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Correlation between the Subscales of Academic Self-Concept and the Academic Procrastination Among Young Females

Ms. Shivanshi Mishra

Amity Institute of Behavioural and Allied Sciences

Dr Neerja Pandey

Amity University Uttar Pradesh, Lucknow Campus, Lucknow - India

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Abstract

Introduction: *Academic self-concept reflects students' perceptions of their own abilities and competence, influencing confidence, engagement, and goal-directed behaviors. Academic procrastination, conversely, represents the tendency to delay academic tasks, which often undermines performance and increases stress. Objective: The primary objective of this research was to study the correlation between two sub scales of academic Self-concept and the Academic Procrastination among young females. The two subscales, also the two variables thus studied were academic confidence and academic effort.* ***Method:*** *The study utilized Academic Self-concept Scale by Liu and Wang (2005) and Academic Procrastination Scale by McCloskey (2010) to collect responses from 100 young females currently studying in grade 12, under-graduation and post-graduation. These females were from 18 years to 25 years of age, and they were selected conveniently to use quantitative correlation research design. The respondents were approached personally, for them to fill out the questionnaires. The females, who were able to read, write and understand English and who gave their consent were selected to respond to the questionnaires. First hypothesis formulated was H1) There will be no significant correlation between Academic confidence (ACS) and Academic Procrastination (AP) among young females the second being, H2) There will be no significant correlation between Academic effort (ACS) and Academic Procrastination (AP) among young females.* ***Conclusion:*** *According to the result, no significant difference was found between Academic Confidence (AC) and Academic Procrastination (AP) rendering the first hypothesis accepted at 0.43 level. The second hypothesis was also accepted at 0.36 level because no significant difference was found between academic effort and academic procrastination. While these results contrast with several studies in the literature that noted an inverse relationship—such as those by Rao et al. (2023) and Saha et al. (2024) but these results align closely with Bhati et al. (2024), who found no significant correlation between academic procrastination and academic performance in their study.*

Keywords: Self-concept, Academic Procrastination, Academic confidence, Academic effort, and competence

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1. Introduction

Academic life requires students to manage multiple responsibilities such as attending classes, completing assignments, and preparing for examinations. However, many students tend to delay their academic tasks, a behavior known as academic procrastination, which can negatively affect their performance, increase stress, and reduce overall academic efficiency. Academic self-concept refers to an individual's perception of their academic abilities and plays an important role in shaping academic behavior. It includes two key components: academic confidence, which reflects a student's belief in their capability to perform academic tasks, and academic effort, which refers to the amount of time and energy invested in studies. Academic procrastination, on the other hand, involves the intentional delay of academic work despite being aware of its negative consequences. Focusing specifically on young females is important, as they experience unique academic and social expectations that may influence both self-perception and procrastination behavior. Despite existing research, findings on the relationship between academic self-concept and procrastination remain inconsistent. Therefore, the present study aims to examine the relationship between academic self-concept and academic procrastination among young females.

2. Review of Related Literature

Warrier and Shree (2025) have suggested that practices like mindfulness improved psychological well-being, which in turn led to a better academic self-concept. Saha et al. (2024) found a statistically significant negative correlation between procrastination and self-esteem concluding that students with high self-esteem procrastinated less. According to Parveen et al. (2024)boys exhibited higher procrastination tendencies and lower self-efficacy compared to girls. Munda and Thangavel (2024) identified low self-esteem as a symptom of procrastination among Indian students. Their study also found that procrastination was significantly linked to external pressures from both the classroom and parents. Bhati et al. (2024) found no significant correlation between academic procrastination and academic performanceandalsorevealed no significant gender differences in procrastination scores. Rao et al. (2023) revealed a negative relationship between self-efficacy and academic procrastination. Anilkumar and Basheer (2021) found an inverse relationship between academic procrastination and self-efficacy, concluding that higher belief in one's capability was associated with lower procrastination. Babu et al. (2019) results showed a significant weak positive correlation between academic procrastination and self-esteem scores. Chithra et al. (2019) found that the emotional skills contributing to a positive ASC were likely to prevent procrastinating behaviors. Susetyo et al. (2024) in their study indicated a negative correlation between academic self-concept and procrastination, suggesting that a positive self-concept served to reduce procrastinatory habits. Mortensen(2022) demonstrated that self-regulation, including the concepts of self-efficacy and self-esteem, maintained the strongest unique inverse relationship with procrastination. Schweigerová and Slavkovská (2021) revealed that for students with lower levels of conscientiousness, both self-control and self-efficacy were negatively associated with procrastination; however, for those with higher conscientiousness, only self-control remained a significant predictor. Gavin-Chocano et al. (2021) found that self-concept was significantly and inversely related to procrastination. Abidetal (2021) found that academic self-efficacy was negatively correlated with academic procrastination. Zarrin et al. (2020) identified a negative association between self-regulation and academic procrastination. Kim & Seo (2015) found that procrastination was negatively correlated with academic performance and this highlighted that high self-efficacy was associated with enhanced motivational regulation and superior planning strategies, which collectively reduced procrastination. Hajloo (2014)showed that procrastination was negatively correlated with both self-results suggesting that low self-esteem served as a significant determinant of procrastination. Alqudah et al (2014) The negative relationship between academic procrastination and self-efficacy.

3. Methodology

3.1 Hypotheses

The two hypotheses prepared were **H1)** There will be no significant correlation between Academic confidence

(ACS) and Academic Procrastination (AP) among young females and, **H2)** There will be no significant correlation between Academic effort (ACS)and Academic Procrastination(AP) among young females.

3.2 Research Design

The present study employed a quantitative correlational research design to examine the relationship between academic self-concept and academic procrastination among young females.

3.3 Sample

A total of 100 young females between the age range of 18 to 25 years were selected using a convenient sampling technique. The participants included students currently enrolled in Class 12, undergraduate, and postgraduate programs.

3.4 Tools Used

The tools administered in the present study were the Academic Self-Concept Scale developed by Liu and Wang (2005) and the Academic Procrastination Scale developed by McCloskey (2011).

3.5 Inclusion Criteria

The inclusion criteria for the study comprised young females currently enrolled in Class 12, undergraduate, or postgraduate programs at recognized schools, colleges, or universities. Participants who were able to read, write, and understand English, voluntarily responded to the questionnaires, and were residing in India during the study period were included in the study.

3.6 Exclusion Criteria

Individuals who were currently undergoing psychiatric treatment or taking psychiatric medication were excluded from the study.

3.7 Procedure

The researcher identified participants who met the inclusion criteria and approached them individually for data collection. The aim of the study was clearly explained before the administration of the questionnaires. Informed consent was obtained from all participants. They were informed that their participation was voluntary and that they could withdraw from the study at any point without any consequences. Confidentiality and anonymity of responses were also assured.Thereafter, the Academic Self-Concept Scale and Academic Procrastination Scale were administered to the participants. Upon receiving the completed forms, preliminary screening was conducted to check for missing responses and inconsistent response patterns. The finalized data were tabulated, scored, and analyzed using SPSS version 20.

4. Result and Analysis

The collected data were systematically tabulated and analyzed using appropriate statistical Techniques. Descriptive statistics, including mean and standard deviation, were calculated to understand the general distribution of the variables. Further, Pearson product movement correlation was applied to examine the relationship between academic and self-concept subscales academic confidence and academic effort and academic procrastination among young female

Table 1: ***Mean and Standard Deviation of Study Variables (N = 100)***

Variable	M	SD
Academic Confidence	54.61	6.449
Academic Effort	54. 39	6.208
Academic Procrastination	85.90	25.881

Note. M = Mean; SD = Standard Deviation.

As shown in Table 1, The descriptive statistics indicate that the mean score of academic effort (M =54.39) and academic confidence (M=54.61) are relatively similar, suggesting a balanced level of self concept among the participants . The mean score of academic procrastination (M=85.90) indicates a moderate tendency to delay in academic tasks among young

females. The standard deviation value show that academic procrastination has greater variability compared to academic self concept dimensions.

Table 2: ***Correlation Between Academic Effort and Academic Procrastination***

Variable	n	Pearson r	Sig. (2-tailed)
Academic Effort & Academic Procrastination	100	.091	. 365

According to Table 2, the findings reveal a very weak positive correlation between academic effort (r=0.091) and academic procrastination which is not statistically significant (p>0.05). Therefore, the null hypothesis ($H0_1$) stating that there is no significant correlation between academic effort (ACS) and academic procrastination (AP) among young adults is accepted. This suggests that academic effort does not significantly influence procrastination among the young female participants.

Table 3: ***Correlation Between Academic Confidence and Academic Procrastination***

Variable	N	Pearson r	Sig. (2-tailed)
Academic Confidence & Academic Procrastination	100	0.080**	.430

According to table 3, the findings reveal a very weak positive correlation between academic confidence and academic procrastination (r=0.080) which is not statistically significant (p>0.05). Therefore, the null hypothesis ($H0_2$) stating that there will be no significant correlation between academic confidence (ACS) and academic procrastination (AP) among young adults, is accepted. This suggests that academic confidence does not significantly influence procrastination among the young female participants.

5. Discussion

The present study examined the relationship between academic self-concept and academic procrastination among young females. The findings revealed a very weak positive correlation between the variables, which was not statistically significant, leading to the acceptance of null hypothesis. These findings are supported by a few studies that have reported weak or non-significant relationships between similar variables. For instance, Babu et al. (2019) found a significant positive correlation between self-esteem and academic procrastination, suggesting that self-related perception may not always reduce procrastination tendencies. Similarly, Bhati et al. (2024) reported no significant relationship between academic variables and procrastination, indicating that procrastination may not be directly influenced by academic self-perception alone. These studies along with present findings, suggest that the relationship between academic self-concept and procrastination is not always strong or consistent. This indicates that other factors, such as self-regulation, academic pressure or external influence may play more important role in determining procrastination behavior.

6. Conclusion

The analysis shows that the relationship between academic cell concept and academic procrastination among young female students is weak and not statistically significant. Both academic confidence and academic effort demonstrated only minimal association with procrastination indicating that these effects do not meaningfully influence that tendency to delay academic tasks. This pattern suggests that Procrastination is shaped by a broader set of factors rather than being directly linked to house students perceive their academic abilities. Variables such as self-regulation, academic demands and external pressure play a more prominent role in influencing such behavior. Taken together academic cell concept on its own does not sufficiently explain variations in procrastination with this group

7. Limitation

The study is subject to certain limitations that should be taken into consideration while interpreting the findings. The sample size was limited to 100 participants which may restrict the broader applicability of results. In addition, the study focus exclusively on young female students thereby limiting the scope for gender based comparison. The age range of participants was 18 to 25 years and individuals from other academic stages such as research Scholars were not included. Representation of cross different academic disciplines was not specifically examined which may influence the variability of responses. Further, the data work collected from a related is specific geographical context which may affect the generalizability of the findings to other populations. The study also considered only two primary variables while other relevant factors such as stress motivation and self regulation did not explode. Lastly, the Reliance on self report measure introduces the possibility of responses by yes, as participants' answer me have been influenced by personal perception or social desirability.

8. Future Implications

Future work can look at a more varied group of students so that the findings are not limited to a specific set of participants including students from different age groups, courses and backgrounds may help in understanding how Procrastination differs across situations. The studies can also include other gender participants. It may also be helpful to look at other factors like stress motivation and self-control as these could have a stronger impact on procrastination than academic cells concept alone. Studying these together may give a clear idea of what actually drives this behaviour. Research in different settings could also show the impact of surrounding and academic pressure influencing procrastination. In addition, following students over time may help in understanding how these pattern changes instead of capturing them at one point

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Declaration: The authors hereby declare that the manuscript submitted for consideration is an original work and has not been published or submitted elsewhere for publication. The authors take full responsibility for the integrity, accuracy, and ethical compliance of the work presented in the manuscript, including all revisions made in response to reviewer comments.

AI Usage: The authors declare that AI tools, if used, were solely employed to improve the clarity, grammar, and language of the manuscript. No data, results, statistical analysis, or scientific content were generated or altered using AI tools.

Conflict of Interest and Ethical Compliance

i. Any potential conflicts of interest, whether financial or non-financial, have been fully disclosed. – Not Applicable

ii. All sources of funding and financial support received for the conduct of the study have been appropriately acknowledged, including any updates made during revision. – Not Applicable

iii. Necessary ethical approvals were obtained and informed consent was taken from participants wherever applicable, and ethical considerations were followed throughout the study. – Yes.

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