



## Profile of College Students' Academic Self-Control

Riza Noviana Khoirunnisa\*, Damajanti Kusuma Dewi, Ira Darmawanti, Yohana Wuri Satwika  
Universitas Negeri Surabaya, Surabaya, Indonesia



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### ABSTRACT

**Objective:** This study analyzes university students' academic self-control profiles in Surabaya City, Indonesia. **Methods:** The survey included the research method with a sample of 517 students. The data collection technique used a student response questionnaire. After that, quantitative descriptions were employed to assess the data and show the study outcomes. **Results:** The findings of the analysis demonstrate that students' academic self-control falls into the high range. Thus, students with good academic self-control will be able to control behavior consciously to choose goals, suppress urges, resist temptations, delay satisfaction, and control and regulate their emotions in academic goals. **Novelty:** The novel mapping of self-control focused on academics among university students makes this study innovative. Since academic procrastination is closely related to academic self-control, this mapping supports lecturers in reducing academic procrastination. Students can fully achieve academic and non-academic aims possible.

## INTRODUCTION

Every student faces unique challenges in their academic journey. Balancing coursework, projects, extracurricular activities, and social life can feel tireless. Students with self-control will be ready to behave according to the demands of norms, customs, values sourced from religious teachings, and the needs of the community environment where the individual lives. Within the academic setting, self-control is frequently referred to as academic self-control (Duckworth et al., 2019; Büyük et al., 2020). This term describes a person's capacity to modify their learning behavior to meet educational development objectives. It uses their body, mind, behavior, events, and the outside world as objects and their social norms and self-concept as standards.

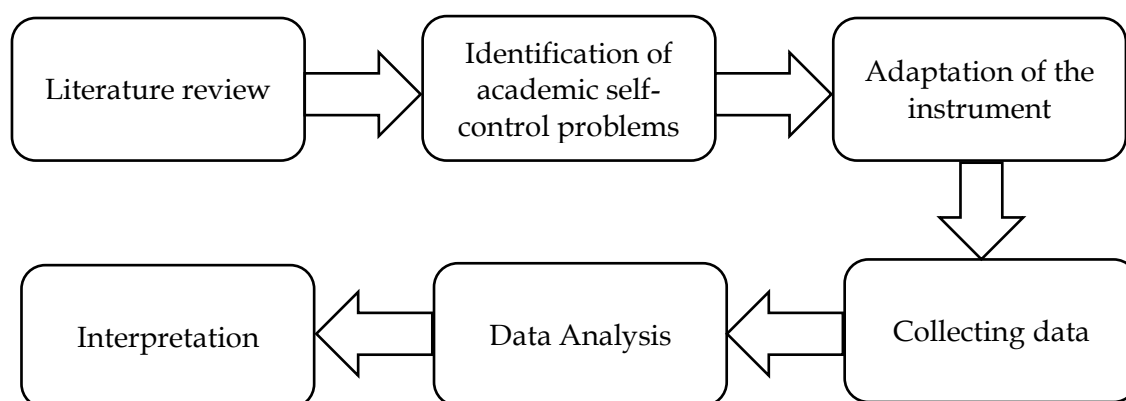
Students are in the emerging adulthood development phase, which is in the age range of 18 to 25 years, characterized by unique qualities and developmental challenges. Individuals experience tasks and crises inherent in this phase with various possibilities and opportunities to try new ways of life. They should be able to control themselves against various developmental tasks even though students cannot be fully mature here. Students frequently experience issues unrelated to their tasks when finishing their final tasks, and they still need to give long-term success more thought when managing an academic problem (Cavanagh et al., 2021; Chew & Cerbin, 2021; Shaked & Altarac, 2022; Svartdal et al., 2020). Academic demands in higher education are closely related to optimizing self-management and time (A'yunina & Abdurrohman, 2019).

Academic self-control, which includes stifling cravings, restraining oneself from temptations, postponing fulfillment, and managing and regulating one's emotions about academic goals, is a crucial component of personal self-awareness. Ma et al. (2022) showed that self-control can influence how perceived stress affects academic procrastination in college students.

Using restraint is a prerequisite for success in many facets of life. Higher grades, improved psychological adjustment, and improved interpersonal interactions are all positively correlated with higher levels of self-control. Most students who procrastinate often struggle to keep up with their schedules due to a lack of self-control. As the effort of self-control in one area is quite energy-consuming, the energy that can be gained in resources in other areas will also be reduced. Students' academic self-control is critical, so figuring out how and how much of it they have is essential (de Ridder et al., 2020; Lee et al., 2021; Li et al., 2020; Ramos et al., 2023; Schmidt et al., 2020). Because they have fewer resources to structure their perception of time, students who need more self-control are less likely to practice time management. Individuals who lack self-control will put off and take longer to finish tasks if they begin working on them without psychological energy and drive (Marliyah et al., 2020; Sarirah et al., 2022). Academic achievement, grit, academic motivation, academic procrastination, academic stress, and academic self-efficacy are all influenced by students' self-control and will have an effect on their future (Asani, 2023; Bai et al., 2023; Koç et al., 2023; Nuriyyatiningrum et al., 2023; Pala & Başbüyük, 2023). Therefore, this research is very important to do to find out the description of students' academic self-control. Based on this description, the researcher conducted a study to determine the profile of students' academic self-control.

## RESEARCH METHOD

This is a survey research form of quantitative research that can be used to determine a population's opinions, beliefs, or characteristics. A review of previous studies on academic self-control precedes the study phase. Once the necessary data has been obtained, the issues with academic self-control will be determined. The instrument must then be modified, data must be collected, analyzed, and the results interpreted. As seen in Figure 1, the research phase was completed.



**Figure 1.** Research flowchart.

The PDDIKTI (*Pangkalan Data Pendidikan Tinggi*) (re: Higher Education Database) portal was used to actively register 151,505 students from public universities in Surabaya, who made up the study's population. The participants in this research were Surabaya public university students who had completed a minimum of the third semester. The sample size calculator feature on the [www.raosoft.com](http://www.raosoft.com) website was used to calculate the sample size. A 50.00% response distribution, a 95.00% confidence level, and a 5.00% margin of error are used to calculate the population size and are all entered in the population size column. The results of the sample size computation indicate that 384 students are the minimum sample size.

Five hundred seventeen students were included in the multistage sampling to create the study's sample. The multistage sampling method was used because the population in this study was vast, namely students from five state universities in Surabaya. The first step is to determine state universities based on the area of state universities in Surabaya. Furthermore, the number of students used as research samples is proportional based on each college. Purposive sampling, a sampling from the population according to predetermined criteria, is the sampling strategy employed in this investigation, consisting of judgment and quota sampling. Judgment sampling is the selection of samples with specific criteria with consideration. Quota sampling is a sampling technique that sets a certain amount as a target that must be met in sampling from the population. Then, the amount is used as a benchmark for researchers to take samples that meet the criteria determined as samples from the population. These criteria are 1) undergraduate students at state universities in Surabaya city; 2) active students who have taken at least the third semester at state universities in Surabaya; 3) students at state universities in Surabaya city who are willing and involved in becoming participants in filling out questionnaires.

Research participants will complete a psychological scale as part of the data collection method, which involves having them self-report using the provided Google form link. Academic self-control was the study's instrument. The academic self-control scale, the Brief Self-Control Scale (BSCS), was derived from Tangney et al. (2004). Its internal consistency is good across studies ( $\alpha$  study 1 = 0.89,  $\alpha$  study 2 = 0.89). The original 36-item total Self-Control Scale, developed by the same researchers, is comprised of 13 items on this scale. It outlines the characteristics of academic self-control, including work ethic, self-discipline, intentional/nonimpulsive behavior, healthy habits, and reliability. The higher the score obtained indicates that the subject's academic control level is high, and vice versa, the lower the score obtained indicates that the subject's academic self-control level is low. The general pattern of respondents' responses on the academic control scale—five answer choices or five answer option points using a scale of 1 (strongly disagree) to 5 (strongly agree)—was observed using the following assessment category classification.

**Table 1.** Range of respondents' answer categories.

Interval	Assessment Criteria
1.00 – 1.80	Very Low
1.81 – 2.60	Low
2.61 – 3.40	Medium
3.41 – 4.20	High
4.21 – 5.00	Very High

Using descriptive statistics (mean and standard deviation values) and the SPSS software, data analysis was utilized to categorize student academic self-control into three groups: high, medium, and low. Table 2 shows the categories used to group academic self-control.

**Table 2.** Academic self-control category score.

Range of Score	Categories
$X < 30.33$	Low
$30.33 \leq X < 47.67$	Medium
$X \geq 47.67$	High

## RESULTS AND DISCUSSION

### Results

This study collected data using an academic self-control questionnaire consisting of thirteen items reflecting five dimensions: work ethic, self-discipline, intentional/nonimpulsive behavior, healthy habits, and reliability. The findings of the descriptive analysis of research participants, likely in Table 3, give an overview of the sample's gender status.

**Table 3.** Respondents based on gender.

Gender	Frequency	Percentage
Male	103	19.92%
Female	414	80.08%
N	517	100.00%

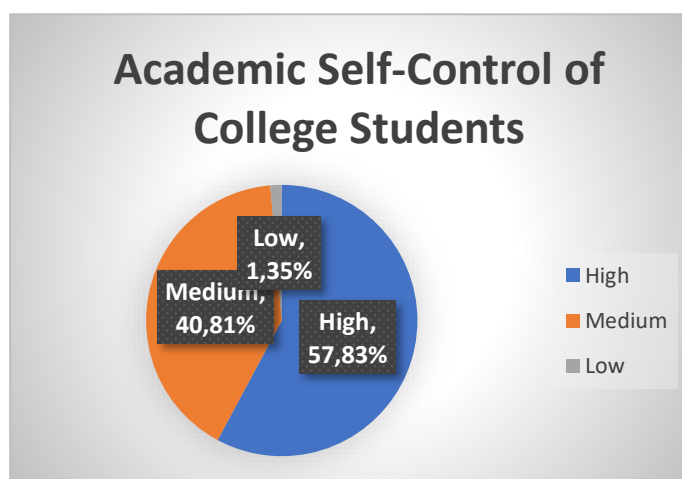
The research respondents' data presented in Table 3 shows that the total number of respondents is 517 students. Male respondents totaled 103, or 19.92%, and female respondents totaled 414, or 80.08%; thus, the number of female respondents was greater than that of male respondents. Furthermore, semester 4 had the most respondents, with 207 students, or 40.04%. Respondents in semester 8 were 37.14%, and semester 6 had 22.82%.

The purpose of this research is to determine college students' academic self-control. The Academic Self-Control scale has thirteen statement items. Table 4 shows the overall findings for the student's academic self-control profile.

**Table 4.** Categorization of academic self-control.

Level	Frequency	Percentage
Low	7	1.35%
Medium	211	40.81%
High	299	57.83%
N	517	100.00%

Based on Table 4, this study's results are categorized as high, with 299 students, or 57.83% of the total research subjects, in the high category. There are 211 students, or 40.81%, in the medium category and seven students, or 1.35%, in the low category.



**Figure 2.** Categorization of student academic self-control profile.

**Student Academic Self-Control Based on Gender**

The results of descriptive analysis based on male students in this research subject area are in Table 5.

**Table 5.** Categorization of academic self-control in male students

Level	Frequency	Percentage
Low	1	0.97%
Medium	36	34.95%
High	66	64.08%
N	103	100.00%

Table 5 shows the level of academic self-control of students who were respondents in this study (N = 517 students), including 414 female students (80.08%) and 103 male students (19.92%). Of the male students, 64.08% were in the high category, 34.95% in the medium category, and 0.97% in the low category.

**Table 6.** Categorization of academic self-control in female students

Level	Frequency	Percentage
Low	6	1.45%
Medium	175	42.27%
High	233	56.28%
N	414	100.00%

Furthermore, the results of descriptive analysis based on female students in this research subject are female students who have high academic self-control of 56.28%, 42.27% in the medium category, and 1.45% in the low category.

**Student Response Results on Academic Self-Control Variables**

Thirteen statement items in total on the Academic Self-Control variable. The overall findings for the Academic Self-Control variable are shown in Table 7.

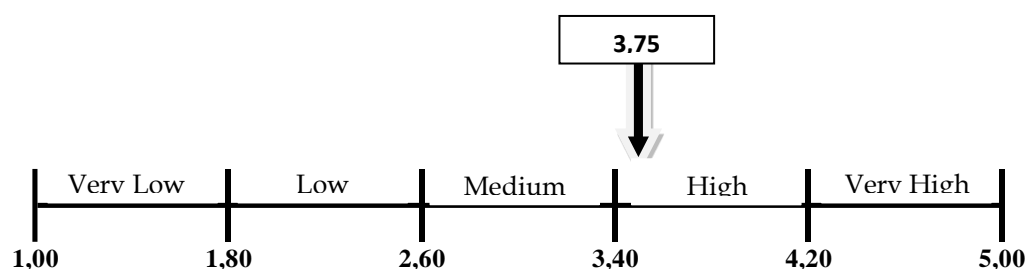
**Table 7.** Descriptive analysis of academic self-control variables: A recapitulation.

Statement Item	F (%)	Score of the Respondent's Answer				
		5	4	3	2	1
Self-Discipline						
KDA1	F	120	213	118	51	15
	%	23.21%	41.20%	22.82%	9.86%	2.90%
KDA2	F	85	163	145	95	29
	%	16.44%	31.53%	28.05%	18.38%	5.61%
KDA3	F	115	192	146	53	11
	%	22.24%	37.14%	28.24%	10.25%	2.13%
KDA4	F	95	235	146	34	7
	%	18.38%	45.45%	28.24%	6.58%	1.35%
KDA5	F	135	231	103	37	11
	%	26.11%	44.68%	19.92%	7.16%	2.13%
Deliberate / Nonimpulsive Action						
KDA6	F	153	222	96	40	6
	%	29.59%	42.94%	18.57%	7.74%	1.16%

Statement Item	F (%)	Score of the Respondent's Answer				
		5	4	3	2	1
KDA7	F	156	278	66	15	2
	%	30.17%	53.77%	12.77%	2.90%	0.39%
<b>Healthy Habits</b>						
KDA8	F	113	213	130	49	12
	%	21.86%	41.20%	25.15%	9.48%	2.32%
KDA9	F	147	245	99	23	3
	%	28.43%	47.39%	19.15%	4.45%	0.58%
KDA10	F	97	220	123	62	15
	%	18.76%	42.55%	23.79%	11.99%	2.90%
<b>Work Ethic</b>						
KDA11	F	94	177	153	73	20
	%	18.18%	34.24%	29.59%	14.12%	3.87%
KDA12	F	153	211	101	47	5
	%	29.59%	40.81%	19.54%	9.09%	0.97%
<b>Reliability</b>						
KDA13	F	106	206	132	68	5
	%	20.50%	39.85%	25.53%	13.15%	0.97%

Source: Excel (2024)

Table 7 displays the average response from respondents to the Academic Self-Control variable. The average response is 3.75, including in the high category, and the overall total score is 25178. Figure 2 displays the criteria for interpreting scores for the Academic Self-Control variable.



**Figure 3.** Academic self-control variable continuum line.

The continuum line for the Academic Self-Control variable is based on Figure 3. The findings above imply that the respondents' answers fall into the high group for this measure.

### Discussion

This study aimed to ascertain the academic self-control profile of Surabaya public university students; the findings fell into the high category. This shows that students can adjust learning behavior and resist existing urges and temptations to achieve academic goals. To deliberately pick goals without outside supervision, one must possess self-control. This includes the ability to suppress cravings, resist temptations, postpone gratification, and control and regulate one's emotions. Self-control is a crucial component of individual self-awareness. In line with the opinion of Duckworth et al. (2019), academic

self-control is the capacity of an individual to modify their learning style to meet academic development objectives. The individual's body, mind, behavior, events, and external environment are considered objects, while societal norms and self-concept are the standards.

Each student has different self-control resources in terms of organizing them. Turning one's intention into action is difficult when individuals need more self-control resources. Students with good self-control can override or change internal reactions, stopping unwanted behavior or refraining from doing so. Excellent self-control is necessary for success in all facets of life, including relationships with others, eating healthily, and succeeding academically. According to the self-control strength model, making decisions is impacted by loss or diminished self-control. Emotions and motivation are seen under the self-control strength model as significant determinants of self-control strength. The goal of self-control is to be able to deliberately regulate one's thoughts, feelings, and behavior, as well as to resist better or overcome temptations. Most procrastinators struggle with self-control when following their plans since they have limited psychological resources. Consequently, less energy can be obtained from the pool of resources in other areas if self-control attempts in one area need energy. People who lack self-control, therefore, tend to be less inclined to exercise time management since they have fewer resources to devote to their sense of time. They could be accused of having poor time management skills.

Male and female students are in the same category, namely the high category. Nevertheless, there were fewer male students in this study than female students. Similar research conducted by Tetering et al. (2020) did not show significant differences in self-control indicators based on gender. However, these results differ from research conducted by Dumciene and Sipaviciene (2021), in which the dimensions of the self-control construct provide results that vary by gender. Furthermore, research by Oliva et al. (2019) showed higher levels of self-control in female students compared to males, although it was not statistically significant for a representative sample. Furthermore, women are seen to have better self-control than men (Hamama & Hamama-Raz, 2019; Chiesi et al., 2020; Melhem, 2022). Male youths had superior self-control than female youths, according to different findings from another study. Gender-based variations in self-control can exist in the short term. Nevertheless, these differences are not statistically significant in the long run due to the variations between men and women. Males typically anticipate more tremendous success and more significant compensation for their efforts. Exercising self-control while resources run low might make activity areas—including intellectual activities—less successful (Boat & Cooper, 2019). Additionally, Boat and Cooper clarified that those with solid self-control are better able to control their emotions than people with weak self-control. In addition, teacher-student emotional conflict enhances the adverse effects of low student self-control on academic achievement (Li et al., 2022).

Self-control has a great capacity to change an individual's life positively. When examined further based on respondents' responses on the academic self-control scale, it shows that of the five dimensions of academic self-control, it is in the high category with an answer score of 4, both dimensions of healthy habits, self-discipline, non-impulsive / deliberate, work ethic, and reliability. This shows that students who can control their actions and behaviors that make themselves develop better can also manage their time correctly. Duckworth et al. (2019) define academic self-control as two aspects of self-control that are inherently self-initiated and, more crucially, only arise when a decision

is made between something with immediate appeal and something with long-term relevance. Furthermore, healthy people control their behavior more than others who lack it. Healthy habits are related to regulating individual healthy habits or lifestyles. Students with a tendency for healthy habits will be able to reject something that can have a negative impact on them even though it is fun. These students will prioritize things that have a positive impact even though the impact is not received directly.

Effective resource allocation can assist students with high self-control, allowing them to spend a lot of time and attention on their work and efficiently manage their time. The literature shows that students who listen to lessons more intently, who can suppress the urge to talk to their friends during lessons, who are more thorough in doing homework and preparing for exams, and who are organized and goal-oriented will get higher grades compared to those their peers (Duckworth et al., 2019; Martin et al., 2019). Findings from Wijaya & Tori (2018) also support that some learners postpone their assignments not because of a lack of planning and intention or not realizing the negative consequences but rather a lack of energy and willingness to complete them. Zhao et al. (2021) also revealed that Lack of resources for self-control frequently causes people to become more easily sidetracked and seduced by unimportant tasks, which causes them to put off finishing duties. Furthermore, low self-control refers to an individual's inability to restrain themselves when doing something and ignoring long-term consequences. Lack of self-control leads to the inability to suppress the desire for instant and current gratification to obtain greater future rewards (Germano & Brenlla, 2021).

In addition to having long-term academic objectives, students who exhibit strong academic self-control resist the lure of short-term gratification. Self-control is also closely related to the future time perspective, which is oriented towards the future for goal achievement. Future time perspective influences self-control. Additionally, people with strong self-control can control their emotions and associated behaviors, including impulsive choices, in unpredictable situations. Research has shown that future time perspectives predict health-related behavior by influencing overall self-regulation.

Academic self-control inhibits students from committing academic procrastination. Individual behavior is regulated by self-control, which leads to a decrease in procrastination. Therefore, self-control may inhibit procrastination behavior as a volitional element. Several studies have demonstrated that self-control negatively predicts procrastination (Przepiórka et al., 2019), and qualities of self-control combine with sleep quality to influence procrastination at work the following day. According to this research, exercising self-control also involves restraining impulsive actions or reactions that might divert attention from objectives. Academic self-control affects academic success in college students and other areas. Good self-control is linked to various adaptive outcomes in society, including academic achievement, improved physical and mental health, job growth, the development of interpersonal connections, and problem-solving skills (Nielsen et al., 2020).

## CONCLUSION

**Fundamental Finding:** The research results conclude that the academic self-control profile of public university students in Surabaya is in the high category. This demonstrates that students can prevent other distractions, use good judgment, prioritize things that will help them, complete tasks without becoming sidetracked by unimportant things, and succeed academically in the future. This study also found that male and female students were in the same category, namely high. **Implications:** The findings have



significant implications for education. This finding implies that to improve academic self-control, students need to explore positive resources within themselves, such as time management skills. Lecturers and policymakers should consider the importance of academic self-control in learning. In conclusion, this study highlights that students' self-control determines their academic success. **Limitations:** The sample in this study was limited to students of public universities in Surabaya city, with more women than men. Thus, the results of this study are difficult to generalize to students in other cities, other study programs, or students with a more significant proportion of men. **Future research:** Future research can explore the factors that influence academic self-control and use longitudinal or experimental research designs to examine students' academic self-control. In addition, it can replicate this study to examine academic self-control in students of private universities and or by using a more diverse research sample, not only limited to students in the city of Surabaya and with a balanced sample size between men and women, which may result in different results.

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**\*Riza Noviana Khoirunnisa, S.Psi., M.Si (Corresponding Author)**

Department of Psychology, Faculty of Psychology,  
Universitas Negeri Surabaya,  
Jl. Lidah Wetan, Surabaya, East Java, 60213, Indonesia  
Email: [rizakhoirunnisa@unesa.ac.id](mailto:rizakhoirunnisa@unesa.ac.id)

**Dr. Damajanti Kusuma Dewi, S.Psi., M.Si**

Department of Psychology, Faculty of Psychology,  
Universitas Negeri Surabaya,  
Jl. Lidah Wetan, Surabaya, East Java, 60213, Indonesia  
Email: [damajantikusuma@unesa.ac.id](mailto:damajantikusuma@unesa.ac.id)

**Ira Darmawanti, S.Psi., M.Psi**

Department of Psychology, Faculty of Psychology,  
Universitas Negeri Surabaya,  
Jl. Lidah Wetan, Surabaya, East Java, 60213, Indonesia  
Email: [iradarmawanti@unesa.ac.id](mailto:iradarmawanti@unesa.ac.id)

**Yohana Wuri Satwika, S.Psi., M.Psi**

Department of Psychology, Faculty of Psychology,  
Universitas Negeri Surabaya,

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Jl. Lidah Wetan, Surabaya, East Java, 60213, Indonesia

Email: [yohanasatwika@unesa.ac.id](mailto:yohanasatwika@unesa.ac.id)

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