SELF-EFFICACY AND PROCRASTINATION IN MINI THESIS WORK ON NURSING STUDENTS

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Abstract. Mini thesis is a scientific work that must be conducted by nursing students to complete their bachelor education program. Mini thesis work requires deep and analytical thinking to demonstrate students' academic ability in conducting research.   However, students tend procrastinate their thesis work that may negatively affecting their academic performance. Students' self-efficacy beliefs in their ability to carry out students' tasks successfully. Self-efficacy has been mentioned as a predictor in academic skills including procrastination. Thus, the aim of this study was to identity relationship between self-efficacy and procrastination on mini thesis work on nursing students. This study used an analytical correlational design with cross sectional approach. As many as 163 nursing students were recruited from three nursing institutions in Jakarta using convenience sampling. The instruments used are General Self-Efficacy (GSE) and General Procrastination Scale (GPS) with Alpha Cronbach 0,83 and 0,72 respectively. Spearman's Rho was used in bivariate analysis. The results showed that there was a relationship between self-efficacy and procrastination on nursing student in conducting mini thesis (p < .001) with a correlation coefficient value = -0.397. Based on this finding, nursing education should pay more attention on developing students' academic skill to prevent procrastination that can impacts students' academic performance on conducting mini thesis.

Keywords. Self-efficacy; Procrastination; Mini thesis; Nursing student.

INTRODUCTION

In nursing higher education, mini thesis is a compulsory work for the undergraduate program to obtain a bachelor's degree in nursing. Mini thesis is a scientific work as a results of research and literature review according to the field of study (Mansyur, 2018). Mini thesis requires a systematic process that must follow and comply with the rules and regulations of scientific work systematically and in a timely manner with the student's scientific field (Nordstein et al, 2017). Generally, in mini thesis work, students encounter problems that will cause the results of writing the thesis to be not optimal, such as delays in working on the thesis. Delays made by students to their thesis continuously and eventually lead to a gap between the actual time of work and the desire which eventually leads to procrastination behavior.

Procrastination is a delay in the implementation of assignments that are carried out intentionally and repeatedly with no purpose and choosing to do other things that have no need with assignments that cause failure to complete tasks on time (Steel, 2007 in Svartdal 2021). Individual characters in doing procrastination tend to waste time, presumption getting difficulties from the task and do avoidance, and blame others for suspension. Procrastination on mini thesis in nursing students can be shown as delaying doing mini

thesis for no reason, delaying doing mini thesis by wasting time, considering mini thesis assignment is boring and cannot stop their procrastination while working on the thesis (Mukaromah et al 2018). Procrastination in mini thesis work by students can be driven by internal factor including unattractive mini thesis, mini thesis as a burden, and an attitude of uncertainty in working on the mini thesis and external factors including academic neglect and academic emptiness (Ritonga and Himam, 2012). On the other side, procrastination in students also can be caused by another internal factors and external factors from different context (Asmawan, 2016). External factors include social support, environment, and parenting. While internal factors can be physical or psychological states, however procrastination behavior dominate more on psychological condition than physical condition. Psychological conditions are related to self-control, self-efficacy and self-awareness. Students who have good self-control and self-efficacy have less tendency in academic procrastination (Singh & Bala, 2020).

Self-efficacy has a high impact on self-regulated learning and motivation. Students who have good self-efficacy will influence on how students can manage their cognitive ability to manage their behavior in planning and making decision to achieve a maximum result in their academic work including mini thesis (Liu et al, 2020). Through self- efficacy students can obtain an overview of the ability to withstand with stressful conditions, considering maximum effort expended to obtain desires, and the ability to adapt to situations that may be contrary to self-believe (Liu et al, 2020). A student with high self-efficacy will have a courage to face the obstacles and continue to strive completing the challenging assignments. On the other hand, students with low self efficacy tend to avoid complicated assignments (Venanda 2022). Self-efficacy plays an important role in one's efforts in doing something. Self-efficacy affects the individual's actions about how and how much power should be mobilized in doing the assignment (Lianto, 2019). In addition, self-efficacy is also expected to influence habit implementation in learning. For instance, students who have low self-efficacy in learning are more likely to use surface approach in learning, while those who have high self-efficacy tend to use deep approach in learning (Prat-Sala and Redford , 2010).

In a previous study conducted by Mukaromah et al. (2018) which discusses procrastination on thesis assignments to nursing students, it was found that out of a total of 51 students as respondents, there were 40 people (78.4%) who had high procrastination while for low procrastination there were only 11 people (21.6%). This study discussed that during thesis work, students tend to delay even though they clearly know that thesis assignments are very important and necessary things for them to do. In addition, there is data on the percentage of forms of procrastination that are carried out, namely 89.70% delaying doing thesis for no reason, 88.23% delaying doing thesis by wasting time, 84.31% saying that thesis assignment was boring and 78.92% cannot stop their procrastination while working on the thesis. Another study conducted by Venada (2022) identified a negative correlation between self-efficacy and procrastination on psychology students in mini thesis. In other word, students who have high level in self-efficacy tend to have low procrastination behavior and vice versa.

Procrastination can lead to negative consequences such as emotional, bad academic performance, bad social achievement and subjective well-being. Even procrastination can detriment sleep quality and physical health (Liu et al, 2020). Previous study also identified that procrastination resulted in anxiety, depression and academic pressure (Krispenz et al, 2019). Based on a study conducted by Suroso et al (2020) explained that besides negative

psychological impacts, students may also experience fatigue, difficulty sleeping, loss of appetite, and complaints of headaches. In addition, the impact of procrastination can also cause imperfect task, delayed work, the accumulation of more and more tasks, decreased creativity, low grades and also laziness in college.

In the overall description above, it is found that procrastination has many negative impacts on students' academic performance. Procrastination also is also believed can be affected by lack of study skill which is influenced by self-efficacy. Several studies have been done related to self-efficacy and procrastination on university students. However, the question of how self-efficacy beliefs affects procrastination in the context of mini thesis work has not received much attention in the research literature. This current research explored these current issues in the context of procrastination in mini thesis work on nursing students. Therefore, this study is aimed to identify the relationship between self-efficacy and procrastination in mini thesis work among nursing students.

METHOD

Regarding the objective of the study, this study used correlational analytic design with cross sectional approach. Based on Slovin sample calculation formula, the data were collected on 163 nursing students from three nursing institutions in Jakarta using convenience sampling technique. The instrument used to measure self-efficacy was *General Self Efficacy Scale* (GSES) developed by Schwarzer and Jerusalem (1995) consisting of 10 items and had been translated for about 32 languages including Bahasa Indonesia. This instrument consists of two factors : Action Self Efficacy (number 12, 17, 18, 19, 20) dan Coping Self Efficacy (number 13,14,15,16, 21). The construct validity test on the General Self-Efficacy Scale shows that the items of this instrument are unidimensional which only measures one factor, namely self-efficacy and supports the one-factor model which is theorized. Instrument items these all have t-value > 1.96 and positively charged factor. So that the General Self Efficacy Scale is proven to be valid in measuring the construct of self-efficacy in comprehensive context (Novriyanto, 2019).

Meanwhile instrument used to measure procrastination was General Procrastinastion Scale (GPS) which was developed by Lay (1986). Originally GPS consist of 20 items with five components scale : 1. Good planning , 2. Delaying, 3. Doing things in last minute, 4. Good time management and 5. Poor time management. However, GPS in this study was adapted in order to suit the context of mini thesis work. Thus, there are only 11 items used in this study with 3 components : 1.Good planning (item 3,7,8,9,10), 2. Delaying (items 4,6,9) and 3. Poor time management (items 1,2,5) (Hasanagic, 2019).

This study used three original instruments in English version and they were translated by an English teacher and reviewed by three nursing experts from the faculty member. Both questionnaires have been validated on 30 nursing students who were different from main study from a private nursing institution in Jakarta which resulted on Cronbach Alpha for GES and GPS, 0.835 and 0.72 respectively. In order to test the relationship between two ordinal variables, Spearman's rho test was used in this study with significant p value < 0,05. The ethical clearance (NO. 027/PE/FKK-KEPK/IV/2022) was approved by the ethics committee from Faculty of Nursing Midwifery and Helath Binawan University.

RESULTS AND DISCUSSION

Table 1 : Bivariate Analysis

Self-Efficacy					Total		P	R
Procrastination	Low		High					
	n	%	n	%	n	%		
Low	0	0	19	12,8%	19	11,7%	0,001	-0,397
Middle	6	42,9%	123	82,6%	129	79,1%		
High	8	57,1%	7	4,7%	15	9,2%		
Total					163	100%		

Based on the study result, as can be seen in Table 1, most of the students (79,1%) on the middle level of procrastination and 19 students (11,7%) who have low level of procrastination. In addition, majority of nursing students had high self-efficacy (92%) and only 14 students (8%) who had low self-efficacy. The Spearman Rho test resulted in P-value 0.001 (p <0.05) showing that there is a relationship between self-efficacy and procrastination in mini thesis work on nursing students. It is also can be seen that the correlation coefficient value is -0.397 which means that the level of relationship of those two variables is in the medium category. However, the correlation coefficient value is in negative direction which represents that the higher the self-efficacy, the lower the procrastination. Conversely, the lower the self-efficacy, the higher the procrastination of the students.

Several previous studies support this finding including a study conducted by Supriyantini & Nufus (2018) on 307 undergraduate students in Medan and the result showed that there was negative correlation between self-efficacy and academic procrastination in mini thesis work. Another study conducted by Yulmi and Neviyarni (2018) stated that the role of self-efficacy is quite important in the dynamics of the emergence of procrastination in an individual where self-efficacy and also personal expectations for high success make a person have a high desire also on the way to achieve it, so that in the case of someone experiencing low self-efficacy, it tends to be the opposite.

Based on the students response on procrastination scale, the component of Good planning dominates more than other factors. The score of Good planning was 1,886 and followed by delaying actions was 1,359 and bad planning was 1,302. These scores represents that although students carry out procrastination, but they have good planning on how they handle their mini thesis work. There are two types of procrastination, namely active procrastination and passive procrastination or commonly known as positive procrastination and negative procrastination respectively. In active procrastination, students tend to deliberately delay because they feel to have more motivation when doing assignments under pressure and can increase their enthusiasm in carrying out assignments (Aristi et al., 2019).

Students who have active procrastination usually remain confident to themselves and confident to their ability in conducting mini thesis work which will be satisfactory. Students believe that the pressure obtained during mini thesis work can make them more motivated in completing their work with maximum and more satisfying results.

Good planning supports students in carrying out assignments to avoid inconsiderate behavior that will result in more fatal errors in conducting mini thesis considering mini thesis is a scientific work in which the validity of all data must be accounted for which makes good planning very essential (Fajarwati, 2015). Good planning leads to active or positive procrastination where students have the possibility of delaying in order to get more accurate data and ultimately leading them to procrastination but with this good planning they are still able to complete their thesis assignments with more satisfactory results. In addition, active procrastination enables the students to collect information related to their research so that research data becomes more complete and more accurate (Lestari & Dewi, 2018). Procrastination has a positive impact in increasing motivation and enthusiasm in doing their assignments (Burhan & Herman, 2019). It can be concluded that the procrastination of nursing students in this study related active procrastination whereby they deliberately delay planning on their mini thesis assignment for optimal result.

On the other hand, in passive procrastination or negative procrastination, students previously had the intention to complete their assignments, but they continued to delay until approaching the last deadline due to doubt, poor self-control, poor planning that caused them to suffer negative consequences (Chowdhury & Pychyl, 2018). In this study, it was seen that student procrastination was more positive procrastination or active procrastination which was characterized by the high Good planning score in the GPS score. Procrastination may generate positive impact on students by providing time lag to gain more information about the university assignments and to increase students motivation and enthusiasm in doing their assignments (Burhan & Herman, 2019). It can be concluded that in this study, procrastination on nursing students in their mini thesis work leads to active procrastination whereby they deliberately delay good planning their thesis assignment . Good time planning gives students more opportunities to get more accurate data and eventually leading them to complete their mini thesis work for more satisfactory results.

In the GSES, there are two factors to measure self-efficacy that are action self-efficacy and coping self-efficacy, both of which refer to the efforts and initiatives of students' actions in their mini thesis work. In the action self-efficacy section, it assesses student action initiatives in achieving their goals, while coping self-efficacy assesses the efforts to maintain student actions to continue to achieve their goals. Based on the GSES score, there was slightly different score between action self-efficacy part (2.343) and coping self-efficacy (2.313). This result demonstrates that students tend to have high self-efficacy by taking action and their own initiative. Slightly different, students demonstrates effort to maintain their actions and initiatives in various conditions for conducting their mini thesis work.

There are three dimensions that can affect self-efficacy including magnitude or the level of the assignment given, strength or the certainty of whether a person can succeed in carrying out tasks that have a certain level of difficulty and generality or the strength of belief about the extent to which a person believes that he can generalize his assignment to the surrounding situation(Zhou, 2016). Self-efficacy is also a point where there is individual belief in the implementation and completion of the work being carried out, under certain circumstances in order to be able to pass the challenges of the work and achieve the target

or completion that has been targeted (Jatisunda, 2017). This study is in line with research by Lestari & Dewi (2018) which also examined the same variable, namely self-efficacy. In the results of their research, it was found that the average self-efficacy of the respondents studied was 61.27 with a maximum value of 71 where it can be said that high self-efficacy can make students in working on their mini thesis avoid negative behavior and tend to do positive behavior. In this study, high self-efficacy on the nursing students which was supported by dominant coping self-efficacy value, demonstrated that nursing students' initiative actions in mini thesis work were very good and they tended to take all positive actions that made their assignments run smoothly, although with some obstacles that might make the action initiative decrease but it did not rule out the fact that positive actions were still valid.

CONCLUSION

The current study showed that there was a significant negative correlation between self-efficacy and procrastination in mini thesis work on nursing students. In other words, students who have high self-efficacy tends to have low in passive procrastination and vice versa. Future research can be done to identify other variables associated with students' procrastination such as academic resilience and interventional study also can be done to increase student's self-efficacy using social cognitive theory and mastery experiences.

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