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Academic Procrastination among Students: Psychological Factor Contributions of Academic Stress, Self-Efficacy, and Self-Control

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Abstract

One of the most prevalent issues in educational environments is deliberate academic procrastination on school-related assignments. Students' academic performance may suffer due to this behavior, which could impede their achievement. Examining how academic stress, self-efficacy, and self-control affect students' propensity to put off academic tasks is the goal of this study. This quantitative study was conducted on ninth-grade pupils at a Surabaya state madrasah. A total of 147 students participated, selected through purposive sampling. Data collection was conducted using Google Forms distributed through the class WhatsApp group. To analyze the influence of independent and dependent variables, SPSS version 26 was used to analyze multiple linear regression. The study's findings suggest that neither academic stress nor self-efficacy substantially impacts students' academic procrastination. Self-control has a statistically significant impact on academic procrastinating behavior. Academic procrastination was significantly influenced by academic stress, self-efficacy, and self-control. Academic procrastination is thus significantly predicted by self-control. At one of the state madrasahs in Surabaya, students' academic procrastination is not primarily predicted by academic stress or self-efficacy.

Keywords

Academic Procrastination; Academic Stress; Education; Self-Control; Self-Efficacy

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1. INTRODUCTION

A frequent phenomenon in modern society is meetings without discussion, discussions without agreement, and unsustainable decision-making. One example is procrastination behavior, which is the habit of delaying the completion of tasks or studying for exams, which is common among students worldwide (Kim & Seo, 2015). This tendency is a serious challenge in education. Research shows this behavior can negatively impact students' learning, academic achievement, self-efficacy, and overall quality of life (Dominguez-Lara et al., 2019). Students' academic achievement at school is affected by academic procrastination. Students who procrastinate on tasks have been shown to have lower levels of academic achievement (Borekci & Uyangor, 2018). This phenomenon indicates the need to re-evaluate curriculum standards to support the community's education success (Lenggono & Tentama, 2020).

The tendency to willfully put off finishing activities even when one is aware that doing so could have unfavorable effects is known as procrastination, which is a type of self-control error (Salguero-

Pazos & Reyes-de-Cózar, 2023). This habit involves a complex and multidimensional process, encompassing interconnected cognitive, emotional, and behavioral aspects (Sidqi et al., 2025). Individuals who exhibit procrastinating behavior often have weaknesses in self-regulation, including emotion regulation, impulse control, time management, and action planning (González-Brignardello et al., 2023). Procrastination has been identified as a form of emotional regulation dysfunction, where students focus more on the emotional discomfort they feel when facing academic tasks than on completing those tasks effectively (Rad et al., 2025). Academic procrastination leads to delays in learning activities, which have implications for low academic achievement in terms of both quantity and quality (Gao et al., 2021). Students who tend to postpone tasks generally underestimate the time needed to complete the work, indicating weak time management skills (Y. Wang et al., 2021). Procrastination has been studied as a contributing factor to increased stress and various health issues, both acute and chronic (Madjid et al., 2021). Recent research shows that this behavior impacts sleep quality and can trigger insomnia symptoms, particularly among adolescents, which in turn increases the risk of daytime sleepiness (Li et al., 2020). Chronic procrastination is associated with increased anxiety, psychological stress, and depression risk, which ultimately hinders the effectiveness of the learning process (Amarnath et al., 2023).

The quality of life of young people is impacted by stress associated with school (Berdida & Grande, 2023). According to studies, school-related concerns and demands are a part of academic stress (Högberg et al., 2020). Studies found a significant association between academic stress with academic procrastination (Niazov et al., 2021). The definition of academic stress refers to a kind of nervous and anxious reaction resulting from students' cognition and evaluation of the learning environment (Gong, 2020). Academic stress includes elements of the academic environment, such as assignments, group projects, and membership in organizations, including attitudes, behaviors, and perceptions of academic expectations (Karaman et al., 2019). The impact of stress, regardless of the cause, can be felt in various aspects, such as physiological, emotional, cognitive, and behavioral (Olivera et al., 2023).

Self-efficacy is an individual's belief in their ability to complete specific learning tasks at the expected level of performance (Schunk & DiBenedetto, 2021). This belief is crucial in determining how well students can set learning goals, persevere in facing challenges, and demonstrate perseverance in the learning process. Academic self-confidence reflects students' subjective perceptions of competence in completing academic tasks or activities (Bhati & Sethy, 2022). Students with high self-efficacy tend to view obstacles as challenges that can be overcome, so they are more active in learning and able to complete tasks effectively (Pravesti et al., 2024). Conversely, students with low self-efficacy tend to feel that their efforts will not bear fruit, so they easily give up when faced with learning difficulties (Lipka et al., 2020). Lack of confidence in academic abilities can cause students to be reluctant to start tasks because they believe they are incapable of achieving success (Lin-Siegler et al., 2016). Students who lack confidence tend to avoid challenges, which can lead to patterns of academic procrastination. Research conducted by (2021) found a negative and significant relationship between self-efficacy and procrastination, where students with higher levels of self-efficacy showed a lower tendency to delay tasks. Self-efficacy impacts academic success and shapes students' adaptive behavior toward time management and their academic tasks.

Students who have full control over themselves are very aware of learning procedures and can balance speed and timeliness in completing tasks by using appropriate strategies to control their learning behavior (Kim et al., 2017). Self-control is the capacity to withstand both internal and external pressures to maintain long-term objectives (Ding et al., 2022). Academic procrastination is well predicted by self-control. Controlling oneself to manage emotions allows individuals to maintain the mental state necessary for targeted behaviors, such as completing academic tasks (Ye et al., 2025). Self-control and perceived stress both strongly predict academic procrastination behavior, indicating that self-control may have a minor predictive role in academic procrastination (Ma et al., 2022). Research indicates that a lack of self-control causes academic procrastination. Pupils who possess strong self-

control are knowledgeable about their learning process and are better at juggling and finishing assignments quickly (Duckworth et al., 2019).

Several studies on the relationship between academic stress, procrastination, and learning performance have been conducted, with results generally showing a positive correlation between high stress levels and increased tendencies toward academic procrastination (Muliani et al., 2020; Niazov et al., 2021; Ragusa et al., 2023; Shokeen, 2018; Tuzzakiyah et al., 2023). In these studies, stress is viewed as directly impacting students' decline in self-efficacy and learning concentration. It indirectly increases the risk of academic task procrastination. Most previous research also emphasizes the importance of psychological interventions such as counseling, time management training, and emotion regulation strategies as responses to stress and procrastination in the learning context, particularly during the pandemic-induced online learning period. This research examines the relationship between academic stress and academic procrastination as two variables directly influencing each other in post-pandemic face-to-face learning.

Self-efficacy is an important component that affects a person's capacity to overcome obstacles, especially those in the educational setting. High self-efficacy students can better withstand pressure and resist the urge to put things off. According to earlier research, academic procrastination and self-efficacy are negatively connected; the more confident students are in their skills, the less likely they are to put off assignments. Furthermore, academic stress and self-efficacy mediate procrastination and online and offline learning difficulties. These results demonstrate the importance of increasing self-efficacy to lessen academic procrastination (Arias-Chávez et al., 2020; Bakar & Khan, 2016; Daga, 2023; Liu et al., 2020; Niazov et al., 2021; Rad et al., 2025; Soltani et al., 2016). This study differs from several studies mentioned earlier. This study focuses more on madrasah students, whereas most previous studies focused on university students. The psychological conditions between university students and madrasah students are very contrasting regarding self-efficacy and academic procrastination.

Previous research has shown that self-control significantly correlates negatively with academic procrastination behavior. Individuals who can control their impulses and regulate their emotions tend to be better at managing their time and academic responsibilities, resulting in less procrastination in completing tasks (Gökalp et al., 2023; Marliyah et al., 2020; Minati & Ruhaena, 2025; Wijaya & Tori, 2018; Yue et al., 2024). These findings reinforce the understanding that self-control is one of the primary psychological factors influencing the emergence of procrastination in an educational context. However, this study differs fundamentally from previous studies, particularly in its approach and the depth of analysis of the relationships between variables. Many previous studies tend to position self-control as one of several predictors mediating procrastination behavior, thus analyzing it as a mediator of other variables. In contrast, this study specifically focuses on the direct influence of self-control on academic procrastination, emphasizing a statistically tested causal relationship model through a quantitative approach and multiple linear regression analysis techniques.

Realizing human resources with the ability to compete will not be possible if individuals are trapped in academic procrastination problems. This can happen because procrastination is an internal individual problem related to psychology. Academic stress, self-efficacy, and self-control must be considered when implementing educational programs. Previous research has focused more on the impact of procrastination on academic achievement and student well-being. Still, not many have related it to students' readiness to face the world of work in the future, as is the vision of MTsN 4 Surabaya. This study examines academic procrastination in a state madrasa with an Islamic-based curriculum. It aims to form graduates who are noble and ready to compete in the global workforce. Based on this description, researchers want to know the effect of academic stress, self-efficacy, and self-control on student academic procrastination. These three factors must be studied more deeply to prevent academic procrastination experienced by MTsN 4 Surabaya students.

2. METHODS

This research is included in the category of quantitative research with a descriptive approach because it aims to determine the effect of variable X on Y. Survey research is used to find out more about the characteristics, beliefs, and attitudes of the population under study through a questionnaire administered to a group of respondents. The responses obtained from the questionnaire will be used as data. Data was collected through a Google Form questionnaire distributed through each class's WhatsApp group. Some additional questions were also asked to obtain more in-depth information. The collected data were then further analyzed with the help of SPSS 26 software. This study applied multiple linear regression analysis because it involved more than one independent variable. Before the regression test, quality data (validity and reliability) and classical assumption tests (normality, autocorrelation, multicollinearity, and heteroskedasticity) were carried out first.

The population in this study included all MTsN 4 Surabaya students, totaling 723 people. The sample in this study was students of class IX MTsN 4 Surabaya. Sampling was carried out through purposive sampling because of the deliberate selection of participants based on the characteristics and properties of individuals. Grade 9 students were selected based on the condition of academic procrastination that occurred at MTsN 4 Surabaya and the academic activities they faced. The total number of participants who contributed was 147 students.

Table 1. Participant Demographic

Category	N	%
Gender		
Male	65	44,2 %
Female	82	55,8 %
Total	147	100,0 %
Class		
9A	8	5,4 %
9B	23	15,6 %
9C	18	12,2 %
9D	13	8,8 %
9E	10	6,8 %
9F	13	8,8 %
9G	13	8,8 %
9H	19	12,9 %
9I	30	20,4 %
Total	147	100,0 %

3. FINDINGS AND DISCUSSIONS

The data for this study also came from additional questions used to show more in-depth conditions of each variable, other than through the research questionnaire. There are four additional statements with one question representing each variable.

The academic stress instrument was developed with 17 statement items, which have been tested and show validity of more than 0.3 and excellent reliability due to the Cronbach's Alpha coefficient

value at 0.849. The instrument is reliable enough and feasible to measure the level of academic stress in respondents consistently. Assessment of students' self-efficacy is based on 10 10-item self-efficacy instrument tested and proven valid with a value above 0.3. It has an excellent level of reliability based on the Cronbach Alpha coefficient at 0.833. The instrument has a fairly high reliability and is suitable for measuring respondents' self-efficacy consistently. There are 13 statements of the self-control instrument that have passed the validity test with the values above 0.3 and show excellent reliability with a Cronbach's Alpha coefficient of 0.851. These results indicate that this instrument has a high level of reliability and is suitable for measuring respondents' self-control consistently. The academic procrastination instrument has 13 statements of academic procrastination instrument which had gone through a validity test with a value of more than 0.3, and showed an excellent level of reliability with the Cronbach Alpha coefficient at 0.836. The instrument has high reliability and can be used consistently to measure respondents' academic procrastination level.

Table 2. Descriptive Analysis

Variables	**N**	**%**
Academic Stress (X1)		
When getting a very difficult assignment	58	39,5%
The task load is too much	72	49%
Getting demands from parents	17	11,6%
Self-Efficacy (X2)		
The ability I have	73	49,7%
The achievements I get	45	30,6%
Support from the closest person	29	19,7%
Self-Control (X3)		
Ability to make decisions	52	35,4%
Ability to manage time	48	32,6%
Learning from experience	47	32%
Academic Procrastination (Y)		
Choosing other activities that are more fun	36	24,5%
Not understanding the assigned task	70	47,6%
Too many tasks	41	27,9%

Based on Table 2. When asked about what makes students feel academic stress, most of the causes (X1), according to the perceptions of MTsN 4 Surabaya students, come from too much task load, with a frequency of 72 students (49%). Too much task load often comes from various subjects, group assignments, and individual assignments that must be completed quickly. The condition that makes self-efficacy (X2) increase according to MTsN 4 Surabaya students is their ability. Seventy-three students (49.7%) argued that their self-efficacy increased due to their abilities. Students' abilities in the academic and non-academic fields play a significant role in increasing self-efficacy. Students' perceptions of what makes them able to control themselves well (X3) are explained through several predetermined reasons. Fifty-two students (35.4%) argued that the ability to make decisions is the key to controlling oneself. The ability to make wise decisions is important in self-control. Forty-eight students (32.6%) consider the ability to manage time as a factor in self-control. Good time management makes students know what to do. Slightly adrift with 47 students (32%) who said that self-control can be done through learning from experience. Learning from past experiences is an effective way to improve self-control. Almost all

respondents argued that delaying doing assignments (Y) was done because they did not understand the assigned tasks. Not understanding the task can occur due to students' cognitive abilities or even less informative teacher explanations. This is indicated by 70 students (47.6%) who think so.

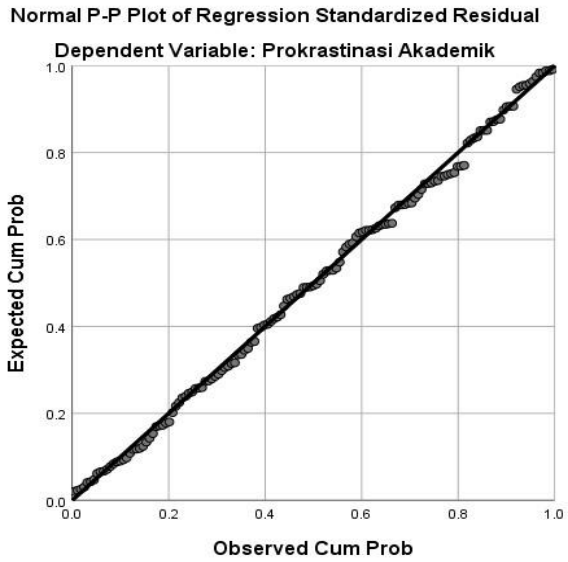

Figure 1. P-Plot Normality Test

Based on Figure 1, it can be seen that the data in this study are included in the good category because they are normally distributed. This is shown by the data points that appear to follow a distribution pattern close to a straight line, indicating that the data is normally distributed. The straight line connecting the points shows that the data distribution does not deviate far from the normal distribution, an important prerequisite in regression analysis.

Table 3. Autocorrelation test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.771a	.595	.586	9.775	1.864

The Durbin Watson results are compared using the autocorrelation test, which uses standard values between -2 and 2. According to the table, the Durbin-Watson test yielded a value of 1.864 for the research data. Since this value falls between -2 and 2, the predicted range, the data utilized does not exhibit autocorrelation. One may argue that this regression model's residuals don't have a systematic relationship.

Table 4. Multicollinearity test

Variable	Tolerance	VIF	Description
Academic Stress	0,347	2,882	No multicollinearity
Self-Efficacy	0,358	2,790	No multicollinearity
Self-Control	0,673	1,486	No multicollinearity

This research data confirms that there is no multicollinearity. The standard value of the multicollinearity test determined that each variable's VIF value does not exceed 10, while the tolerance must be above 0.1. The academic stress variable (X1) with a large tolerance of 0.347 and a VIF of 2.882. Self-efficacy (X2) with a tolerance of 0.358 and VIF at 2.790. Self-control (X3) with a tolerance of 0.673 and VIF at 1.486. Proving this regression model can be used with each independent variable contributing to the dependent variable without interference from the relationship of each independent

variable.

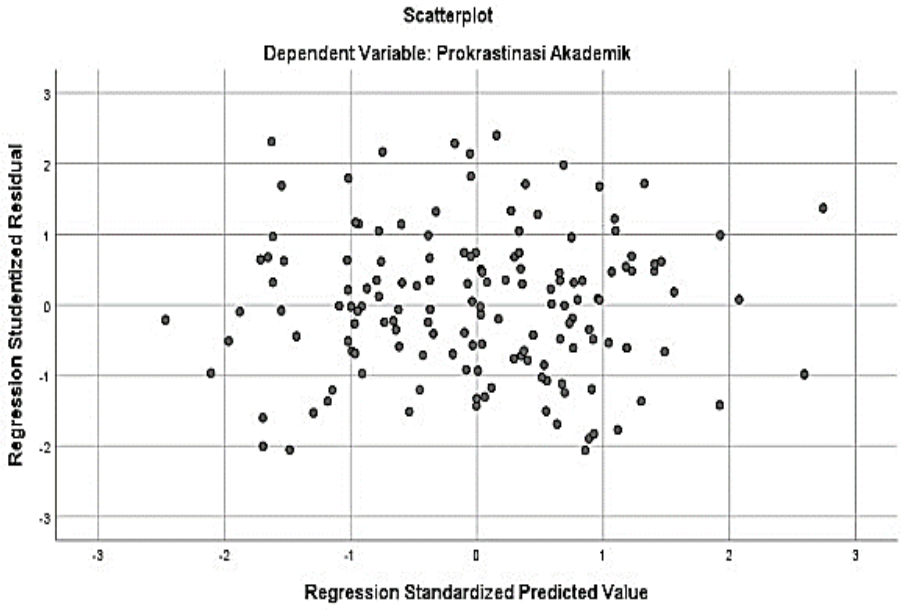

Figure 2. Scatterplot Heteroskedasticity Test

A model is considered good and research data is considered feasible if it does not show heteroscedasticity, such as the graph does not have a certain pattern, such as clustering in the middle, narrowing, enlarging, or vice versa, and spreads evenly. Figure 2 shows the distribution of plots that do not show a certain pattern and spread evenly vertically and horizontally. Based on observations in Figure 2, the data in this study do not show heteroscedasticity.

Table 5. Multiple Regression Test

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.
	B	Std. Error	Beta		
(Constant)	16.197	4.637		3.493	.001
Academic Stress	-.051	.081	-.057	-.628	.531
Self-Efficacy	-.049	.109	-.040	-.446	.657
Self-Control	.824	.065	.820	12.638	.000

The dependent variable is thought to be significantly impacted by independent factors when their significance value is less than 0.05. Table 5 indicates that not all of the study's independent factors substantially impact academic procrastination. With a significance value of 0.531, the academic stress variable (X1) is over the 0.05 threshold. This suggests that students' levels of academic procrastination are not much impacted by academic stress. In the same way, the self-efficacy variable (X2), with a significance value of 0.657, is also higher than 0.05, indicating that, in the context of this study, self-efficacy has no discernible impact on academic procrastinating behavior. In contrast to the two previous variables, the self-control variable (X3) has a very good significance value of 0.00, which is smaller than 0.05. This value proves that self-control significantly affects academic procrastination in students. The better a student's self-control, the less likely they are to experience academic procrastination. Self-control is the main aspect influencing academic procrastination in MTsN 4 Surabaya students, while academic stress and self-efficacy do not significantly influence it.

Table 6. F Test

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	20072.167	3	6690.722	70.026	.000b
Residuals	13663.153	143	95.547		
Total	33735.320	146			

The regression model's F significant value is 0.00, which is less than the 0.05 cutoff, according to the test findings shown in Table 6. This suggests that students' degree of academic procrastination is significantly influenced by the factors of academic stress, self-efficacy, and self-control, all at the same time. All three independent variables combined demonstrated a significant and statistically significant impact on academic procrastination, even though each may have a unique contribution to the behavior.

Table 7. Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.771a	.595	.586	9.775

The correlation, often known as the "fit," falls between 0.0 and 1.0. A perfect fit, or 1.0, means the model is very dependable for making predictions; a 0.0 means that the model does not describe the data well enough. The Adjusted R Square value is used to evaluate the coefficient of determination in this investigation. This strategy is suitable because academic stress, self-efficacy, and self-control are three independent variables utilized to predict the dependent variable, academic procrastination. Table 7 displays that the Adjusted R Square value is 0.586. This suggests that the three independent variables account for around 58.6% of the variance in academic procrastination. Despite this substantial contribution, 41.4% of the variance remains unexplained by the model, suggesting the influence of additional factors not included in this study that may also impact students' levels of academic procrastination.

Academic Stress on Academic Procrastination

The study results indicate that academic stress does not significantly affect academic procrastination behavior among students at MTsN 4 Surabaya. This finding aligns with the research conducted by Putri and Andriany (2023), which concluded that academic stress is not directly related to students' tendency to postpone completing academic tasks. This suggests that stress is not always a determining factor in the emergence of procrastination behavior (Chua et al., 2018). The absence of a significant influence can be explained by the characteristics of the stress experienced by students, particularly when the stress is eustress, which is constructive stress that can motivate individuals to improve their performance (Bienertova-Vasku et al., 2020). Academic stress measured through perceptions of workload and time does not directly drive procrastination behavior (Ragusa et al., 2023). While academic pressure can elicit emotional responses such as anxiety, the direct link between stress and procrastination is inconsistent. Emotional and cognitive regulation strategies mediate the two (Yue et al., 2024). This suggests that academic stress primarily functions as an emotional trigger, while procrastination emerges through self-regulation pathways and cognitive mechanisms, rather than directly due to academic pressure (Diotaiuti et al., 2021). Stress does not act as an obstacle but rather as a motivator that stimulates the achievement of goals. Most students at MTsN 4 Surabaya stated that procrastination was more often caused by a lack of understanding of the instructions or material provided, rather than academic pressure. When students do not understand how to start or complete a task, procrastination reflects cognitive barriers. These barriers can include unclear instructions, difficulty understanding concepts, or the inability to connect prior knowledge with new situations (Antonijević, 2016). In some cases, cognitive barriers can also help students focus on relevant information and avoid unnecessary information overload (Savolainen, 2015).

Although research shows that academic stress is not a significant factor in triggering academic procrastination, it is important to understand that stress still affects students' academic performance and well-being. Managing student stress effectively by providing positive reactions is crucial in creating a conducive learning environment. Schools need to commit to providing programs that support students' overall well-being. The P5 (Pancasila Student Profile) program can be maximized to help reduce academic stress caused by heavy workloads. This program can serve as a platform to improve students' psychomotor skills and provide opportunities for practical learning experiences. In addition to fun extracurricular activities as a means of outlet and interest development, schools also need to provide easily accessible counseling services. Counseling can provide students a safe space to share their feelings, thoughts, and challenges and get emotional support. Thus, students can more effectively manage academic pressure, improve focus and concentration, and achieve optimal learning potential.

Self-efficacy on Academic Procrastination

Self-efficacy did not significantly impact students' academic procrastination at MTsN 4 Surabaya. Consequently, the study's second hypothesis was disproved. Azzahrah and Herdi's (2022) A study revealed similar results, demonstrating that academic procrastination among ninth-grade students at SMPN 1 Cibadak was unrelated to social support and self-efficacy. Academic procrastination among students at MTsN 4 Surabaya is not influenced by self-efficacy. Self-efficacy contributes only minimally to students' academic procrastination. This may be because most students at MTsN 4 Surabaya believe academic procrastination stems from a lack of understanding of assignments. Such a lack of understanding may result from teachers' inability to clearly explain tasks or students' limited cognitive ability to grasp the assignments. Meanwhile, most MTsN 4 Surabaya students believe their abilities can enhance their self-efficacy. Beliefs about self-efficacy influence students' behavior in various ways. These beliefs affect students' choices, such as working on tasks they feel competent while avoiding difficult tasks. MTs students enter adolescence between 13 and 19, coinciding with identity formation. This stage directly influences a person's decision-making attitudes and behaviors (Santrock, 2019). Adolescents in this developmental stage can be influenced by various factors when making decisions, including external influences from peers and their social environment (Ruaidah et al., 2023). Students frequently interact with their surroundings, including their peers, during learning. Even students with high self-efficacy may still engage in procrastination if their peers often do the same. Affiliation with peers who procrastinate academically can reinforce such behavior through social learning and reinforcement processes among peer groups (Wu et al., 2024). Longitudinal findings even confirm that affiliating with such peers prospectively predicts increased academic procrastination in adolescents over time (Sulaiman et al., 2022). Peer interactions are one of the contributing factors to academic procrastination. Therefore, self-efficacy may not significantly influence due to external factors that tend to steer students toward procrastinatory behavior (Rusmaini et al., 2021).

Although improving self-efficacy is important, it is insufficient to address academic procrastination fully. Schools and educational institutions need to consider other contributing factors, such as the learning environment, students' intrinsic motivation levels, and the use of effective learning strategies. Extracurricular activities can be optimized to boost students' confidence by providing them with opportunities to develop and demonstrate their skills in various fields. Introducing new extracurricular programs can also help students explore their potential outside of the academic field. A more comprehensive approach is required to tackle procrastination, strengthen self-efficacy, and incorporate other learning process aspects. This will enable students to develop more productive and effective study habits, reducing their tendency to procrastinate.

Self-Control on Academic Procrastination

Self-control significantly affected academic procrastination among students at MTsN 4 Surabaya. The third hypothesis was accepted. The research instrument included negatively worded statements that indicated students' lack of self-control. Thus, according to the investigation, low self-control had a

beneficial impact on academic procrastination. The converse is true for children with good self-control, making them less likely to put things off. According to Yue et al. (2024), academic procrastination and self-control are negatively correlated, with procrastination being negatively predicted by self-control.. This aligns with other research, academic procrastination and self-control are negatively correlated (Marliyah et al., 2020).

SDN 4 Surabaya, with high self-control, tends to show a lower tendency toward academic procrastination. Self-control in this context is defined as an individual's ability to regulate emotions, control impulsive urges, and direct behavior to align with long-term goals, such as completing academic tasks on time and responsibly (Wang & Sun, 2023). Individuals with good self-control can delay instant gratification and avoid unproductive activities to fulfill academic obligations optimally. The ability to resist the urge to engage in enjoyable activities while working on tasks is negatively correlated with the tendency to engage in academic procrastination (Cebi et al., 2019). High levels of self-control are significantly associated with low levels of procrastination among students. On the other hand, procrastination is often interpreted as a manifestation of failure in self-control, i.e., an individual's inability to carry out previously planned intentions (Wijaya & Tori, 2018). This is largely influenced by low inhibitory control capacity, or the ability to resist impulses that conflict with goals (Gökalp et al., 2023). Self-control plays a significant psychological role in determining the tendency of students to delay the completion of academic tasks.

Self-control is, therefore, an important focus for schools to prevent students from becoming trapped in procrastination. Schools can integrate self-development programs that emphasize enhancing students' self-control abilities. This can be achieved through activities such as time management training and developing problem-solving skills. Schools can implement routine activities such as duha prayer in congregation, literacy sessions before lessons, and weekly istighosah to instill discipline and strengthen self-control through structured positive habits. In addition, teachers should create a conducive learning environment to boost students' motivation and reduce their tendency to delay tasks.

4. CONCLUSION

The study's results indicate that academic stress and self-efficacy do not significantly influence procrastination. This suggests that students' perceptions of stress and psychological self-confidence are not the primary determinants of task delay behavior. Instead, self-control has been proven to be the only significant predictor that negatively influences academic procrastination. These findings reinforce self-regulation theory, which emphasizes the importance of an individual's ability to manage impulses, set goals, and maintain focus as the basis for controlling learning behavior. The theoretical contribution of this study lies in affirming the dominant role of self-control over other psychological variables and expanding the literature on psychological factors that influence academic procrastination among junior high school students. The practical implications of these findings suggest that interventions based on strengthening self-control may be more effective in reducing procrastination than strategies that focus solely on stress management or enhancing self-efficacy. However, this study has limitations in terms of sample scope and the use of self-report instruments. Therefore, further studies are recommended to involve a broader population and use a mixed-methods approach better to understand the determinants of procrastination behavior among students.

In conclusion, strengthening the managerial accountability of *madrasah* principals, particularly in responsibility and management control systems, is essential for improving teacher performance. Future policy and training efforts should prioritize the development of accountable leadership practices, encourage stakeholder involvement, and promote an organizational culture grounded in integrity and Islamic values. These efforts are expected to contribute to the sustainable advancement of educational quality within the *madrasah* system.

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