or perform a task (Zimmerman, 2009 & Kitsantas). It also refers to the judgment of the individual on his ability on the achievement (Bandura, 2006). The beliefs of self-efficacy identify how individuals think, how they feel, and how they behave.

Individuals who have a high confidence in their abilities, they have the strength to approach the difficult tasks as a kind of challenge, and they have confidence that they can perform a task. In contrast individuals who skeptics their abilities do not take difficult tasks, because they see them as a threat, so they have a low level of motivation to accomplish the goals that they have chosen (Shunk, 2000).

Students who have high academic self-efficacy learn in pleasure and satisfaction, they have confidence in their ability to succeed in the tests, writing research, and they are more able to manage their own educational affairs, unlike students with low self-efficacy, they are more likely to engage in behavioural problems such as absence of lectures and school failure (Elias, 2008). The academic self-efficacy consider as variable linked to the ability of the student to complete the academic tasks successfully and achieve their objectives perfectly (Baird & Scott, 2007).

The researchers noted the lack of studies that investigated the relationship between procrastination and academic self-efficacy, especially at the level of the Saudi environment. Tuckman (1991) in his study tries to develop a scale of procrastination and general academic self-efficacy on a sample of 50 university students, the study found that there is statistically significant correlation (-0.47) between the scores of the sample on the scales. The study of (Skay, 1998 & Haycock, Mearthy) found the extent of the negative effects of perceived self-efficacy beliefs on procrastination, hence, Individuals who have high self-efficacy are less tendency to procrastinate.

Wolters (2003) found that there is correlation between procrastination of university students and self-efficacy of the students. Kuzucu & Klassen (2008), reported that there is relationship between procrastination and academic self-efficacy among Turkish school students who in adolescence, and they pointed out that self-efficacy is strong indicator on the academic procrastination. Seo (2008) conducted a study and the findings also revealed that self-efficacy have a negative effect on academic procrastination. Another study conducted by Ozer, et.al, (2009) also revealed that the percentage of academic procrastination was (25%) among the sample. The findings also revealed that there are no statistically significant differences in the level of academic procrastination due to the academic level. Balkis & Duru, (2009) conclude that the academic procrastination decreases whenever the individual age increased.

In the Arab world, Shrait and Abdullah (2008) found that there are statistically significant differences between the mean scores of low- and high academic procrastination in motivation for achievement and self-efficacy in favour of low- academic procrastination. Another study conducted by Badarin & Ghaith (2012) found that the level of self-efficacy for students of the Hashemite University in Jordan was moderate; also, the same result emerged from the study conducted by Hajaat (2008) on the tenth grade students in Jordan. Abu Ghazal (2012) in his study found that the percentage of procrastinators students in average level is (58%), while (25%) of them was in high procrastination. The study also found that there are statistically significant differences in the prevalence of the percentage of procrastination based on variable level of the study in favour of fourth year students, whereas there were no statistically significant differences depending on the variables of type specialization and gender. At the same framework, AbuArzik & Jaradat (2013) found that the experimental group who received the training program in modifying the negative terms of the academic procrastination showed high decline and statistically significant in procrastination and high improvement and statistically significant in self-efficacy in both post measurement and follow-up compared with the control group.

1.1 Comments on the previous studies

It can deduce from the previous studies that they vary in terms of environments in which they were conducted, hence, there are foreign and Arab studies. It can be seen that some of the studies focused in terms of the subject on academic procrastination in school and of undergraduate stage and this is clear evidence of the importance of investigating this topic. The above-mentioned studies used number of variables, such as academic achievement, d self-efficacy, gender, and level of study. In addition, these studies include descriptive surveys and experimental studies. In addition, it can be noted that only few studies that use the same variables, which used in the current study of university students at the university level in Saudi Arabia. Generally, the researchers benefited from the previous studies and the theoretical framework in getting a clear and complete vision on the phenomenon of academic procrastination and its relationship with self-efficacy. Also the above- mentioned studies helps them in identifying the problem of the study, the development of study instruments, interpretation of the results, hence, the researchers did not find any direct Saudi or Arabian study in this area , therefore, this study may fill some of the gap on this subject.

1.2 Problem of the Study

The above-mentioned studies have addressed the negative effects of the academic procrastination on the academic performance of students, their appreciation of themselves, and self-efficacy. Hence, the researchers as members of the teaching staff at King Saud University for many years have observed this phenomenon on a large scale. In addition, the teachers always grumble because the students postpone the accomplishment of their academic duties, postponement of preparation for the test until the last moments despite urging them to advance preparation, and submitting the tasks on time without post pending and procrastination. In addition, some previous studies have shown that there was correlation between academic procrastination and self-efficacy, and

the variation in the results of studies regarding the variable of level of the study. In light of the paucity of studies in this area, specifically in the Saudi environment, and the importance of Undergraduate level, this study attempt to address this aspect of research and study. Therefore, the present study aims to answer the following questions:

1. What is ratio of the spread of academic procrastination among the students at King Saud University?
2. What is the level of self- efficacy among King Saud University student's?
3. Is there any differences of academic procrastination level of the students' based on type of the college?
4. Are there statistically significant differences in the level of academic procrastination among students at King Saud University, based on their level of achievement?
5. Are there statistically significant differences in the level of academic procrastination of students at King Saud University based on the level of the study?
6. Is there a significant relationship between the level of academic procrastination and self-efficacy of the students at King Saud University?

1.3 Significance of the study

The significance of the current study lies in the following points:

- The significance of the present study stems from the fact that it is one of the rare studies that specifically addressed the problem of academic procrastination and self-efficacy at the Arab universities and colleges in general.
- This study provides information on the phenomenon of academic procrastination, its prevalence, deep understanding of the nature of the relationship between the academic procrastination and self-efficacy, and positive repercussions on the educational process.
- The result of this study may also provides clear picture to faculty members at the university, parents and educational institutions on the extent and causes of this phenomenon to understand it deeply, and enable them to develop treatment and prevention programs to reduce this phenomenon as much as possible.
- This study may provide tools to measure the academic procrastination and self-efficacy that can be used by teachers in the detection of the extent of academic procrastination and the level of self-efficacy among students.
- This study may provides clear picture to conceptualize the educational and training programs that targeted to reduce the level of procrastination among students and improve their self-efficacy. Specialists and academic counselors and educators can develop these programs

1.4 Definition of Terms:

Academic procrastination is student tendency to postpone the start of the academic tasks and completed them on time. Hence, this causes emotional tension to the student, and it is measured by the total score obtained by the student on a scale of the academic procrastination that used in the current study.

Achievement's Motivation is an individual's beliefs about his ability to accomplish his academic tasks, and it is measured by the total score obtained by the student on a scale of self-efficacy, which was developed by the researchers for the purposes of this current study.

1.5 Limitations of the study

- The current study is limited to the subject matter that is academic procrastination and its relationship to self- efficacy among a sample of students at King Saud University.
- This study is limited to male undergraduate students who enrolled in the faculties of Arts and Engineering at King Saud University in the first semester of the academic year 2013-2014. This study conducted on second, third and fourth year students.
- The findings of the study is determined in light of tools of the study that used to measure the academic procrastination and the dependence to its statements by the sample of the study, and by the validity, reliability and stability of these tools.

2. Methodology of the study

Descriptive, correlative, comparative approach is used in this study due to its relevance to the nature of the problem and its variables.

2.1 Sample of the study

Random samples of 195 students were selected from the faculties of Engineering and Arts from King Saud University. The sample consisted undergraduate students' enrolled for the academic year 2013/2014 in the first semester. However, four sections were chosen from the Faculty of Arts and four sections were chosen from the Faculty of Engineering randomly.

Table (1) The distribution of the sample (students) according to the study variables.

Variables	Levels	Frequency	Percentage
Type of Faculty	Engineering	100	51%
	Arts	95	49%
Level of the study	Second year	15	8%
	Third year	59	30%
	Fourth year	121	62%
Grades level	Excellent	41	21%
	Good	78	40%
	pass	76	39%

2.2 Instruments of the Study

2.2.1 Academic Procrastination Scale:

The researchers used a tool to measure the academic procrastination among the sample of the study. The researchers consulted some studies and scales that dealt with academic procrastination. The most notable scale is Abu Ghazal scale (2013), which was developed after taking the advantages of some scales in this area, such as (Tuckman, 1991; Lay, 1986). Abu Ghazal scale in its final shape consist of (21) statements. Hence, its psychometric properties were confirmed by extract the coefficients reliability between the statements and the scale as a whole. The correlation coefficients ranged between (0.36 -0.73). In addition, coefficient reliability was used in Cronbach alpha Method. The internal consistency of the total scale is (0.90).

For the purposes of the current study, the scale was presented to ten referees who hold PhD. degree in the field of measurement and evaluation, educational psychology, and educational guidance in King Khalid University in KSA and the University of Jordan. The remarks of the referees, notes and suggestions were taken into consideration. The researchers have modified and paraphrased some statements. The researcher has taken the approval of 80% as a criterion for the agreement of the referees on the items of the scale and its sub- fields to keep the scale on its (21) statements.

The researchers distributed the scale on (50) students at King Saud University, those students are not included in the sample of the study to verify the scale. The correlation coefficient was calculated between the items of the scale. The total score of the scale ranged between (0.39-0.77), it found that all of which are statistically significant at the level of significance ($\alpha = 0.05$).

To verify the stability of the tool, the researcher the method of (Test - retest), through the distribution of the scale among (50) students from outside the study sample, the period of two weeks were between the first and second distribution. The researchers extract the coefficient reliability by using the Pearson correlation coefficient; hence, the correlation coefficient for the total scale is (0.91). In addition, coefficient reliability was calculated through internal consistency (Cronbach's alpha) method. It was found to be (0.85), which is considered very high from statistical point of view for the purposes of this study.

Description of academic procrastination scale

This questionnaire consisted of 21 statements. Participants answered each statement according to 5-point Likert-type scale in which responses ranged from very high (5), high (4), moderate (3), low (2) to very low (1). In the light of these figures, the mean have been extracted for the level of the academic procrastination, and thus the sample grades range between (21-105). The mean was categories to determine the students' grades on a scale of academic procrastination as follows: (2.38 or less is low procrastinator), from (2.39 -3.57 is moderately procrastinator), and (3.58 or higher is highly procrastinator).

2.2.2 Self-efficacy Scale

The researchers have developed self-efficacy scale with the help of some Arab scales that have been developed in this area, including (Hajjat, 2008; Abu Ezraq and Jaradat 2013; AlBadarin and Ghaith, 2013), and some foreign scales such as (Owen & Forman 1988; Pastorelli and Picconi, 2001). The scale consists of (39) items, measuring the self-efficacy of the student.

The researchers have presented the scale to ten referees to make sure of the validity of self-efficacy scale. The remarks of the referees, notes and suggestions were taken into consideration. The researchers have modified and paraphrased some statements. The researcher has taken the approval of 80% as a criterion for the agreement of the referees on the items of the scale and its sub- fields to keep the scale on its (39) Items as shown in the Annex (2), which distributed on four scope.

The researchers distributed the self-efficacy scale to (50) students at King Saud University, out of the sample of the study to verify the self-efficacy scale. The correlation coefficient was calculated between the items of the scale. The total score of the scale ranged between (0.42-0.84), it found that all of which are statistically significant at the level of significance ($\alpha = 0.05$) and considered very high from statistical point of view for the purposes of this study.

To verify the stability of the tool, the researcher the method of (Test - retest), through the distribution of the scale among (50) students from outside of the sample of the study, the period of two weeks were between the first and

second distribution. The researchers extract the coefficient reliability by using the Pearson correlation coefficient; hence, the correlation coefficient for the total scale is (0.91). In addition, coefficient reliability was calculated through internal consistency (Cronbach's alpha) method. It was found to be (0.86), which is considered very high from statistical point of view for the purposes of this study and considered as acceptable indicators to the stability of the current study.

Description of Self-efficacy Scale:

This questionnaire is designed according to 5-point Likert-type scale in which responses ranged from very high (5), high (4), moderate (3), low (2) to very low (1) this in the case of positive items and vies-versa with th negative items. In the light of these figures, the mean have been extracted for the level of the self-efficacy, and thus the sample grades range between (39-195). Therefore, when the grades are high, it indicates the high level of self-efficacy in the students.

2.3 Procedures of the Study

Validity and reliability were established for the study instruments. The researcher’s distributed the questionnaires to the students’ during the tutorial classes in the first semester of the academic year 2012-2013. They were asked to responded and return the questionnaires at the end of the tutorial period. However, (98%) of the questionnaires were returned and computed according to the SPSS version (17) to achieve the study purpose.

2.4 Procedures for Statistical Analysis:

The statistical analysis involved were mean, standard deviation, frequencies counts and percentages to answer the first and question, and T-test were used to answer the third question. Furthermore, analysis of variance (ANOVA) were used to answer fourth and fifth questions. Thus, Pearson correlation coefficient was used to answer the sixth question to measure the relationship between the level of academic procrastination and self-efficacy.

3. Findings and Discussion of the Study

First question: What is ratio of the spread of academic procrastination among the students at King Saud University?

To answer the first question means, standard deviations, frequencies, and percentages of level of academic procrastination among the students were calculated as shown in table (2).

Table (2) means, standard deviations, frequencies, and percentages of level of academic procrastination among the respondents.

Level of Academic procrastination	frequencies	percentages
Low procrastinator	19	% 9.7
Moderately procrastinator	163	%83.6
Highly procrastinator	13	%6.7
Total sample	195	%100
The average of procrastination scale	2.94	
Standard Deviation	0.42	

It can seen from table (2) above that the total average of academic procrastination among the students at King Saud University has reached (2.94) and it comes (moderate score) according to the standard developed by researchers in the way of measuring the scale. The highest percentage of the distribution of the sample on academic procrastination scale was (83.6%) of procrastination, was moderately score, followed by the percentage (9.7%) low score of procrastination, while the lowest percentage of procrastination is (6.7%) and it considered high score.

This result is in accord with most of the studies that have confirmed the spread of the phenomenon of academic procrastination among university students (Abu Ghazal, 2012; Ozer & Ferrari, 2011; Onwuegbuzie, 2004). This result calls for officials at universities to give this phenomenon much attention because it has negative impact on university students in terms of stress, self-blame, and impeding the vocational and academic progress, strained relations, low levels of academic achievement, and low self-efficacy (Smith, 2002; Popoola, 2005).

Second Question: What is the level of self- efficacy among King Saud University student’s? To answer the second question means, standard deviations, were calculated. Hence, total mean is (3.33) of the total range of scale items (5), and a standard deviation (0.41).When converting these means to the percentage, it become (66%). This result considered moderate in the light of the standard level of perfection which, identified by researchers in the correction of the scale. This result is consistent with studies of both Badarin and Ghaith (2013), and Hajjat (2008).

Third Question: Is there any differences of academic procrastination level of the students at King Saud University based on type of the college?

To answer the second question means, standard deviations, and T test were calculated to know the differences in the means of the academic procrastination among the sample based on type of college (scientific, literary), as shown in the table (3).

Table (3) T-test Result of the differences in the academic procrastination based on type of college

	Type of the college	Number	mean	Standard Deviation	t-value	Level of significance
Academic procrastination Scale	scientific	100	2.93	0.41	0.375	0.708
	Literary	95	2.96	0.43		

It can be seen from table (3) that there is no statistically significant differences in the academic procrastination due to the type of the college (scientific, literary). This shows that students of various specializations suffer from the problem of academic procrastination equally; hence they live in the same university environment, and the same circumstances. In addition, all the students were asked to do the same tasks and duties. Also the students are practicing the same habits in the postponement of tasks, and preparation for tests. This finding is in accord with the findings of Abu Ghazal (2012) study, hence it found that there is no statistically significant differences in the spread of academic procrastination academic based on type of specialization.

Fourth Question: Are there statistically significant differences in the level of academic procrastination among students at King Saud University, based on their level of achievement?

To answer this question, the researchers used the analysis of variance, to know the significance differences in the means of academic procrastination scale based on the level of achievement as shown in table (4) below.

Table (4) Results of analysis of variance academic procrastination scale based on the level of achievement.

Dependent Variable	Source of Variance	Sum of squares	d.f	Mean Square	F	Significance
Total procrastination scale	Between groups	1.565	2	0.783	4.63	.011*
	Within groups			0.169		
	Total		32.506	192		
		34.071	194			

Table (4) shows that there are significance differences in the level of level of academic procrastination among students at King Saud University, based on their level of achievement. To find out the significance differences between the means of the level of achievement, the Scheffe test was used for post comparisons as shown in table (5).

Table (5) Implications of Scheffe test for a posterior comparisons

Dependent Variable	level of achievement	Mean	Excellent	Good	Pass
Total score of procrastination scale	Excellent	2.78	-	0.178	0.2407*
	Good	2.95	-	-	0.0628_
	Pass	3.02	-	-	-

Table (5) shows that there are statistically significant differences between the mean of achievement levels (excellent and pass) on total academic procrastination scale. Based on the findings in the table, it shows that the differences are in favor of achievement levels (pass), where the mean was (3.02), in contrast with the excellent category which get (2.78). This finding shows that students with low scores and achievement are suffering from the academic procrastination more than other of high scores. This finding considers logical in light of the decrease of self-efficacy to the underachievement group. In addition to their sense of tension, their tendency to postpone their duties or not even completed them compared with groups of high achievement, who are characterized by self-efficacy, perseverance, high motivation, and their concern for submitting duties and tasks in exact time to get high grades in courses. This finding is in consistent with the result of (Shraib and Abdullah, 2008). It also in consistent with (Smith, 2002), Smith found that students who have a strong tendency to postpone their duties get low scores in the tests and shows difficulty in their academic achievement compared with non procrastinator students. Ozer & Ferrari (2011) state that academic procrastination consider the biggest risk that faces the students' academic performance in each stage of the study. This finding also consistent with the literature of the theory of motivation (Weiner, 1990). Weiner sees that students with high achievement have a little tension, they can control their tendency towards success and achievement, compared to the students with low achievement who attributed to external factors, and they tend more toward the fear of failure. Valdes, (2006) concludes that the careless students show high levels of academic procrastination, while enthusiastic students show low level of academic procrastination toward the target.

Fifth Question: Are there statistically significant differences in the level of academic procrastination of students at King Saud University based on the level of the study?

To answer this question, the researchers used the of analysis of variance, to know the significance differences in the means of academic procrastination scale based on the level of the study as shown in table (6).

Table (6) Results analysis of variance for academic procrastination scale based on the level of study

Dependent Variable	Source of Variance	Sum of squares	d.f.	Mean Square	F	Significance
Total procrastination scale	Between groups	0.547	2	0.287	1.644	0.196
	Within groups	33.498	192	0.174		
	Total	34.071	194			

Table (6) shows that there are no statistically significant differences in the academic procrastination due to the level of study. This shows that students of various level of the study suffer from the problem of academic procrastination equally.

This finding is in consistent with the result of the first question, which showed that moderate procrastinators reached (84%) almost from the total size of the sample. Also This finding is in consistent with the result of (Ozer, Demir, Ferrari, 2009; Balkis, & Duru., 2009), while it is inconsistent with the Abu Ghazal (2012), where he found that there are statistically significant differences in academic procrastination based on the level of the study in favour of fourth year students.

Sixth Question: Is there a significant relationship between the level of academic procrastination and self-efficacy of the students at King Saud University?

Pearson correlation coefficient was used to answer the sixth question to measure the relationship between the level of academic procrastination and self-efficacy as shown in table (7).

Table (7) Pearson correlation coefficient and its statistical significance of the respondents

Scale	self-efficacy	
Academic Procrastination Scale	Correlation coefficient	Significance
	0.322- **	0.01

Table (7) shows that there is inverse correlation coefficient statistically significant at the level of significance (0.01) between the levels of academic procrastination and self-efficacy. It means that when the level of students' academic procrastination increase, the level of self-efficacy decrease (0.322) and vice versa. This finding is in accord with what was confirmed by (Noran, 2000) that some of the causes of academic procrastination is the weakness of self-efficacy. In addition, Elias (2008), notes that students with low self-efficacy are more tendencies to get involved in the problems of procrastination, and absence from lectures, delinquency and study failure. In addition, this finding is in consistent with the result of Klassen And Kuzucu, (2008), they state that self-efficacy is considered to be a strong indicator on procrastination. This finding also matches the finding of Tuckman (1991). He found that there is inverse correlation statistically significant difference between academic procrastination and self-efficacy. Haycock, et.al, (1998) also found that students with high self-efficacy are less tendency to procrastination. Wolters (2003), concludes that there is a relationship between students' procrastination and their self-efficacy. This finding is in consistent with the result of (Seo, 2008; Abu zriq and Jaradat, 2013; Shraib and Abdullah, 2008).

4. Recommendations

The present study recommended the following:

- The study recommended drawing the attention of the universities to the phenomenon of academic procrastination, through development of plans and strategies, which aimed at reducing this dangerous phenomenon. In addition, there is need to develop preventive and remedial programs to this phenomenon hence, the result of the study revealed the spread of academic procrastination widely among university students, and the provision of training programs within the curriculum, which, contribute to the development of self-efficacy and reduce the level of academic procrastination among students.
- The study also recommends organizing workshops and training programs to reduce academic procrastination among students with low achievement based on the skills of self-efficacy.
- The study recommended that administration make women's work most of the times in the morning.
- The study recommended that administration take into account the process of promotion for bachelors and married staffs. Because administration believes that bachelors do not have great loyalty great for staying in his work, because they have no responsibilities outside of work, such as married staffs who have great responsibilities outside of work, such as family responsibility that makes them stay in their work.

- The study recommended drawing the attention of faculty members and educational guidance committees in the university to the need of urging the students to accomplish their academic duties as soon as possible and not to postpone them, because postpone of the tasks will lead to accumulation of the duties and tasks. This will lead the students to hate the tasks and the problem of procrastination will exacerbated. It recommends focusing on improving self-efficacy among students to mitigate the impact failure, where the results of the study showed that self-efficacy is the strongest reason that leads to the academic procrastination.
- The study recommended conducting further studies to investigate the relationship of the academic procrastination and self-efficacy based on gender and age.
- The study recommends conducting a pilot study includes a training program based on self-efficacy in the reduction of academic procrastination among students.

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Appendix

First : Academic Procrastination Scale

No.	Items	Apply to me very High	Apply to me High	Apply to me moderately	Apply to me low	Apply to me very low
1	I complete my duties firsthand, so I do not be late in courses.					
2	I find myself preoccupied with other things when approaching the test date.					
3	Usually hasten to accomplish my academic tasks before the scheduled date.					
4	Always I say to myself that I will complete my homework tomorrow.					
5	I usually start accomplish the identified tasks immediately after school.					
6	I finish my homework before the deadline of completion.					
7	I postpone my homework until the last time.					
8	I try to find excuses for myself to justify why I have not performed the required homework.					
9	I consume time dramatically.					
10	I always complete my homework and I have extra time.					
11	I tell myself that I will complete my homework, and then I renege.					
12	I committed to the plan that I put to accomplish my homework.					
13	When I have difficult homework, I believe there is need to be postponed.					
14	I postpone my homework, even if it is important without justification.					
15	I postpone my homework, regardless of whether they are interesting or not.					
16	I feel uncomfortable once I start thinking about the need to complete my Homework.					
17	I do not postpone any work that I think there is need to be done.					
18	I practice many entertaining activities so that I do not have enough time to study.					
19	I always think that I have enough time later. Therefore, there is no need to start studying.					
20	The postponement of the academic tasks is a real problem that made me suffer continuously.					
21	I stop studying early in order to do things that are more interesting.					

Second : Self-efficacy Scale:

No.	Items	Apply to me very High	Apply to me High	Apply to me moderately	Apply to me low	Not Applied to me
1	Rarely do I achieve the goals that I put.					
2	I overcome the unexpected problems during my studies.					
3	I cannot concentrate during the study.					
4	I leave things before the completion.					
5	I prefer the duties that require little effort.					
6	I feel insecure with my ability to learn and study.					
7	I have a variety of ideas about how to deal with the problems that I face.					
8	I can achieve my goal by appropriate means, despite the existence of any problem.					
9	I will succeed in solving difficult problems if I made enough effort.					
10	I think it is easy to achieve my goals.					
11	I know what to do with unexpected situations.					
12	When I put the plans, they can always be achieved.					
13	When I could not perform the work from the first time, I keep trying until I do.					
14	I feel like; I avoid confronting the difficulties.					
15	I think that the people around me like to cooperate with me.					
16	When I decide to do something; I implement it immediately.					
17	I give up learning something new, if I do not succeed from the beginning.					
18	Failure drives me to work harder.					
19	I make sure that I rely on myself.					
20	I can introduce myself to others in the first meeting.					
21	I feel my ability to set goals related to my studies.					
22	When the teacher assigns me to do a duty, I submit it on time.					
23	I deal with the difficulties calmly because I cannot rely on my ability.					
24	I think that my ability to use memory aids is limited.					
25	I suffer from difficulty in concentrating in completing my homework.					
26	I choose the tasks and duties that are commensurate with my ability.					
27	I cannot identify the desired of the question.					
28	When I have a problem during my studies, I cannot set where to start.					
29	I can put long and short-term goals for myself.					
30	I can organize my thoughts.					
31	I am trying to associate between the ideas that I learn.					
32	I feel that I characterized as unsystematic.					
33	I feel that I do not do enough effort to understand the information that I learn.					
34	I cannot follow my ideas properly.					
35	I feel that my thoughts are often confused and disorganized.					
36	I fail to identify the internal and external obstacles of the study.					
37	I realize my actions and their consequences very well.					
38	I prefer external control on internal control.					
39	I think that the people around me understand me well.					

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