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Relationship between Academic Self-efficacy and Academic Procrastination of Art Collage Student

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Abstract: Understand the current situation of academic self-efficacy and academic procrastination of art college students and explore the relationship between academic procrastination and academic self-efficacy. In this study, 397 art college students were asked to questionnaire with academic procrastination and academic self-efficacy. The results show that art college students have higher academic self-efficacy and there are significant differences in grades and whether they are class cadres. Besides, there is no significant difference in gender, profession, place of origin and whether they are only child. The academic procrastination of art college students belongs to the occasional delay, between non-procrastinators and mild procrastinators. There are significant differences in gender and grade. However, there is no significant difference in the profession, the source of students, whether it is the only child and whether it is a class cadre. There is a negative correlation between the academic self-efficacy and academic procrastination of art college students.

I. Proposal of the Problem

Bandura (1877) proposed that self-efficacy is divided into academic self-efficacy, sports self-efficacy and so on. Domestic researchers have made some research on the correlation between self-efficacy and academic procrastination of college students. In recent years, General Self-Efficacy Scale is used as the measurement tool by research scholars and the measurement objects are mostly selected by college students. In the research, there are few studies on the academic self-efficacy scale and the academic procrastination scale of the art college students, but the art students have always had varying degrees of academic delays. The reasons for procrastination and the extent of delays in art college students still need to be studied. This study analyzes the current situation of academic self-efficacy and academic procrastination of art students, with the aim of providing references for the correlation between the two. [1]

II. Purpose of Research

This study revolves around the art design college students as subjects and studies whether there is a correlation between academic self-efficacy, academic procrastination, academic self-efficacy and academic delay.[2] Through studying whether there is procrastination in completing the weekly academic tasks, writing term papers, reviewing preparation, academic management and other aspects of art students to analyze whether students' learning behaviors and learning attitude have an impact on academic delays. [3] Understand the academic procrastination of art students and explore the differences between the academic self-efficacy and academic procrastination in grades, gender, place of origin, whether it is an only child, and whether it is a class cadre, etc. [4]

III. Research Hypothesis

In response to the above research questions, the following research hypotheses are proposed:

Hypothesis 1: The overall level of academic self-efficacy of art college students is relatively high and there are differences in gender, major, grade, place of origin, and whether they are only child and class cadres.

Hypothesis 2: The overall level of academic procrastination in art college students is seriously delayed and there are differences in gender, major, grade, place of origin, and whether they are only child and class cadres.

Hypothesis 3: The academic self-efficacy of art students can be related to learning delay.

IV. Research Methodology

A. Research Object

In this study, the students of environmental art design of Tianjin Agricultural College were selected as subjects. The questionnaires were conducted in groups, and questionnaires were issued to 397 people. The invalid questionnaires were removed and 387 valid questionnaires were obtained. The effective pass rate reached 97.48%. As shown in TABLE 1.

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Table1. Basic information table of subjects

		The number of participants
Gender	Male	116
	Female	271
Major	Liberal Art	106
	Science	281
Grade	Freshman	77
	Sophomore	109
	Junior	105
	Senior	96
Place of Origin	Village	115
	Town	100
	City	172
Only Child	Yes	208
	No	179
student leaders/ community cadre	Yes	155
	No	231
Total		387

B. Research Tool

Select Liang Yuxi (2000) with reference to Academic Self-Efficacy Scale and Prograstination Assessmerit Scale-student (PASS, Solomon & Rothblum, 1984).[5]

V. A Study on the Relationship between Academic Self-efficacy and Academic Procrastination of Art Students

TABLE 2 describes the interrelationship between the variables of academic self-efficacy and the variables of academic procrastination in art college students.

Table 2. Correlation analysis between academic self-efficacy dimensionalities and academic procrastination dimensionalities

Dimensionality	1	2	3	4	5	6	7
1.Learning Ability							
2. Learning Behavior	0.576**						
3.Self-efficacy	0.913**	0.860**					
4.Procrastination Degree	-0.287**	-0.143**	-0.251**				
5.Procrastination Problem	0.035	-0.074	0.015	0.410**			
6.Procrastination Change Expectation	0.036	0.023	0.034	0.093	0.344**		
7.Total Score of Procrastination	-0.110*	-0.014*	-0.076*	-0.627*	0.774**	0.750**	

Note：*：p<0.05，**：p<0.01

It is found from TABLE 2 that from the dimension of procrastination, the learning ability, the learning behavior self-efficacy dimensionality and the total score of efficacy are significantly negatively correlated with the degree of procrastination, indicating that the more learning ability they are, the less procrastination they show, and learning students with better behavior are also less procrastinated. Good study habits can reduce the degree of academic procrastination, and the more academic self-efficacy they have, the lower the degree of procrastination there is. From the research data, the learning ability, learning behavior self-efficacy dimensionality and total score of efficacy are significantly different from the total score of procrastination, and there is a negative correlation. The stronger the learning ability, and the learning behavior is good, and the higher the performance score, with the lower the total score and less procrastination behavior. There is significant positive correlation between learning ability, learning behavior self-efficacy dimensionality and self-efficacy total score. The strong learning ability and learning behavior can enhance students' self-efficacy, and cultivate students' strong self-efficacy in family education and teaching to reduce academic procrastination.

TABLE 3 describes the differences in the academic self-efficacy variables and the academic procrastination of the art students in the first grade.

It is found from TABLE 3 that there is no significant difference in learning behavior and procrastination between the first-grade art students. There are significant differences in the following aspects: learning ability and learning behavior, learning ability and academic self-efficacy, learning ability and procrastination degree, learning ability and procrastination problem, learning ability and procrastination change expectations, learning behavior and academic self-efficacy, learning behavior and procrastination degree, learning behavior and procrastination change expectations, academic self-efficacy and procrastination degree, academic self-efficacy and procrastination problem, academic self-efficacy and procrastination change expectations, procrastination degree and procrastination problem, procrastination degree and procrastination change expectations, procrastination problem and procrastination change expectations, learning ability and total score of procrastination, learning behaviors and total score of procrastination, academic self-efficacy and total score of procrastination, procrastination degree and total score of procrastination, procrastination problem and procrastination degree, procrastination change expectations and procrastination problem.

Table 3. Correlation analysis between academic self-efficacy dimensionalities and academic procrastination dimensionalities in the first grade

Dimensionality	1	2	3	4	5	6	7
1.Learning Ability							
2. Learning Behavior	0.471**						
3.Self-efficacy	0.886**	0.826**					
4.Procrastination Degree	-0.479**	-0.392**	-0.512**				
5.Procrastination Problem	-0.304*	-0.207	-0.303**	0.533**			
6.Procrastination Change Expectation	-0.182*	-0.225*	-0.235*	0.248*	0.393**		
7.Total Score of Procrastination	-0.379**	-0.338**	-0.420**	0.676**	0.791**	0.814**	

Note：*：p<0.05，**：p<0.01

In addition, TABLE 4 describes the differences in the academic self-efficacy variables and the academic procrastination of the art students in the second grade.

Table 4. Correlation analysis between academic self-efficacy dimensionalities and academic procrastination dimensionalities in the second year

Dimensionality	1	2	3	4	5	6	7
1.Learning Ability							
2. Learning Behavior	0.545**						
3.Self-efficacy	0.911**	0.842**					
4.Procrastination Degree	-0.261**	-0.066	-0.200*				
5.Procrastination Problem	0.013	0.084	0.05	0.340**			
6.Procrastination Change Expectation	0.249**	0.128	0.223*	-0.171	0.149		
7.Total Score of Procrastination	0.027	0.084	0.059	0.598**	0.736**	0.618**	

Note：*：p<0.05，**：p<0.01

It can be seen from TABLE 4 that there are also significant differences in the relationship between the academic

self-efficacy and the academic procrastination in the second year. Learning ability and procrastination degree, learning ability and procrastination problem, learning ability and procrastination change expectations, learning behaviors and procrastination problem, academic self-efficacy and procrastination change expectations, procrastination degree and procrastination change expectations, procrastination problems and procrastination change expectations are not significantly different. Learning ability and learning behavior, learning ability and academic self-efficacy, learning behavior and academic self-efficacy, learning behavior and procrastination degree, learning behavior and procrastination change expectations, academic self-efficacy and procrastination degree, academic self-efficacy and procrastination problem, procrastination problem and procrastination degree, procrastination problem and total score of procrastination, procrastination degree and total score of procrastination are significant correlation.

TABLE 5 describes the differences in the academic self-efficacy variables and the academic procrastination of the art students in the third grade.

Table 5. Correlation analysis between academic self-efficacy dimensionalities and academic procrastination dimensionalities in the third year

Dimensionality	1	2	3	4	5	6	7
1.Learning Ability							
2. Learning Behavior	0.601**						
3.Self-efficacy	0.898**	0.891**					
4.Procrastination Degree	-0.339**	-0.222*	-0.314**				
5.Procrastination Problem	-0.033	-0.076	0.023	0.343**			
6.Procrastination Change Expectation	0.056	0.097	0.085	-0.111	0.289**		
7.Total Score of Procrastination	-0.129	-0.004	-0.075	0.524**	0.776**	0.691**	

Note：*：p<0.05，**：p<0.01

It can be seen from TABLE 5 that there are also significant differences in the relationship between the academic self-efficacy and the academic procrastination in the third grade. Learning ability and learning behavior, learning ability and academic self-efficacy, learning ability and procrastination degree, learning behavior and academic self-efficacy, learning behavior and procrastination degree, academic self-efficacy and procrastination degree , procrastination degree and procrastination problem, procrastination problem and procrastination change expectations, procrastination degree and total score of procrastination, procrastination problem and total score of procrastination, procrastination change expectations and total score of procrastination are significant difference.

TABLE 6 describes the differences in the academic self-efficacy variables and the academic procrastination of the art students in the forth grade.

Table 6. Correlation analysis between academic self-efficacy dimensionalities and academic procrastination dimensionalities in the forth year

Dimensionality	1	2	3	4	5	6	7
1.Learning Ability							
2. Learning Behavior	0.654**						
3.Self-efficacy	0.938**	0.875**					
4.Procrastination Degree	-0.137	0.033	-0.073				
5.Procrastination Problem	0.111	0.294**	0.206*	0.455**			
6.Procrastination Change Expectation	-0.058	0.041	-0.018	0.354**	0.582**		
7.Total Score of Procrastination	-0.044	0.136	0.034	0.725**	0.820**	0.851**	

Note：*：p<0.05，**：p<0.01

It can be seen from TABLE 6 that there are differences between the variables of academic self-efficacy of art students and academic procrastination in the fourth grade, among which learning ability and learning behavior, learning ability and academic self-efficacy, learning behavior and academic self-efficacy, learning behavior and procrastination problem, academic self-efficacy and procrastination problem, procrastination degree and procrastination problem, procrastination degree and procrastination change expectations, procrastination problem and procrastination change expectations, procrastination degree and total score of procrastination, procrastination problem and total score of procrastination, procrastination change expectations and total score of procrastination are significant differences.

VI. Study Discussion.

This study found that there are differences and significant negative correlations in following aspects: the learning

ability self-efficacy dimensionality and the procrastination degree dimensionality, the learning behavior self-efficacy dimensionality and the procrastination degree dimensionality, academic self-efficacy dimensionality and procrastination degree dimensionality, indicating that the stronger the learning ability, the less active learning behavior, the less academic delay, and the reduction in procrastination. Besides, there are differences and significant negative correlations in following aspects: the learning ability self-efficacy dimensionality and the total score of procrastination, learning behavior self-efficacy dimensionality and the total score of procrastination, academic self-efficacy dimensionality and the total score of procrastination. The learning behavior self-efficacy means that the student's learning method can be effectively adapted to complete academic tasks. If students' learning behaviors and methods are properly selected, student procrastination will also be reduced and the degree of procrastination not be high. This is consistent with previous research (Klassn, Krawchuk & Rajani, 2008, Chow, 2011). Students' self-efficacy is the confidence and belief of students in their specific learning situations and their ability to complete their academic tasks or academic goals. It can be seen from the data that the learning ability dimensionality is strong, and the learning behavior dimensionality can also adopt appropriate learning methods, which can reduce the student's academic procrastination, and thus there is a significant negative correlation between academic self-efficacy and academic procrastination. [6]

In addition to the analysis of the correlation between academic self-efficacy dimensionalities and academic procrastination dimensionalities, this study also find that there are also correlations between academic self-efficacy and academic procrastination in different grades. The data shows that there is a significant difference in academic self-efficacy and academic procrastination in the first grade, and there is a significant negative correlation between the freshmen's academic self-efficacy and four aspects, including procrastination degree, procrastination problem and procrastination change expectations, and total score of procrastination. The reason for this situation may be due to the fact that the first-year students developed good study habits and learning styles in high school. Students passed the college entrance examination and successfully entered the university, which has a good prediction of their own abilities. Therefore, there is less procrastination and a negative correlation with academic procrastination.

The correlation between academic self-efficacy and academic procrastination in sophomore year is only reflected in the difference among academic self-efficacy, learning ability self-efficacy dimensionality and procrastination dimensionality, which is significantly negatively correlated, and there is no significant difference in procrastination the total score. It explains that after entering the second year of university, students have a basic understanding of the majors they want to study. There is procrastination in learning tasks that are not interested or difficult, which is selective procrastination. The more effective the learning ability is, the lower procrastination degree there is. The significant negative correlation between academic self-efficacy and procrastination, but no significant difference in other procrastination dimensionalities and total scores.

After entering the university for three years, the relationship between academic self-efficacy and academic procrastination is not only reflected the significant difference in the in the academic self-efficacy and the dimensionality of procrastination degree, in learning ability self-efficacy dimensionality and procrastination degree, but also in learning behavior self-efficacy dimensionality and procrastination degree with negative correlation. There is a difference in the total score of procrastination, but it is not significant. The reason for this situation in the third grade may be that students are more and more aware of their learning ability. For students who are difficult or not good at their academic tasks, students still have procrastination. For learning behavior, after three years of university life, it is very clear about what kind of learning method can be used to complete, and the student's learning behavior has become a habit. Students will choose to delay for their unskilled or difficult academic tasks. Therefore, strong academic self-efficacy can effectively reduce procrastination.

In the fourth grade, due to the graduation, with the decreasing academic tasks and increasing internship and employment pressure, there is a difference between the learning ability self-efficacy and the total score and procrastination degree, but it is not significant. There is a difference in academic self-efficacy and procrastination degree, but it is not obvious. Therefore, from the fourth grade, there is no significant difference between academic self-efficacy and academic procrastination. The reason for this may be due to fewer student academic tasks and more time investment in social internships and job hunting.

VII. Conclusion

According to the study, conclusions can be drawn:

1) Art students have higher academic self-efficacy. There are significant differences in grades and whether they are class cadres but there is no significant difference in gender, profession, place of origin and whether they are only child.

2) The academic procrastination of art students is an occasional delay, between non-procrastinators and mild procrastinators. There are significant differences in gender and grade but there is no significant difference in major, place of origin, whether they are only child and whether they are class cadres..

3) There is a significant negative correlation between the academic self-efficacy and academic procrastination for art students.

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