



**ACADEMIC PROCRASTINATION,
SELF-EFFICACY, SELF-REGULATION AND
ACADEMIC ACHIEVEMENT: A CORRELATIONAL
STUDY AMONG UNIVERSITY STUDENTS**

A thesis
Presented to
The Institute Of Professional Psychology,
Bahria University, Karachi Campus

In Partial Fulfillment
Of the Requirements for the
Degree Bachelor of Science
(BS) Psychology

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2013**

**INSTITUTE OF PROFESSIONAL PSYCHOLOGY
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DECLARATION OF AUTHENTICATION

We certify that the research work presented in his thesis is to the best of our knowledge our own. All sources used and any help received in the preparation of this dissertation have been acknowledged. We hereby declare that we have not submitted this material, either in whole or in part, for any other degree at this or any other institution.

Signature. Julius Awa

ACKNOWLEDGMENT

First of all we would like to Thank Allah, who give us strengthens to achieve success and blessed us by every means. We would also like to thank our families and friends who supported and motivated us throughout whenever we lost hope, our supervisor Ms. Shabnam Arshi who helped us and encouraged us at every step of difficulty, Dr. Junaid and Sir Manzoor for helping us in statistical analyses and all the participants who participated and made possible for us to complete the study.

DEDICATION

This thesis is dedicated to our grandfathers, Ch. Abdul-Rasheed (late) and A.R. Wadiwala, for encouraging us to reach higher in life.

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ABSTRACT

The present study aimed to investigate the correlation of Academic Procrastination with Self-efficacy, Self-Regulation, and Academic Achievement (CGPA). It was hypothesized that Academic Procrastination would have significant inverse correlation with Self-efficacy, Self-Regulation, and Academic Achievement (CGPA). The sample of this study consists of 80 undergraduate university students (40 female and 40 male) who were selected through purposive sampling. To measure the variables Academic Procrastination Scale, General Self-Efficacy Scale, Self-Regulation Scale, and CGPA record were used. For statistical analysis, SPSS was used. Pearson coefficient of correlation was applied to determine the correlation. Result shows that all three variables have inverse correlation with academic procrastination. Further it was found that CGPA ($p < .05$) and Self-Regulation ($p < .01$) are significantly correlated with the students' academic procrastination scores, whereas self-efficacy ($p > 0.05$) has non-significant correlation with it. Partial correlation was also calculated to eliminate the influence of mediators. Self-regulation was found to be the strong mediator among academic procrastination and CGPA. The observed correlation depicts that those individuals who score high on self-regulation scale would be more likely to score less on procrastination scale and more likely to score high CGPA.