



Procrastination and Self Efficacy Beliefs
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EDHD201: Learning How to Learn

Throughout the semester, I took a class called EDHD201: Learning How to Learn. This class highlights the ways that people learn and how to enhance our learning skills inside and outside of a classroom setting. We discussed multiple learning theories and their validity, For a particular module during this class, we learned about self efficacy beliefs amongst students. This inspired my research question: “How do self-efficacy beliefs correlate with the procrastination levels of college students during exam preparation?” To measure this, I created a survey.

Methodology

Upon enrolling in the class, I looked through the syllabus and chose what topic was most interesting to me. After expressing what I was interested in to my professor, she encouraged me to do some independent research in order to formulate a measurable research question. After doing research, I had to define my variables, self efficacy and procrastination. After this, I determined my research question and continued to narrow it down after input from my professor. I knew that I wanted to conduct my research with a survey. Many of the studies I had reviewed during research had utilized multiple questionnaires to measure self efficacy and procrastination. Based on the type of items I found on these questionnaires, I created my own items to measure my variables. I sent out my survey to my peers in various organizations that I am apart of. My professor also encouraged my classmates to take my survey. I received 109 responses and analyzed the data from there.



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https://society6.com/product/brain-anatomy-use-it_wall-clock

Results

The self efficacy and procrastination survey was available until it received 109 responses. Initially the amount of response was very overwhelming. I put all of the data in a spreadsheet and began organizing it by gender and averaging all of the values. I conducted the survey on a ordinal scale, then converted it numerically for a better analysis. In total, there were 69 female participants, 35 male participants, and 5 nonbinary participants. On average, there were not many differences between the results of the varying gender groups. On average, all groups procrastinate less when they feel unprepared about an exam. Most students self report that when they feel poorly about their abilities to do well, they begin studying earlier. On average, all participants report that they begin studying at least 3 days before their exam. On average, female and male participants feel neutral about their self efficacy beliefs, however, nonbinary groups report to have significantly lower self efficacy beliefs. Overall, from this study, I can conclude that amongst college students there is a negative correlation between self efficacy beliefs and procrastination on exam preparation.

Future Work

In the future, I could compare their survey results to their cumulative GPA or their average exam performance. This would allow for a more accurate analysis. With the survey being self report, it is hard to know the validity of student’s results. In the future, I could also analyze the major of the participants and how the trends change.

Limitations

One limitation of my research is that all of my results are reliant on the participants ability to self-report. There is no way to ensure that the participants are being honest. Another limitation would be that this survey was only available to University of Maryland students. Considering this, the results may not completely reflect the habits of college students.

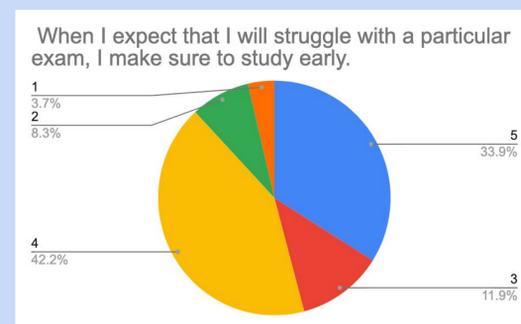


Photo Credits: Pie chart from Data Collection

Acknowledgements

I would like to thank my professor, Julianne Van Meerteen for helping me throughout this semester and overseeing this entire process. I would like to thank Dr. Peele and Ms. Thomson