THE RELATIONSHIP OF EFFICACY, EXPECTANCY, OR SENSE OF MATTERING AS PREDICTORS OF ACADEMIC PROCRASTINATION

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ABSTRACT. *Studies conducted recently and in recent years have found that academic procrastination has a major detrimental effect on students. Additionally, a study revealed that academic procrastination was driven by different factors, such as efficacy, expectancy value, and sense of mattering. Unlike the other study, this study aimed to determine how these variables are related to academic procrastination. The study employed a quantitative-correlational research design to identify the significant relationship between the variables Self-efficacy, Expectancy Value, and Sense of Mattering. An online questionnaire was given to 127 students from different specializations in the College of Teacher Education. The data were analyzed using Pearson's r. The findings of the study suggested that Self-efficacy and Expectancy value are significant. On the other hand, expectancy value and sense of mattering were proven to have a significant relationship, which contradicts the results of a previous study. No significant relationship was found between sense of mattering and self-efficacy. The data in this study are essential in influencing the academic procrastination of students, which then improves their academic participation.*

Keywords: academic procrastination, expectancy value, self-efficacy, sense of mattering, predictors

I. INTRODUCTION

The occurrence of Coronavirus has affected the learning of the students, it brought schools to 2 years of distance learning, and now slowly making its way out of the country. The sudden shift in the learning-teaching setting after 2 years has made students unprepared since they are liking and getting used to online distance learning. The kind of setup for the past two years of the learning-teaching environment brought several changes to students' way of learning; they lost motivation to study due to the presence of technology and the internet, and negative students' attitudes toward learning led them to become problematic and acquire academic procrastination. Additionally, the connection between students and teachers that supposedly would be established if not for the occurrence of the COVID-19 outbreak was not in good condition. Distance learning results in a lack of control mechanisms, which leads to students engaging in mismanaged and negligent internet use and procrastination [1]. This study was to determine whether academic procrastination (AP) is influenced by factors (e.g., self-efficacy, expectancy-value, and sense of mattering) that exist before and during lockdown protocols along with the online learning setting.

Procrastination is a widespread issue among students that is evidently being practiced by some students especially in times of rush and approaching due dates [2]. This means that procrastination is already widely practiced for a long period of time [3]. Furthermore, there were about 80% to 95% of college students who engaged in procrastination [4]. Before the pandemic, the existence of academic procrastination was obvious and practiced by students. A group of researchers in Guilan University of Medical Sciences conducted a study to identify how many college students procrastinates. The results in their study revealed that more than half of the population are moderately procrastinating and about 10% of the total population are extremely procrastinating. Additionally, they are found to have a significant relationship with both anxiety [5] and depression [6], as well as with the level of life satisfaction. Academic procrastination in the online learning environment was found to have a more detrimental impact on how students learn in an online setting than learning in a face-to-face class – a phenomenon that was observed even before the pandemic.

A cross-cultural study conducted in two countries found in Asia and North America specifically in Singapore and Canada in which they found out that even motivational variables are very related to academic procrastination [7]. Based on the established literature, it is essential for students to have a high level of self-efficacy when participating in online learning. In fact, before the pandemic, self-efficacy was seen to be a strong predictor of academic procrastination [8]. Since the onset of this decade, students have had a difficult time finding the motivation to finish academic work in times of adversity unless they believe that their actions will lead to the achievement of certain goals. In conformity with this, some researchers have shown a negative association between academic procrastination and academic self-efficacy. These researchers advocated that students who are confident in their abilities to learn will not put off studying. In recent years, learners have had little to no motivation to complete tasks unless they feel like they are doing so.

Expectancy value theory is believed to mediate academic procrastination and self-efficacy. Considering the value of the outcome of the activity and the probability of completing the task, an application of the theory of expectancy will help determine the inclination [9] by means of the probable level of activity value. Becoming motivated to finish a task without second thoughts is promptly related to the value of a task and the expectation of the learners to accomplish the task.

On the other hand, students who have a low sense of their own societal matters may not develop expectancy values. Since they did not have a relationship with the institution, it is likely that they will not try to become involved in the activities of the campus community [10]. If students had the perception that they did not matter to the university or that they mattered only marginally, academic procrastination and expectancy value would not matter and affect each other, however, students' self-efficacy might have a direct effect on their academic procrastination.[11]A high level of academic procrastination was positively correlated with a student's self-efficacy when the student had a low sense of the matter.

The expectancy-value theory of achievement explains why this is the case. Students will have a greater desire to participate in activities in which they believe they have a good chance of succeeding and which they consider being of value to them. Based on expectancy value theory, the feeling that the activity is worthwhile can be divided into four components: the "intrinsic value," the "utility value," the "attainment value," and the "cost value". The fundamental theory of self-efficacy, which explains how one perceives one's own ability to carry out a task, is related to individuals' high expectations for their performance [12].

Researchers find mattering to be the feeling of significance, mattering, and noticed by everyone around them. There are few situations in which students would feel they matter to society. However, a sense of the matter is not always fully filled or found. Not having this feeling of being confident and that they matter results in some academic issues such as academic procrastination. Started from physical learning to online distance learning and now back to face-to-face teaching-learning might cause changes in societal matters among learners. Students rely on social media or social media platforms such as Facebook, Instagram, and Twitter to have connections with their teachers and classmates, but since face-to-face is back on track, students tend to have live social interactions with their teachers and classmates. Aside from that, a hypothesized framework was created to show the interaction of the sense of matter with academic self-efficacy and expectancy value in predicting academic procrastination [13].

Previous literature was not able to determine how Self-efficacy, Expectancy Value, and Sense of Mattering correlate to the likelihood of Filipino students procrastinating. Hence, this study examined the extent of these variables and how they influence academic procrastination. This study is integral in capturing the links between these variables. This study is essential in harnessing education that can accurately predict the incidence of procrastination and aid students' engagement in learning. In the study "Efficacy, expectancy, or sense of mattering? Academic Procrastination in online study", the setting is online in which students use their laptops, cellphones, and other gadgets to attend their classes online, wherein the presence of academic procrastination is obviously a way for students to pass their activities, especially when due dates are quickly approaching. In this case, the classes are transitioned back to traditional learning wherein the learners are meeting their teachers personally. A study conducted in a physical environment by the Journal of Education and Training Studies discovered that academic procrastination and exam scores are correlated, which they found to be a manifestation that academic procrastination coexists with the performance of students. This will help students as well as teachers understand how several variables enable or mediate academic procrastination.

Research Questions
The following research questions are the primary guide of this study:
1. Is there a significant relationship between Academic Self-Efficacy and Sense of Mattering?
2. Is there a significant relationship between Academic Self-Efficacy and Expectancy Value?

3. Is there a significant relationship between Expectancy Value and Sense of Mattering?

II. METHODOLOGY
Research Design
Correlational research is a nonexperimental research study that involves determining the relationship between variables and any potential parallels and differences after data collection [14].

T demonstrate inferential findings following the data collection process, this study uses a descriptive-quantitative-correlational research design. This study also uses survey questionnaires, which are frequently used to gather quantitative data. Many fields use questionnaires frequently because they allow for the quick and effective collection of data from a study group. Additionally, the data were collected over a brief period from a variety of people, which suggests the use of a cross-sectional research design.

Respondents
This study was conducted at the College of Teacher Education in a state-owned institution, selecting students from different majors and year levels. Demographically, the study group consisted of 21 males, or 17.5% of the total number of respondents, and 99 females, or 82.5% of the total number of respondents. Out of 130 students who were sent the link, only 127 students took part in this study. However, only 120 study groups were utilized in this study to create a proportionate number coming from each year level.

Instruments
There are three (3) scales used in this study to collect the necessary data for data analysis. Academic self-efficacy was measured by the Educational Self-Efficacy Scale by Imperial College in London. This scale was used to measure one's belief in his or her capacity as a person. The confidence of a person to exert control over his or her life [15]. The reliability of this scale was measured using the Statistical Package for Social Studies (SPSS), and it is a=.81, which is a good reliability score. The second is the expectancy-value, which was formed by drawing out two subcomponents: self-efficacy for learning and performance. These are the two subcomponents from the expectancy component and task value component of the Motivated Strategy for Learning Questionnaire, which completed the 14-item second test questionnaire. This underwent a Cronbach alpha reliability test, and it was a=.92.

The variable sense of mattering was measured by the total score on the University Mattering Scale. A Cronbach alpha reliability test was also performed on this scale wherein the initial score was a=.62, which is a bad score for it shows that the scale is less reliable at all. A series of item removal and reliability score testing was performed to obtain a perfect reliability score. The final Cronbach's alpha result is a=.86, which is the reliability score of a 9-item University Mattering Scale.

Data Gathering Procedure
A total of 130 students who studied in state universities from different majors and year levels were approached to have them answer the survey questionnaire. However, only 127 of them responded were able to answer the

survey questionnaire. Voluntary participation was encouraged among the students. Questionnaires were administered online through Google forms. The scales, combined with the demographic information (e.g., age, year level/course, gender), and the informed consent were all converted into an online form, and a link was sent through personal message to the participants. The gathering of the data was conducted during the first semester of school year 2022-2023. As limited students were found to actively participate in a physical environment, respondents who were asked online to answer the survey were also asked to forward the links on their respective sections and class.

Data Analysis Procedure

The data were analyzed by using Pearson's r with 120 samples. Additionally, responses are coded based on their gender (1-male, 2-female) and year level (1-first year, 2-second year, 3-third year, and 4-fourth year). The questionnaires are also coded. This study will utilize the parametric statistical tool Pearson r to identify the possible relationship of the variables self-efficacy, expectancy value, and sense of mattering.

III. RESULTS AND DISCUSSION

Correlation: Self-efficacy and Sense of Mattering
The raw data were examined using the Pearson Product Moment Coefficient to see whether a substantial relationship could be inferred. The analysis results are presented in Table 1.

Table 1.0
Significant relationship between respondents' self-efficacy and sense of mattering

Variables	Correlation Coefficient	Sig. (2-tailed)	Interpretation
Academic Self-efficacy Sense of Mattering	-0.177	0.054	Not Significant

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

The analysis of the correlation between the variables is shown in Table 1, and the results of the findings suggest that there is no significant relationship between academic self-efficacy and sense of mattering (p=0.054). This suggests that shifts in self-efficacy will not have a significant impact on changes in sense of mattering. They function independently as indicators of procrastination in academics. Therefore, the findings conclude that academic self-efficacy does not influence the sense of mattering when students procrastinate.

Table 2.0
Significant relationship between respondents' self-efficacy and expectancy value

Variables	Correlation Coefficient	Sig. (2-tailed)	Interpretation
Academic Self-efficacy Expectancy Value	0.496*	0.000	Significant

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

Table 2 shows the analysis of the relationship between the respondents' self-efficacy and expectancy value as predictors of academic procrastination. The findings suggest that there is a significant relationship between academic self-efficacy and expectancy value (p=0.00). There is also a moderate positive correlation between these variables (r=0.496). Based on this, academic self-efficacy and expectancy value are interdependent and directly affect each other's capacity for predicting academic procrastination in face-to-face classes.

Table 3.0
Significant relationship between respondents' expectancy value and sense of mattering.

Variables	Correlation Coefficient	Sig. (2-tailed)	Interpretation
Expectancy value Sense of Mattering	-0.254	0.005	Significant

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

The analysis of how expectancy value and sense of mattering relate to the prevalence of academic procrastination during class is presented in this table as the results. There is a weak negative correlation between expectancy value and sense of mattering (r=-0.254). The data confirmed that they influence academic procrastination, and that the variables are significantly correlated.

However, as the results and potential linkages between the variables are presented, a new conclusion that defies previous findings about the correlations between the various factors is revealed. The results of this study focused on the association between sense of mattering and self-efficacy do not align with the previous findings and theory. Self-efficacy and feelings of mattering are related, and those who have high levels of mattering are also likely to have high levels of efficacy.

Second, this study further supports the correlation of self-efficacy and expectancy value. This finding supports A previous study, in which their results concluded that there is a strong and direct impact on the variables [16]. They claimed that those with higher levels of self-efficacy also have higher levels of academic expectations and that they perform well in class and usually avoid or do not procrastinate. These findings support the theory that self-efficacy is causal prior to outcome expectancy since people's predictions of outcomes are largely based on how well they believe they would do in a certain situation.

Finally, the correlation between sense of mattering and expectancy value suggests a beneficial relationship, which corroborates the results of the previous study. The findings of their study revealed a significant relationship between expectancy value and sense of mattering, implying that when students believe their performance does not matter to the university, expectancy value is expected to be perceived lower than usual. They also consider sense of mattering to be a mediator of expectancy value and academic procrastination.

IV. CONCLUSION

As universities returned to traditional classes, current findings provided evidence to support the education issue of academic procrastination, as this study provided several factors and how they interact to predict and influence students to procrastinate. The results also provided the data required for teachers to devise a strategy to prevent students from procrastinating in face-to-face classes. Teachers can now think of any other strategy to promote higher levels of self-efficacy, expectancy value, and how they matter to society, particularly in their classroom, to elicit a lower procrastination tendency.

A more in-depth result emerges by considering the outcome of the data gathering and providing interpretation of the results. Indeed, these findings suggest that the relationship between efficacy and mattering may not be as strong as previously thought.

The current study not only confirms the existing relationship between these variables but also provides a deeper understanding of how strong these variables can be in predicting instances of academic procrastination. Further research on sense of mattering, expectancy value, and academic procrastination should be conducted. The role of corrective measures may be discussed, particularly for students who lack a sense of belonging and have low expectations.

Since this study was conducted on a single college within a university, the results may be applicable to those who took a course in education. Furthermore, because this study was conducted on a manageable number of students willing to participate in the study, the findings can only be applied to the same number of study groups. It is recommended that future researchers can conduct this study on a different college course with a larger study group.

V. REFERENCES

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