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The Relationship Between Self-Control and Academic Procrastination Among Students

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Abstract

Procrastination is a problem that everyone experiences and can have negative consequences if it continues. One factor that is thought to play a role in procrastination is self-control. Individuals with low self-control tend to procrastinate, while individuals with high self-control are better able to manage their time and fulfill their responsibilities. The purpose of this study is to determine the relationship between self-control and academic procrastination among college students. This study uses a quantitative method with a correlational research design. This study examined guidance and counseling students at Sriwijaya University and involved 367 students from four batches, namely the 2021, 2022, 2023, and 2024 batches. In this study, proportional stratified random sampling was used to select the sample, resulting in 191 students as respondents. The analysis showed that the level of academic procrastination was 67% in 128 students, and the level of self-control was 74.3% in 142 students, both of which were in the moderate category. In the hypothesis test, the correlation results showed that the variables of academic procrastination and self-control had a significant and negative correlation, with a correlation coefficient of -0.760 and a significance value of 0.000, which indicates < 0.05. This means that individuals with high self-control tend to have lower levels of academic procrastination, while individuals with low self-control tend to have higher levels of academic procrastination. These findings identify the importance of increasing self-awareness and self-regulation skills as efforts to reduce procrastination in the academic field.

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INTRODUCTION

Higher education institutions play an important role in improving the quality of human resources and the nation (Sihite & Saleh, 2019). Higher education programs, as stated in Article 19 Paragraph 1 of Law No. 20 of 2003, include diploma, undergraduate, specialist, master's, and doctoral programs. Student is the term used to describe a person who is pursuing higher education. Students are required to participate in academic activities during their studies until they graduate (Homaedi et al., 2022; Wahid et al., 2024). As a student, the ability to manage time is necessary to fulfill the obligations, workload, and demands from lecturers they are facing. Various demands arise, such as completing assignments from lecturers, presentations, group tasks, understanding materials, developing potential and talents, active participation in organizations, and so on. When students begin to feel burdened and perceive that the burden exceeds their capacity, this will lead to a decrease in productivity due to the emergence of the attitude or behavior of procrastination. This form of delay is commonly called academic procrastination. Academic procrastination occurs because of an individual's uncomfortable feeling when working on a task, leading them to make the decision to postpone it (Hen & Goroshit, 2018).

Procrastination has become a common occurrence in the academic world, which can be detrimental to an individual or a group of people. Academic procrastination behavior can be observed through characteristics that appear due to the tendency to postpone working on assignments, delaying the time to do them, lack of self-confidence, continuously procrastinating, and preferring to have fun (Husain et al., 2023). Janssen and Carton (in Cahyono, 2020) elaborate on factors related to procrastination, including low self-control, self-consciousness, self-esteem, self-efficacy, and the presence of social anxiety. The researcher chose to examine the variable of self-control.

According to Duckworth et al. (in Parsaoran et al., 2023), self-control is an individual's ability to regulate thoughts, feelings, and actions in accordance with the goals they have set. An individual is said to have self-control when they can control themselves in action, express arguments, and are able to take risks/make decisions (Madjid et al., 2022). Every individual certainly has a different way of self-controlling, where some individuals can control themselves well, while others are indifferent and have poor self-control. The function of self-control is to reduce inconsistencies so that individuals can change the existing situation into an ideal situation according to their wishes (Lindner et al., 2018).

In research conducted by Klingsieck, the causes of procrastination behavior can be viewed from four perspectives. The first perspective is the differential psychology perspective, which understands procrastination behavior as a characteristic of a personality trait that connects it with traits such as consciousness, neuroticism, and perfectionism (Steel & Klingsieck, 2016).

The second perspective comes from the motivational psychology perspective, which views procrastination as a failure in volition and motivation. It connects aspects, combining elements of volition and motivation. Procrastination is a common tendency

for someone who lacks motivation because they tend to allocate less time for studying or learning (Steel & Klingsieck, 2016).

Third, there is the clinical psychology perspective, which focuses on clinically relevant levels of procrastination and connects it with anxiety, depression, stress, and personality disorders. Students often experience anxiety or fear of failure as long as they have not completed their assignments. However, there is a strong desire to change the habit of procrastination (Steel & Klingsieck, 2016).

The fourth perspective is the situational perspective, which is inherent in the characteristics of the task and the characteristics of the educator. A person often feels uninterested or has difficulty in completing a task so they choose other enjoyable activities. They may also avoid the task and believe that they can complete the assignment near the deadline (Steel & Klingsieck, 2016).

Research by Rahmaniah (2019) concluded that there is a significant relationship between self-control and academic procrastination. This proves that an individual's ability to regulate themselves greatly influences how likely they are to procrastinate. Individuals with better self-control will not frequently postpone their academic tasks. Furthermore, research by Chisan and Jannah (2021) in their study assumed that self-control and negative procrastination have a strong, unfavorable correlation. Self-control plays a vital role in an individual's capacity to manage their own thoughts, feelings, and behaviors towards actions that deviate from established goals. Consistent with the research conducted by Devayanti et al. (2022), the respondents in this study had a moderate level of academic procrastination (48.8%) and low self-control (57.9%). This means that individuals who are less able to control themselves are more easily trapped in procrastination behavior.

Putra Sriwijaya et al., (2023) in their research showed that a portion of students experienced procrastination behavior in working on their thesis. With good self-control, students tend to value their time and themselves more. Furthermore, research by Nugroho and Jaryanto (2024) stated that academic procrastination is influenced by self-control by 49.1% and 50.9% by other variables. The reason individuals procrastinate is because they too often engage in less important activities, leading to a sense of laziness and forgetfulness that causes assignments to be neglected (Paragita & Dalimunthe, 2022).

Many previous studies have revealed that self-control is negatively correlated with academic procrastination. This research also discusses the correlation of the two variables, but with Guidance and Counseling students as the research subjects. The difference in the researcher's sampling technique compared to some previous studies is that some previous studies drew samples based on Arikunto, while the researcher used the Taro Yamane and Slovin formulas in the context of the research sample. Furthermore, in terms of measuring instruments, this study uses the self-control aspect scale according to Tangney and the academic procrastination characteristics according to Ferrari, which were not used simultaneously in previous research.

Based on interviews conducted by the researcher with several Guidance and Counseling students from the classes of 2021, 2022, 2023, and 2024, the researcher found

the fact that there are still symptoms of academic procrastination that are frequently carried out. In this regard, it shows that each student has a history of postponing tasks such as: preferring to be lazy, playing on their mobile phone, postponing work or avoiding tasks because they do not understand the material, choosing to complete the assignment at the very last minute of the deadline because the idea or intention only emerges then, and constantly delaying time just to over-prepare for the task.

The researcher views that the procrastination occurring in the academic environment is related to individual self-control. Academic procrastination is becoming an increasingly complex problem due to the presence of many distractions or other unbeneficial activities that affect learning productivity. Naturally, as Guidance and Counseling students who are prospective school counselors, they will face many cases that occur in schools, one of which is this academic procrastination. It is hoped that students will be able to control themselves well so that they no longer frequently engage in procrastination.

METHOD

The research method is quantitative correlational. Before conducting the research, the researcher first performed observations regarding the Guidance and Counseling students at Sriwijaya University. The researcher found out about the total population of Guidance and Counseling students and then had casual conversations with several students about the academic assignments they were facing. The research population consists of 367 students comprising 4 batches, namely the 2021, 2022, 2023, and 2024 cohorts. The sampling for this study used the proportionate stratified random sampling method for proportionally stratified members (Hikmawati, 2020). The research sample obtained amounted to 191 students.

Data collection employed a Likert scale constructed by the researcher based on the aspects of self-control proposed by Tangney et al. (2004) and an academic procrastination scale based on the characteristics of procrastination according to the theory of Ferrari et al. (1995). Prior to the try-out, the researcher first performed instrument validation which was validated by an expert lecturer acting as the validator.

Table 1. Reliability Statistics from Self-Control

| Cronbach's Alpha	N of Items
.936	34

Table 2. Reliability Statistics from Academic Procrastination

Cronbach's Alpha	N of Items
.937	30

As shown in the tables above, the validity of the self-control instrument which initially had 36 items became 34 items, meaning 2 items were dropped. Meanwhile, for the validity of academic procrastination, the initial try-out had 34 items which became 30

items, meaning 4 items were dropped. The reliability for self-control is 0.936 and for academic procrastination is 0.937. Prerequisite tests will also be conducted, namely the normality test, linearity test, and hypothesis test. This research is assisted by Microsoft Excel software and the Statistical Package for Social Science (SPSS) application. A hypothesis is a temporary conclusion and cannot be used to answer the research problem until it is proven that the collected data and information are valid (Sugiyono, 2020). In this study, the researcher chose two alternative hypotheses:

a) Ha: There is a significant relationship between self-control and academic procrastination among Guidance and Counseling students.

b) Ho: There is no significant relationship between self-control and academic procrastination among Guidance and Counseling students.
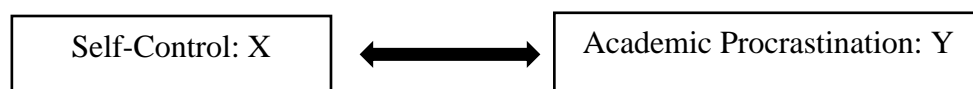
Gambar 1. Research Design

RESULTS AND DISCUSSION

This study obtained data on the categorization of guidance and counseling students, with the categorization determined based on normal distribution according to (Azwar, 2012). There are three categories, namely high, medium, and low. The following is a presentation of the categorization data shown in Tables 3 and 4.

Table 3. Categorization of Self-Control

	Frequency	Percent	Valid Percent	Cumulative Percent
Low	21	11.0	11.0	11.0
Moderate	142	74.3	74.3	85.3
High	28	14.7	14.7	100.0
Total	191	100.0	100.0	

Most respondents have a moderate level of self-control with a percentage of 74.3% and a frequency of 142 students. This indicates that several respondents have fairly good self-control. In essence, the individuals are capable of regulating and controlling their desired behavior, as well as recognizing and rejecting behaviors that inhibit positive activities. This aligns with the research of Nabila and Sugiarti (2023), which states that self-control can prevent procrastination behavior from becoming a habit and encourages individuals to consider the consequences more.

In the book by Ghufron and Risnawati S (2010), it is revealed that several factors influence self-control, including the age factor. With increasing age and more social experiences, and in the way they respond to disappointment and failure, individuals gradually become able to control themselves. Consistent with this theory, research conducted by Young and Mikels (2020) suggests that individuals with mature age tend to be able to control themselves and have emotional well-being. The results of this study

show that mature individuals respond to fewer negative things than younger individuals. This is also in line with the research by Oliva et al. (2019) which examined self-control, age, and psychological incongruence among adolescents and adults. The results showed that the self-control of more mature individuals is much better than that of younger individuals.

Furthermore, there are students who have high self-control with a percentage of 14.7% and a frequency of 28 students. This means that some students can avoid procrastinating behavior and encourage positive behavior. Individuals with a high level of life satisfaction fundamentally possess a high ability for self-control (Fellisia & Wijaya, 2022). The research by Li et al. (2016) found that life satisfaction is related to and has a positive relationship with self-control, and both are mediated by coping with negative things in a positive way. This suggests that poor self-control can be avoided, as long as the individual has a strong will to do positive things to achieve their desired goals.

However, it was also found that there are students who have low self-control with a percentage of 11% and a frequency of 21 students. It should be noted that besides the age factor, the family factor also has an influence. Parental closeness and attention greatly affect the individual, especially in academic matters (Duri, 2021). Another influencing factor is the environmental or peer factor. Peers provide some support to every individual who needs it (Eka Bhayu et al., 2023). Thus, with social support from parents and peers, the higher the individual's self-control will be, which will reduce the academic procrastination behavior they experience.

Table 4. Categorization of Academic Procrastination

	Frequency	Percent	Valid Percent	Cumulative Percent
Low	33	17.3	17.3	17.3
Moderate	128	67.0	67.0	84.3
High	30	15.7	15.7	100.0
Total	191	100.0	100.0	

Some individuals are capable of managing and utilizing time well. However, others prolong the time to do assignments and continuously procrastinate until they only start working on them one day before or at the very last minute of the submission deadline. The causes of academic procrastination include a lack of self-confidence in one's own ability and a lack of interest in completing the task (Ratri et al., 2024). The research findings show a percentage of 67% and a frequency of 128 students, meaning the majority of students engage in academic procrastination.

In this study, students were found to have a high level of academic procrastination with a percentage of 15.7% and a frequency of 30 students. This indicates that a small portion of students still frequently engage in academic procrastination. According to Ferrari (1995), academic procrastination has several factors, namely external and internal factors. External factors often originate from outside the individual, such as a difficult academic workload, or peer invitations to engage in unbeneficial activities that cause task delays. Internal factors include physical or psychological disturbances.

A low level of student academic procrastination was also found in the category with a percentage of 17.3% and a frequency of 33 students. This means that a small portion of students rarely or do not procrastinate in completing college assignments. The habit of students not to postpone assignments is the ability to design a priority scale so that their studies are well-directed (Saman, 2017). This implies that individuals with low academic procrastination tend to perform thorough planning and prioritize, especially in academic matters.

Research by Safiinatunnajah and Fikry (2021) examined the relationship between self-control and academic procrastination among social media users. Social media indeed serves as a means of entertainment when fatigued from facing academic assignments. However, there is a limit to social media use; individuals are able to control themselves in using social media if they have high self-control. Conversely, if individuals have a tendency for low self-control, there is a high probability that they will continuously engage in excessive social media use, leading to a tendency for high academic procrastination. Individuals with high self-control are able to manage themselves away from various activities and behaviors that are inconsistent with their goals (Devayanti et al., 2022).

Subsequently, the prerequisite tests included the Kolmogorov-Smirnov normality test. The research significance value is 0.200, which means the residual values are normally distributed because the significance value of the normality test is greater than 0.05. Next, the linearity test was examined based on the significance value of "*deviation from linearity*." The result of the linearity test in this study showed a value of 0.971, which means it is >0.05. This indicates that the two variables have a linear relationship with each other.

Table 5. Hypothesis Test Results

		Self-Control	Procrastination
Self-Control	Pearson Correlation	1	-.760[**]
	Sig. (2-tailed)		.000
	N	191	191
Academic Procrastination	Pearson Correlation	-.760[**]	1
	Sig. (2-tailed)	.000	
	N	191	191

**. Correlation is significant at the 0.01 level (2-tailed).

This hypothesis test is intended to determine whether the two variables are correlated or not. Data analysis was assisted by the SPSS application. The correlation coefficient value as shown in Table 5 is (r)=−0.760 and the significance value is 0.000, which is <0.005. The research finding that there is a relationship between self-control and academic procrastination is in line with previous research conducted by Widyastari et al. (2020), which explained that individuals facing high academic pressure can be a triggering factor for them to postpone tasks. This suggests that individuals will continue to engage in prolonged laziness within their comfort zone. Fahira and Hidayati (2022) in

their research on social media interfering with student focus, thereby lowering self-control and increasing academic procrastination. Students with high social media usage intensity will continuously procrastinate and often feel indifferent towards their assignments.

The results of this study are reinforced by research conducted by Chisan and Jannah (2021) which studied high school students, explaining that there is a negative and significant relationship between self-control and academic procrastination. Both variables, both self-control and academic procrastination, were categorized at a moderate level. The conclusion reached is that individuals with high self-control will be able to manage themselves away from temptations, activities, and behaviors that are inconsistent with their goals. Furthermore, research from Devayanti et al. (2022) found that the variables of self-control and academic procrastination in nursing students at Udayana University have a negative and significant relationship. The results showed that the students' self-control was categorized as low and the level of academic procrastination was categorized as moderate. This means that the lower self-control of students leads to higher academic procrastination.

Based on the presentation of the data and several previous research descriptions, it is concluded that both variables are in the moderate category. Furthermore, the relationship between the two is negatively and significantly correlated. This means that Ha in this study is accepted.

CONCLUSION

The study concludes that there is a negative and significant relationship between self-control and academic procrastination among Guidance and Counseling students. This finding means that as a student's level of self-control increases, their academic procrastination tends to decrease, and conversely, lower self-control is associated with higher procrastination. The acceptance of the alternative hypothesis (Ha) is supported by the correlation analysis, where both variables were categorized at a moderate level in the sample. Based on these results, two main suggestions are provided. First, Guidance and Counseling students, in their role as future school counselors, should prioritize developing and maintaining strong self-control, focusing on time management, priority setting, distraction avoidance, and minimizing procrastination behaviors. Second, future researchers are encouraged to explore other variables that influence procrastination and to utilize a broader and more representative scope of research subjects to further generalize the understanding of this issue.

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