




Exploring the Mediation Effect of Academic Self-Efficacy on Academic Procrastination, Performance, and Satisfaction [Letter]

Bayu Prasetyo ¹, Endang Supardi¹, Hari Mulyadi ¹, Muthia Atika Fajri ²

¹Department of Economics Education, Universitas Pendidikan Indonesia, Bandung, Indonesia; ²Department of Early Childhood Education, Universitas Pendidikan Indonesia, Bandung, Indonesia

Correspondence: Bayu Prasetyo, Department of Economics Education, Universitas Pendidikan Indonesia, Bandung, Indonesia, Email bayuprasetyo05@upi.edu

Dear editor

We read with great interest the recently published article entitled “The Mediating Effects of Academic Self-Efficacy on Academic Procrastination, Performance, and Satisfaction of Chinese Local Universities of Technology Students”.¹ The findings of this study provide invaluable insights for policymakers, educators, and educational administrators on the importance of improving students’ self-efficacy to reduce procrastination and increase overall academic satisfaction. This study has several strengths: 1) Integration of new variables. This study was well able to link academic procrastination, self-efficacy, performance, and satisfaction into a coherent framework. 2) Robust methodology. The use of structural equation modelling (SEM) and Bootstrap testing demonstrated the reliability and validity of the findings. 3) Integrates a Social Cognitive Theory perspective. This article adapts Bandura’s triarchical causality model to explore the reciprocal relationships between procrastination, performance, self-efficacy, and satisfaction.² This provides a strong theoretical basis to validate the research results.

Although this study makes a valuable contribution, some aspects need further consideration by the authors: 1) Not addressing the role of technology. Given the context of this study being conducted at the University of Technology, the authors did not consider how the use of technology or other digital platforms might affect self-efficacy, procrastination, or academic satisfaction. 2) Use of GPA as the sole indicator of academic performance. The authors only use GPA to measure academic performance, which tends to ignore other dimensions such as practical skills, class participation, or collaborative projects, which are other important indicators to assess academic achievement. Therefore, to gain an in-depth and comprehensive understanding, here are some recommendation notes for future research: 1) Research can explore how technology, including the use of digital learning platforms and technology-based time management tools, can affect self-efficacy, procrastination, and academic satisfaction. 2) Future research could use a multidimensional approach to measure other academic performance. This approach may provide a more holistic picture of student achievement and strengthen the relationship between academic outcomes and learning satisfaction. 3) The authors may consider a longitudinal research design in the future to provide a more in-depth causal understanding. This research design allows researchers to see how changes in one variable affect another variable over time. 4) Future research could consider interviews or direct observation to get more in-depth results. These methods can delve deeper into the emotional and social factors that influence self-efficacy and academic satisfaction.

Disclosure

The authors report no conflicts of interest in this communication.

References

1. Tian Q, Mustapha SM, Min J. The mediation effect of academic self-efficacy on academic procrastination, performance, and satisfaction of Chinese local technology university undergraduates. *Psychol Res Behav Manag*. 2024;17:3779–3798. doi:10.2147/PRBM.S479189
2. Doménech-Betoret F, Abellán-Roselló L, Gómez-Artiga A. Self-efficacy, satisfaction, and academic achievement: The mediator role of students' expectancy-value beliefs. *Front Psychol*. 2017;8(JUL):1–12. doi:10.3389/fpsyg.2017.01193

Dove Medical Press encourages responsible, free and frank academic debate. The content of the Psychology Research and Behavior Management 'letters to the editor' section does not necessarily represent the views of Dove Medical Press, its officers, agents, employees, related entities or the Psychology Research and Behavior Management editors. While all reasonable steps have been taken to confirm the content of each letter, Dove Medical Press accepts no liability in respect of the content of any letter, nor is it responsible for the content and accuracy of any letter to the editor.

Psychology Research and Behavior Management

Dovepress

Publish your work in this journal

Psychology Research and Behavior Management is an international, peer-reviewed, open access journal focusing on the science of psychology and its application in behavior management to develop improved outcomes in the clinical, educational, sports and business arenas. Specific topics covered in the journal include: Neuroscience, memory and decision making; Behavior modification and management; Clinical applications; Business and sports performance management; Social and developmental studies; Animal studies. The manuscript management system is completely online and includes a very quick and fair peer-review system, which is all easy to use. Visit <http://www.dovepress.com/testimonials.php> to read real quotes from published authors.

Submit your manuscript here: <https://www.dovepress.com/psychology-research-and-behavior-management-journal>

<https://doi.org/10.2147/PRBM.S508235>