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## Online Learning Self-Efficacy as Correlates to Academic Procrastination among Pre-Service Teachers

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### Abstract

This study investigates the relationship between academic procrastination and self-efficacy in online learning. The researchers noticed this phenomenon in a larger area because students put off finishing their academic assignments, putting off studying for exams despite being advised to do so beforehand, and presenting projects on time without procrastination or delay. To identify whether there is a correlation between academic procrastination and self-efficacy in online learning, researchers conducted the study. The respondents in this study were from the 5 majors of the third year of the Bachelor of Secondary Education. This study used a descriptive-correlational design. The results show that students who have high levels of self-efficacy are intrinsically driven and more likely to succeed in their efforts to finish the activities, which is not surprising. But even though pre-service teachers have high self-efficacy, this does not mean that they do not tend to procrastinate. Thus, a student's decision to resist or run away from a task, such as an individual or group assignment, a midterm, or a final test, indicated their level of academic self-efficacy. According to the study's findings and conclusions, the researchers recommend that for the students to stay on track and avoid procrastination, they can use tools or productivity apps like Forest, Pomodoro, and similar ones. They might also provide them with a checklist so they can keep track of the tasks and activities they should prioritize.

**Keywords:** Online Learning Self-Efficacy, Academic Procrastination, Pre-service Teachers.

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### 1. Introduction

Bandura defines self-efficacy as a combination of self-confidence, self-reliance, and faith in one's talents. Self-efficacy has been described in a variety of ways. Self-efficacy is all about how a person believes they will be able to attain the desired objective in a certain situation. It is irrelevant to how much someone enjoys themselves or the current activity. In other words, self-efficacy is the belief that a person has in their skills to do a task. In education, self-efficacy is a critical aspect of students' performance since it influences the decisions they make and the actions they do (Carada et al., 2022).

Procrastination that only takes place in academic settings is referred to as academic procrastination. It is when a student is aware that they need to complete an academic task or activity, such as writing a term paper, studying for an exam, finishing a project for school, or

finishing weekly reading assignments, but they are unable to find the motivation to do so within the anticipated time frame for a variety of reasons. Academic procrastination, according to Ferrari, Johnson, and McCown (2010), is the students failing academically because of their continual neglect of academic responsibilities. Academic procrastination, on the other hand, is defined as deferring academic responsibilities to the point of failure, dissatisfaction, and stress. These developments result in a shift in student objectives and priorities, as well as their approach to academic responsibilities.

In an article written by San Juan, A. (2020). Since the government instituted a hard lockdown in sections of the country in mid-March to encourage strict house isolation and decreased the danger of virus transmission owing to the current health crisis, face-to-face classes have been discontinued in the country. State universities and colleges (SUCs) across the country are continuing to develop new ways to provide flexible learning options for hard-to-reach students. The LSPU has adopted asynchronous systems for its flexible mode of learning, allowing students to access and use online materials in their free time (Panergayo & Aliazas, 2021). Colleges and universities utilizing the previous academic calendar were told to switch to the new one to prepare for the adoption of flexible learning, which included a combination of online platforms, learning management systems, and take-home packets, among other things (Aliazas et al., 2021).

The researchers observed this occurrence on a large scale because students postpone completing their academic responsibilities, deferring exam preparation to the last-minute despite being urged to do so in advance, and submitting projects on time without postponement or procrastination. Thus, the researchers conducted this study to know if there is a correlation between online learning self-efficacy and academic procrastination among pre-service teachers.

## **2. Objectives**

Self-efficacy may hold the key to understanding procrastination. Albert Bandura's theory of self-efficacy contends that our perceptions of ourselves have a considerable influence on the tasks we select, the amount of effort we expend, our resilience and tenacity, and the quality of our performance. Self-efficacy, or confidence in one's ability to execute a task, is one of the most effective predictors of performance across a variety of disciplines, including sports, business, and education. Self-efficacy is a strong predictor of success in academic settings, with the strength of the relationship varying depending on task correspondence and specificity (Pajares 1996). Self-efficacy was examined in several previous procrastination studies, and it was discovered that procrastination has an adverse relationship with self-efficacy (Ferrari et al., 1992, Haycock et al., 1998, Steel, 2007, Tuckman, 1991, Wolters, 2003). Self-efficacy can be assessed at many levels of specificity, from the very specific ("I'm sure I can do this math problem") to the more general ("I am confident I will be able to excel in university"). According to self-efficacy theorists, self-efficacy measures must precisely match the criteria task and domain under inquiry (Pajares, 1996), since a mismatch between self-efficacy and the criteria task results in weak correlations and poor conclusions (Bandura, 1997).

Academic procrastination has long been a hindrance to student development. According to the study, it has been associated with higher levels of worry, stress, and sickness as well as worse levels of academic self-efficacy and independent learning. Understanding, controlling, as well as utilizing emotions are all part of what is known as emotional intelligence (EI). It has been linked to academic self-efficacy and a variety of positive outcomes, including academic success.

Senecal et al. (1995) assert that a person who never puts things off is unimaginable. Given how prevalent a human shortcoming it is, procrastination is an issue in self-regulation that is particularly noteworthy. The ubiquity of procrastination is such that a person would be accused of lying if they responded "True" to a statement like "I never procrastinate." The inability to urge oneself to finish a task, such as reading a book for a literary class, even when it is necessary and even pleasant, is known as procrastination. Most research examining the relationship between procrastination and academic self-efficacy relies on self-efficacy tests with a medium level of specificity to determine students' assurance in completing general academic tasks. When the self-efficacy measure and the performance domain are strongly associated, self-efficacy is a powerful predictor of performance; but, when the two are not related, it becomes less so. Since self-efficacy reflects domain-specific self-beliefs rather than a personality trait that characterizes a person's functioning across domains, there is a low degree of correspondence between the two variables, which may account for the significant but modest relationship between academic self-efficacy and procrastination.

In this study, the goal is to investigate online learning self-efficacy as correlates to academic procrastination among pre-service teachers at LSPU- SPCC. Specifically, this study aimed to answer the following questions:

1. What is the perception of pre-service teachers about online learning self-efficacy in terms of Academic Self-efficacy, Computer Self-efficacy, Internet and Information-seeking Self-efficacy, and LMS Self-efficacy?
2. What is the pre-service teachers' level of academic procrastination?
3. Is there a significant relationship between online learning self-efficacy and pre-service teachers' academic procrastination?

### **3. Methodology**

This research employed a descriptive-correlational design. A formal, objective, and systematic strategy for learning about variables are called a quantitative research design. It is used to explain and look at how different variables relate to one another (Lumar, 2005). A quantitative research technique called correlational research compares two or more quantitative variables from the same group of people. Since the main objective of the study is to ascertain whether there is a connection between pre-service teachers' self-efficacy for online learning and academic procrastination, the design will be used.

The researchers used systematic random sampling. Wherein the name of the students from those 5 majors (Filipino, Math, English, Science, and Social Studies) of third-year Bachelor of Secondary Education students at LSPU-SPCC enrolled in the Academic Year 2021-2022 are

listed alphabetically and the respondents are chosen at regular intervals until the researchers end up with the sample of 90.

The research instrument that was utilized in this study is a researcher-made questionnaire. The first part is the profile of the respondents. It includes the name (optional), sex, and course. The second part determined the perception of the respondents on their online learning self-efficacy. The researchers aim to discover whether the components of online learning self-efficacy can result in academic procrastination. The third part determined the students' perception of their academic procrastination. The researchers aim to discover the level of students' procrastination when it comes to their academics.

The following techniques were taken into account when conducting the research. The researchers first sought permission from the research panel and the Dean of CTE. After the endorsement letter was secured, the researchers proceeded with the data collection. Then, the researchers asked for consent from the respondents to be part of the research. Once the students had agreed, a Google Form link was sent to the respondents via Facebook messenger. Once the needed data is completed, all data was gathered and encoded. The result gathered from students' answers was forwarded to the respected statistician for statistical treatment for analysis and interpretation.

The statistical technique that the researchers chose to investigate the relationship between academic procrastination and self-efficacy in online learning was Pearson's Correlation. The researchers used Mean and Standard Deviation to evaluate the respondents' responses before examining the relationship between academic procrastination and self-efficacy in online learning.

#### 4. Results and Discussion

**Table 1: Perception of the Respondents on Online Learning Self-Efficacy in terms of Academic Self-Efficacy**

| <i>Indicator</i>   | <i>Mean</i> | <i>Std. Deviation</i> | <i>Verbal Interpretation</i> |
|--|-------------|-----------------------|------------------------------|
| 1. I can recall what I've learned during an examination.                             | 3.09        | 0.55                  | True of Me                   |
| 2. I have the impression that I am quick to identify positions based on what I read. | 3.04        | 0.56                  | True of Me                   |
| 3. When I'm faced with a dilemma in my studies, I usually have a few alternatives.   | 3.00        | 0.60                  | True of Me                   |
| 4. I am assured that I have a few acquaintances who could assist me with my studies. | 3.23        | 0.72                  | True of Me                   |
| 5. I am confident in my ability to succeed in a competitive examination.             | 2.92        | 0.60                  | True of Me                   |
| 6. I am capable of achieving my educational objectives.                              | 3.18        | 0.63                  | True of Me                   |
| 7. If we are subjected to an unexpected test, I am well prepared to respond.         | 2.72        | 0.62                  | True of Me                   |

|   |             |             |                   |
|---|-------------|-------------|-------------------|
| 8. I can typically deal with stressful situations in the classroom. | 2.81        | 0.67        | True of Me        |
| 9. I'm good at short-response questions                             | 3.14        | 0.63        | True of Me        |
| 10. If I work hard enough, I can earn a good grade.                 | 3.49        | 0.66        | True of Me        |
| <b>Overall:</b>   | <b>3.06</b> | <b>0.44</b> | <b>True of Me</b> |

*Legend: 3.50 – 4.00 Very True of Me, 2.50 – 3.49 True of Me, 1.50 – 2.49 Slightly True of Me, 1.00 – 1.49 Not at all*

Table 1 shows the distribution of students' perceptions regarding Online Learning Self-Efficacy in terms of Academic self-efficacy. The data indicates that "If I work hard enough, I can earn a good grade" with the highest mean value of 3.49, a standard deviation of 0.66, and a verbal interpretation of "True of Me." In this, indicates that students' confidence in their capacity to effectively perform various academic obligations and comprehend the course materials, such as the modules or the topics, can help them achieve a good grade. And if the students work hard enough to finish their assignments and activities and perfect their quizzes or exams, this means that they understand the subject matter easily. Therefore, students can get high grades even though it is blended learning.

While the lowest mean has a value of 2.72 with a standard deviation of 0.62, and a verbal interpretation of "True of Me" states "If we are subjected to an unexpected test, I am well prepared to respond." Despite having the lowest mean value, this statement is still high. This would imply that some of the students are still prepared for unannounced or surprise quizzes. They recall what they learned from the last discussion, or they read what they studied before going to school.

The overall mean value of Online Learning Self-Efficacy in terms of Academic Self-Efficacy is 3.06 and a standard deviation of 0.44 with a verbal interpretation of "True of Me." This implies that since they were studying education and needed to earn high grades to be eligible for the teacher education program, students were expected to exhibit high academic self-efficacy. In addition, it indicates that they still learned and acquired knowledge successfully despite using an online learning modality. Their professors may have excellent teaching methods that they employ to help their students learn and follow along with the lesson or discussion. Or they have good study habits and the support of their friends, classmates, or even family members. This supports the finding of the study of Sison et al. (2021) that public university first-year students exhibit excellent self-efficacy despite the COVID-19 pandemic. Higher academic achievement is predicted in all areas of specialization, regardless of the student's educational background, internet usage, or the longevity of their internet connection. Online learning must be carefully planned to produce desirable results and aid students in developing their competence (Reyes & Aliazas, 2021).

**Table 2: Perception of the Respondents on Online Learning Self-Efficacy in terms of Computer Self-Efficacy**

| <i>Indicator</i>  | <i>Mean</i> | <i>Std. Deviation</i> | <i>Verbal Interpretation</i> |
|---|-------------|-----------------------|------------------------------|
| 1. Update and remove data in a data file.   | 3.40        | 0.68                  | True of Me                   |
| 2. Use various learning platforms like Canva, Google Classroom, Edmodo, and such. | 3.68        | 0.56                  | Very True of Me              |
| 3. Properly store software on the computer or other devices.                      | 3.36        | 0.69                  | True of Me                   |
| 4. Delete files that are no longer required.                                      | 3.44        | 0.79                  | True of Me                   |
| 5. Install and configure the software.  | 3.22        | 0.68                  | True of Me                   |
| 6. Manage and organize files or information using a computer and others.          | 3.53        | 0.64                  | Very True of Me              |
| 7. Explain why a program/software will operate on a certain computer or will not. | 3.00        | 0.72                  | True of Me                   |
| 8. Use window operations such as PowerPoint, Word, and Excel.                     | 3.69        | 0.53                  | Very True of Me              |
| 9. Use online platforms such as Zoom, Meet, and the like to log in or log out.    | 3.70        | 0.53                  | Very True of Me              |
| 10. Get familiar with several programs or applications on my device.              | 3.49        | 0.62                  | True of Me                   |
| <b>Overall:</b>   | <b>3.45</b> | <b>0.48</b>           | <b>True of Me</b>            |

Legend: 3.50 – 4.00 Very True of Me, 2.50 – 3.49 True of Me, 1.50 – 2.49 Slightly True of Me, 1.00 – 1.49 Not at all

Table 2 shows the distribution of students as to their perceptions regarding Online Learning Self-Efficacy in terms of Computer Self-efficacy. Based on that data "I'm certain, I'd be able to use online platforms such as Zoom, Google Meet, and the like to log in or log out." Has the highest mean value having 3.70 and a standard deviation of 0.53 with a verbal interpretation of "Very True of Me". For almost three years because of the pandemic, online learning became a trend or a new way of disseminating knowledge and content to students. According to the study by Dhawan, S. (2020), people have always been complacent and have never attempted new techniques of learning. This crisis will change the face of online learning and give users a chance to consider the positive aspects of e-learning tools. To improve student engagement, teachers can use technology to create a variety of adaptable programs. Utilizing online learning will put teachers and students through their paces. It will improve the student's ability to think critically, solve problems, and be adaptable. Users of any age can use online resources at this crucial moment to benefit from the time and place flexibility associated with online learning.

Computer literacy has become a far graver issue because of online learning and the pandemic, but it is unlikely to disappear along with the virus. Additionally, as technology becomes more pervasive in society and classrooms, it ensures that all students have fair access to and instruction in it. That is why it is not a surprise that using online platforms such as Zoom, Google Meet, and the like became the highest mean value because this is one way for all the students to attend class and continue their studies. It simply demonstrates that in online

learning, students utilize their laptops or other electronic devices to complete assignments and show up for class.

While the statement "I'm certain, I'd be able to explain why a program(software) will operate on a certain computer or will not." has the lowest mean value of 3.00, with a standard deviation of 0.72 and a verbal interpretation of "True of Me." This statement is still high, despite having the lowest mean value. It simply demonstrates that since the respondents have been using specific programs and applications necessary for their studies while we have been in a pandemic for an extended period, they have acquired sufficient knowledge, familiarity, and adaptability about using and operating those things. Although some students only have their smartphones, which lack features, since they do not have laptops or desktops, they are still able to keep up with others who use laptops and desktops and effectively use their phones, because they are confident in their ability to successfully do tasks involving computers.

Furthermore, the overall mean value of online learning self-efficacy in terms of computer self-efficacy is 3.45 and a standard deviation of 0.48 with a verbal interpretation of "True of Me," which suggests that, generally, because of the pandemic and the advancement of technology, students have become more adaptable in the variety of programs and even in using computers and other devices, which is a big help for them to successfully do computer-related tasks. And it can also help students prepare for online classes, perform activities or tasks, and be more engaged in their studies.

**Table 3: Perception of the Respondents on Online Learning Self-Efficacy in terms of Internet and Information-seeking Self-Efficacy**

| <i>Indicator</i>  | <i>Mean</i> | <i>Std. Deviation</i> | <i>Verbal Interpretation</i> |
|---|-------------|-----------------------|------------------------------|
| 1. I feel confident troubleshooting Internet issues.  | 3.02        | 0.69                  | True of Me                   |
| 2. When I'm searching for information, I don't need as much assistance as I used to.            | 3.22        | 0.65                  | True of Me                   |
| 3. I feel confident in my ability to explain why a task will not run over the Internet.         | 3.08        | 0.57                  | True of Me                   |
| 4. I now have a better understanding of how to find information.                                | 3.40        | 0.60                  | True of Me                   |
| 5. I am confident in gathering information through the Internet.                                | 3.33        | 0.60                  | True of Me                   |
| 6. I am confident that I will be able to select relevant information from the search results.   | 3.29        | 0.60                  | True of Me                   |
| 7. I am confident in my ability to learn advanced abilities in a specific internet program.     | 3.24        | 0.61                  | True of Me                   |
| 8. If I engage in the necessary effort when looking for information, I can solve most problems. | 3.32        | 0.58                  | True of Me                   |

|   |             |             |                   |
|---|-------------|-------------|-------------------|
| 9. When I need help, I know I can rely on an online discussion group.   | 3.12        | 0.67        | True of Me        |
| 10. If I encounter an issue while searching for information, I usually come up with alternative search engines. | 3.34        | 0.56        | True of Me        |
| <b>Overall:</b>   | <b>3.24</b> | <b>0.47</b> | <b>True of Me</b> |

Legend: 3.50 – 4.00 Very True of Me, 2.50 – 3.49 True of Me, 1.50 – 2.49 Slightly True of Me, 1.00 – 1.49 Not at all

Table 3 shows the distribution of students' perception regarding online learning self-efficacy in terms of internet and information-seeking self-efficacy. The data indicates that "I now have a better understanding of how to find information." have the highest mean value of 3.40 and a standard deviation of 0.60 with a verbal interpretation of "Very True of Me." It implies that students may be successful in the online learning environment if individuals possess critical thinking the capacity to assess information, and the ability to think critically, and make decisions. Online teachers create their courses intending to encourage students to learn independently and develop their capacity to assess their learning. Information-seeking self-efficacy in online learning is like research on self-efficacy and the internet, which relates to learners' confidence in their ability to use the internet to seek out information.

While the lowest mean has a value of 3.02, with a standard deviation of 0.69 and verbal interpretation "True of Me" stating "I feel confident troubleshooting Internet issues." Troubleshooting is a systematic method of problem-solving. The purpose of troubleshooting is to identify the root cause of an issue and provide instructions on how to fix it. When the pandemic hit, a lot changed. One of them is the setup of students' learning, from face-to-face classes to distance learning or online learning. "True of Me" means that some of the students understand the issue they face regarding the internet, and at the same time, they can find a solution. Due to this, many people have experienced difficulties using various technologies, and despite the passage of three years, not all students possess the necessary internet and information-seeking self-efficacy skills.

Additionally, the verbal interpretation of the overall mean value of online learning self-efficacy in terms of internet and information-seeking self-efficacy is "True of Me," which may imply that students recognize their information needs, make decisions about where and how to look for information, and then reflect or act on the information they find. The overall mean value of self-efficacy in terms of online learning is 3.24, with a standard deviation of 0.47. Furthermore, it can signify those students understand the value of learning contextual knowledge and are aware of their need for, desire for, and use of information.

To corroborate their findings, Tang and Tseng (2013) surveyed 219 distance learners. They discovered that those who were more confident in their capacity to learn from and apply information were also more confident in their capacity to study from online sources and were more accustomed to doing so. Although they were less interested in learning how to use internet resources, distant learners with low information-seeking self-efficacy were more eager to learn how to use library resources.



**Table 4: Perception of the Respondents on Online Learning Self-Efficacy in terms of Learning Management System Self-Efficacy**

| <b>Indicator</b>   | <b>Mean</b> | <b>Std. Deviation</b> | <b>Verbal Interpretation</b> |
|--|-------------|-----------------------|------------------------------|
| 1. Read the text-based announcements and instructions posted by my instructors.  | 3.39        | 0.59                  | True of Me                   |
| 2. Understand the subject matter with the use of different course materials like PowerPoint, textbooks, etc.                                 | 3.53        | 0.56                  | Very True of Me              |
| 3. See my teacher's remarks and feedback on my activities, assignments, and tests.   | 3.51        | 0.55                  | Very True of Me              |
| 4. Simply follow my teacher's instructions for completing assignments, exercises, and tests.   | 3.52        | 0.58                  | Very True of Me              |
| 5. Access the message at a convenient time to provide a thoughtful and meaningful answer.  | 3.51        | 0.57                  | Very True of Me              |
| 6. Collaborate and exchange ideas that can be done over a set length of time.  | 3.48        | 0.57                  | True of Me                   |
| 7. Participate in virtual discussions using Google Meet, Zoom, and other similar services  | 3.51        | 0.60                  | Very True of Me              |
| 8. Interact with my professors right away, thereby increasing my sense of community and decreasing feelings of isolation.                    | 3.28        | 0.58                  | True of Me                   |
| 9. Post or give my suggestion and comments in the chat box using Google meet and others.   | 3.21        | 0.64                  | True of Me                   |
| 10. Do hand raising, open cam, and unmute my microphone if I want to speak and answer my instructor's questions in Google Meet and the like. | 3.43        | 0.62                  | True of Me                   |
| <b>Overall:</b>  | <b>3.44</b> | <b>0.45</b>           | <b>True of Me</b>            |

Legend: 3.50 – 4.00 Very True of Me, 2.50 – 3.49 True of Me, 1.50 – 2.49 Slightly True of Me, 1.00 – 1.49 Not at all

Table 4 shows the distribution of students as to their perception regarding online learning self-efficacy in terms of Learning Management System Self-Efficacy. The data indicates that "I'm certain, I'd be able to understand the subject matter with the use of different course materials like PowerPoints, textbooks, etc." has the highest mean value having 3.53 and a standard deviation of 0.56, and a verbal interpretation of "Very True of Me." It means that learners better understand their subject matter through different learning materials, and they become more active when they are explained through visual aids. Students must understand how to use various course materials, and LMS aids in this process by giving students a framework that

covers all its components. This platform makes it easier for teachers and students to manage online course materials and deliver instruction. Additionally, it works well for the class to collaborate on ideas exchanges and information gathering so that the subject is better understood.

While the "I'm certain, I'd be able to post or give my suggestion and comments in the chat box using Google meet and others." Has the lowest mean value of 3.21 with a standard deviation of 0.64 and a verbal interpretation of "True of Me." When online learning started teachers often use comment and chat boxes to answer questions, and they also use them to make students give suggestions about the lesson. It implies that some students are reluctant to share their opinions on subjects. Maybe because some of them are shy to comment and give some suggestions.

The overall mean value of online learning self-efficacy in terms of Learning Manage System Self-Efficacy is 3.44 with a standard deviation of 0.45 and a verbal interpretation of "Very True of Me." It signifies that a learning management system (LMS) is a piece of software or web-based technology that is used to organize, conduct, and evaluate a particular learning activity. It is used for eLearning procedures and, in its most basic configuration, consists of two components: a server that manages the essential functions and a user interface that is controlled by teachers, learners, and administrators. LMS often gives a teacher the ability to develop and distribute curriculum, track student involvement, and evaluate student performance. A learning management system might also give students access to interactive tools like discussion boards, video conferencing, and threaded discussions. With the help of the LMS, the online learning setup of the students became smoother. The collaboration is even online; the students have enhanced their knowledge by using different applications for their studies. Because of this, the pandemic did not become an obstacle for the students to learn.

Learning management systems (LMSs) are characterized as online learning tools for developing, delivering, and managing course content (Sabharwal et al. 2018; Turnbull, Chugh, and Luck 2019). LMSs are essential in today's widespread digital environment for improving and facilitating teaching and learning. LMSs allow instructors to concentrate on creating effective pedagogical activities in addition to facilitating the delivery of instructions and electronic resources to enhance and increase student learning in a collaborative setting (Kattoua, Al-Lozi, and Alrowwad 2016). If these are the features of the online platform that students value the most and think would enhance learning, they must have confidence in their capacity to use them. Having experienced the pandemic for more than three years, everyone has been prepared to face this challenge. LMS has helped a lot to improve things regarding learning.

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threaded discussions. With the help of the LMS, the online learning setup of the students became smoother. They collaborate even online; the students have enhanced their knowledge by using different applications for their studies. Because of this, the pandemic did not become an obstacle for the students to learn.

**Table 5: Pre-Service Teachers' level of Academic Procrastination**

| <b>Indicator</b>   | <b>Mean</b> | <b>Std. Deviation</b> | <b>Verbal Interpretation</b> |
|--|-------------|-----------------------|------------------------------|
| 1. I spend a lot of time on non-academic purposes.   | 2.67        | 0.81                  | True of Me                   |
| 2. I normally wait till the night before an exam to figure something out if I don't grasp something.                     | 2.66        | 0.77                  | True of Me                   |
| 3. When I'm doing schooling, I'm frequently distracted by other things.  | 2.94        | 0.81                  | True of Me                   |
| 4. I make plans to accomplish homework and projects on weekends, but I get distracted and hang out with friends instead. | 2.59        | 0.86                  | True of Me                   |
| 5. I keep telling myself, "I'll do it tomorrow."   | 2.91        | 0.83                  | True of Me                   |
| 6. I feel unmotivated to do schoolwork because I want to rest, relax, and have time for myself.                          | 2.97        | 0.92                  | True of Me                   |
| 7. I always study in bed, which results in low productivity, naps, and a desire to relax rather than concentrate.        | 2.52        | 1.02                  | True of Me                   |
| 8. I am overthinking the possibility of someone doing a better task or activity than me.                                 | 2.63        | 0.93                  | True of Me                   |
| 9. I lost interest in doing my schoolwork when there were a lot of assigned tasks in Google Classroom.                   | 2.89        | 0.87                  | True of Me                   |
| 10. If a task has a midnight deadline, I'll finish it at 11:59 p.m.  | 2.52        | 0.94                  | True of Me                   |
| <b>Overall:</b>  | <b>2.73</b> | <b>0.65</b>           | <b>True of Me</b>            |

*Legend: 3.50 – 4.00 Very True of Me, 2.50 – 3.49 True of Me, 1.50 – 2.49 Slightly True of Me, 1.00 – 1.49 Not at all*

Table 5 shows the description of the student's perception of their Academic Procrastination. The data indicates that "I feel unmotivated to do schoolwork because I want to relax, and have time for myself." Has the highest mean value having 2.97 and a standard deviation of 0.92 with a verbal interpretation of "True of Me". It simply means that students are unable to concentrate on their academic responsibilities if they lack motivation, particularly if they are exhausted and would rather unwind or sleep than do their academic tasks. It also indicates that before finishing their academic duties, students desire to take some time for themselves. One of the main causes of failure in every endeavor, including school, work, hobbies, and other pursuits, is a lack of interest. This is due to a person's declining interest, which causes them to willingly overlook something and engage in less stressful activities as a diversion. Boredom is a common

complaint among students who are learning at home or online. This issue is a result of the student's isolation or boring classwork. Online education is not only unmotivating, but it also affects students' eagerness to learn and increases electricity and internet costs (Nurhasanah, 2016). Learning at home or online has the effect of decreasing the student's interest in and motivation for learning because of the continual student boredom at home (Siagian, 2015).

While the statements "I always study in bed, which results in low productivity, naps, and a desire to relax rather than concentrate." And "If a task has a midnight deadline, I'll finish it at 11:59 p.m." Has the lowest mean value of 2.52 with a standard deviation of 1.02 and 0.94 and a verbal interpretation of "True of Me". It implies that students who are in bed to study may put off their work. Sometimes it results in a loss of attention because they are studying pleasantly while sitting in bed, and they have the option to put off their academic obligations because they would prefer to take sleep. It could also just mean that because an assignment's due date is midnight, students can put off finishing it until the next day. Instead, then completing their work early, students frequently must work under pressure to meet deadlines. Instead of attending to their academic duties, students utilized certain occasions or deadlines as an excuse to waste their time on unimportant activities.

Online education is not a new concept because it existed long before the pandemic. However, as face-to-face instruction is difficult to provide during a pandemic, online education has emerged as a "trend." The introduction of online learning is enough to send teachers and students into "cultural shock." This is because the school not being ready to apply for it. Studies on the effectiveness of online learning were reviewed, and researchers found reports of recurring boredom, unclear material, and limited technological proficiency (Dewantara & Nurgiansah, 2020). According to the findings of a different survey, the primary challenges that students have when learning online are those relating to Wi-Fi quality, the challenge of finding a quiet space, financial difficulties, a decline in social interactions with peers, and healthy habits (Gonzalez-Ramirez et al., 2021). Supported by other studies that claim that online classes are of low quality, that students are uninterested and unmotivated to attend classes, that using online channels is uncomfortable, and that there are technical obstacles like poor network connectivity, power outages, and pretty poor audio and video. Additionally, they find it challenging to focus during online classes due to the numerous distractions at home and the absence of an organized learning environment, which makes it more difficult for students to pay attention in class (Nambiar, 2020).

Furthermore, the overall mean has a value of 2.73 and a standard deviation of 0.65. It emphasized that students frequently put off finishing schoolwork or participating in other academic activities. It means that sometimes students are unable to sustain their motivation for the required amount of time. These behaviors of students can be comparatively typical occurrences that may result in major consequences, like poor academic performance. The sudden implementation of online learning due to the COVID-19 pandemic undoubtedly influenced learners, including undergraduates. Some students claimed they were just not prepared for online learning, felt bored with the repetitive learning activities, had trouble understanding the material, had fewer time management skills, had less self-control while learning, and felt uncomfortable. During the COVID-19 pandemic, there has been a rise in

academic procrastination, which requires care. Although there is no precise number for the rise in student academic procrastination, prevention measures still need to be taken.

This is supported by the studies looking at the effects of COVID-19 found fewer study hours and more academic procrastination among college students (Aucejo et al., 2020; Biricik and Sivrikaya, 2020; Jia et al., 2020). Since students must exercise greater levels of self-control to overcome isolated learning and the difficulties of online learning (Drumm and Jong, 2020; Rasheed et al., 2020; Hong et al., 2021), the nature of online learning from home further encourages procrastination (e.g., television and social media, Meier et al., 2016; Pan, 2020). Given the circumstances, research to date has shown that COVID-19 has significantly increased procrastination among college students.

The period teachers allow students to turn in their work is one of the contributing variables. And it concludes that the Filipino culture also includes procrastination. According to Licuanan (2016), The Filipino's lack of discipline encompasses several related characteristics. We have a casual and relaxed attitude towards time and space which manifests itself in a lack of precision and compulsiveness, poor time management, and procrastination.

However, this does not necessarily imply that respondents' academic performance would decrease if they procrastinated a lot in school.

**Table 6: Correlation between Online Learning Self-Efficacy and Academic Procrastination.**

|   | <b>ACADEMIC<br/>PROCRASTINATION</b> |
|---|-------------------------------------|
| Academic self-efficacy                          | -.072                               |
| Computer Self- efficacy                         | -.041                               |
| Internet and Information- seeking self-efficacy | -.134                               |
| LMS Self-efficacy                               | -.039                               |

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

Table 6 reveals that there is no significant relationship between Academic Procrastination and Online learning self-efficacy in terms of academic self-efficacy, computer self-efficacy, internet, information-seeking self-efficacy, and learning management system self-efficacy.

Based on the result, pre-service teachers' self-efficacy is higher, yet their academic procrastination level is also higher. It was shown that even if pre-service teachers believe they have what it takes to succeed academically or comprehend their content well, they occasionally feel unmotivated or preoccupied, which leads them to put things off. It means that students are still capable of doing well academically even if their procrastination level is higher. Conversely, academic procrastination is a psychological factor that is negatively correlated with online learning self-efficacy among college students (Karatas, 2015). Part of the findings indicated that there is no relationship between self-efficacy and academic procrastination.

The Skinner theory of behaviorism is one of the theories that procrastination may be explained. Skinner used rewards and punishment to introduce the theory of operant conditioning. According to this hypothesis, the act of procrastinating develops because of learning. An

individual will typically repeat a job or task if given the chance if they have previously experienced success doing so. This may be regarded as a gift (reward). Academic procrastination will decrease if there are more pleasurable activities available than procrastination activities. Additionally, it may draw on cognitive theory. When someone experiences a belief about the activities that need to be performed that is irrational, procrastination takes place. This happens because people are afraid of failing and because the task is viewed as being heavy and tough to do. The social cognitive theory holds that human behavior is influenced by external stimuli as well as internal forces. It also holds that human behavior does not always establish itself spontaneously. More specifically, behavioral, and cognitive elements (personal) and the environment interact reciprocally to form human function.

## 5. Conclusion

Students commonly view using computers in online contexts, performing web searches, and utilizing LMS interfaces as technical aspects of a specific learning goal or set of goals. To meet the requirements for learning in an online learning environment, it is believed that using computers, learning management systems, and the internet to conduct information searches is a task that must be completed. However, students carry out academic activities or postpone academic tasks. In this case, this might be a somewhat normal occurrence that could have major consequences, such as poor academic performance and elevated stress. The results show a negative relationship between academic procrastination among pre-service teachers and all facets of online learning self-efficacy, including academic self-efficacy, computer self-efficacy, internet, and information-seeking self-efficacy, and learning management system self-efficacy. Overall, it demonstrates that academic procrastination and self-efficacy for online learning have no significant relationship.

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