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To study or Not to Study: The Influences of Procrastination, Self-esteem, and Self-efficacy on Self-handicapping Among College Students

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To Study or Not to Study: The Influences of **Procrastination**, **Self-esteem**, and **Self-efficacy** on **Self-handicapping** Among College Students

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Introduction

Many college students have ambitions to succeed, graduate, and find a career. Despite their ambitions, many are choosing to replace study time with Netflix, social media, partying, drugs, alcohol, and other non-homework related activities. Approximately 30%-60% of college students report procrastination as a regular interruption of their undergraduate studies.

Procrastination:

behaviorists believe that "procrastination is a learned habit developing from a human preference for pleasurable activities and short-term rewards. The problem with procrastination is that "individuals who base their esteem on high performance use procrastination to avoid complete testing of their abilities".

Self-Esteem

The self-worth theory of achievement motivation proposes that individuals desire to maintain and protect their self-worth

Self-efficacy

self-efficacy theory is the judgment of how well an individual thinks they can complete a task.

Conclusion:

Because of the complexity and diversity of college student experiences, there needs to be further research on the topic.
Different forms of research should be used to reveal other cognitive and behavioral aspects of the issue. It is important to conduct more research in order to inform college students and educators. These findings can encourage and improve academic success.

Self-Handicapping

occurs when people proactively set up obstacles that reduce their efforts in a future task in order to protect their self-esteem.

Common examples:

- watching Netflix the night before a test
- procrastinating homework
- engaging in social activities in place of studying
- partying the night before an important job interview
- In some cases drug or alcohol abuse. The idea is that by avoiding effort, one will have an external factor to blame for poor performance.

Procrastination and Self-Handicapping:

- common form of self-handicapping because it satisfies individual protection for an external distraction.
- negatively effects their academic success.
- Limitations:
  - Procrastination Inventory (or a modified version of it)
  - ex: "I do not do assignments until just before they are to be handed in" (Lay, 1986).

PROCRASTINATION FLOWCHART
do something right now → No

Self-Esteem and Self-Handicapping:

- Students that rely on self-handicapping to protect their self-esteem, also tend to have self-presentation issues.
- Students that were concerned with what their parents thought, had positive connections to perfectionism and set overly high academic expectations
- When challenges seemed too difficult to handle, students were apt to protect themselves by participating in a series of self-handicapping behaviors.

Self-Efficacy and Self-Handicapping:

- Those with strong self-efficacy tended to avoid procrastination while those with weak self-efficacy tended to participate in procrastination
- Majority of the literature I reviewed created their own scales to measure Self-efficacy as part of their studies
- Locus of control is an individuals perception of outcomes. Whether they believe the outcome is a result of internal or external controls.