

Academic Self-Efficacy and Perceived Social Support as Predictors of Academic Procrastination

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Academic procrastination (AP) remains a prevalent concern among college students, often associated with poorer well-being. Prior research found that academic self-efficacy (ASE) is linked with lower AP. However, studies examining the predictive roles of ASE and perceived social support (PSS) on AP are limited in the Philippine context. This paper used a cross-sectional, explanatory research design. It examined whether ASE and PSS predict AP. A total of 621 college students from Metro Manila participated, providing demographic information and answering the self-report measures: (1) the Academic Self-efficacy Scale, (2) the Multidimensional Scale of Perceived Social Support, and (3) the Procrastination Assessment Scale–Students. Data were analyzed using descriptive statistics, correlation, and multivariable linear regression. Statistical analyses revealed a significant negative correlation between ASE and AP. However, PSS was not significantly correlated with AP. Beyond the bivariate correlations, ASE emerged as a significant negative predictor of AP, whereas PSS became a significant positive predictor of AP in the multivariable regression model. These findings suggest that ASE is a key protective factor against AP, while PSS is unexpectedly associated with higher AP. Interventions should prioritize building ASE to reduce AP.

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