

**ACADEMIC PROCRASTINATION IN RELATION TO  
PERSONALITY AND SELF EFFICACY AMONG M. ED  
STUDENTS**



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**CERTIFICATE**

This is to certify that Ms. Preet Uppal, student of B.A. Honours Psychology Semester V, Session 2021-2024, bearing Roll No. 2108001 has worked under supervision of **Dr. Priya Choudhary** On Project entitled “**ACADEMIC PROCRASTINATION IN RELATION TO PERSONALITY AND SELF EFFICACY AMONG M.ED STUDENTS.** Her mini project is fit for submission, in partial fulfilment of their requirements for the award of the Degree in B.A. Honours psychology.

**DATE:**

**SUPERVISOR:**

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# **CHAPTER I**

## **INTRODUCTION**

### **Academic Procrastination**

Procrastination is generally understood as the practice of irrationally putting activities or task off to a later time (Nabelkova & Ratkovska 2015). Laeus (2015) explains that it is avoidance of doing task that needs to be accomplished, it is the instance of postponement of the works and tasks that are better to be done until the following day (Dryden 2000). People's postponement of their duties and responsibilities are most typical and frequent incidents of procrastination. Academic procrastination is a type of procrastination that can be understood as voluntary or purposeful delay of the completion of an academic task. It is one of the leading factors that makes students drop out from the academic and personal endeavour as well as withdrawing midway of academic persuasion. Generally, students often say that particular subject is boring and they will do it later.

So, procrastination behaviour can be defined into two ways;

- Purposeful Delay
- Voluntary Delay

Academic procrastination is a special form of procrastination that occurs in the academic setting. It involves knowing that one needs to carry out an academic task or undertake an academic activity such as writing a term paper, studying for examination, finishing a school related project or undertaking the weekly reading assignments but for one reason or another, failing to motivate oneself to do so within the accepted time frame (Ackerman & Gross, 2005). Therefore, several negative factors have shown within the child such as lower academic performance (Klassen et al., 2010;), increased stress and anxiety (Singh, 2018), and poor mental health (Stead et al., 2010). Academic procrastination is a risk factor for students' academic motivation and success. For this reason, it needs to be studied on reducing academic procrastination and increasing academic self-efficacy in academic settings. It involves knowing that one needs to carry out an academic task or undertake an academic activity, such as writing a term paper, studying for examinations, finishing a school related project, or undertaking the weekly reading assignments, but, for one reason or another, failing to motivate oneself to do so within the expected time frame. Similarly, it can be said that academic procrastination involves postponing academic duties in a way that causes failure,

unhappiness and stress. Due to these significant negative aspects, researchers have studied procrastination and have proposed various cognitive, emotional, and personality variables as possible predictors. Frequently cited cognitive factors, correlates a tendency toward self-handicapping, low self-esteem, low academic self-efficacy, fear of failure, and distorted perceptions of available and required time to complete tasks. Academic procrastination is a multidimensional construct with behavioral, cognitive, and affective components. It is shown that procrastination is a widespread occurrence within academic settings, especially among college students.

Estimates suggest that between 50% and 95% of college students procrastinate on a regular basis (Steel and Ferrari, 2013). Procrastination being our long-time companion and it has manifested itself under a number of cultures and conditions. It signifies our intimate part of our human nature. It always finds a way equally in both developed and underdeveloped economies. The frequency of procrastination has increased now as compared to earlier times (Wolters, 2003). Variables that have been investigated in relationship to academic procrastination, self-regulation, self-efficacy, and self-esteem have received the most attention with most studies showing significant inverse relationships with procrastination.

### **Causes/Reasons of students to engage in academic procrastination**

Academic procrastination is a phenomenon where students unnecessarily postpone academic assignments, like studying for a test or working on a school project. This is a common problem, which can lead to issues like worse academic outcomes and increased stress. Academic procrastination occurs when issues like anxiety and perfectionism outweigh students' self-control and motivation. That's why students often postpone academic tasks even when they want to get them done, and why they often only manage to start shortly before the deadline, when the increasing pressure finally pushes them to do their work.

Accordingly, there are various common internal and external causes of academic procrastination.

- Ineffective Time management
- Worry about failure
- Aversion to the task
- Lack of Motivation
- Lack of interest

- Sincerity
- Disobedience
- Belief

### **Prevalence of Academic Procrastination**

Academic procrastination is common among students, as a large portion of them procrastinate often and to a significant degree. For example, when it comes to college students, studies show that approximately 80%–95% of college students engage in procrastination to some degree, approximately 75% consider themselves to be procrastinators, and approximately 50% say that they procrastinate in a consistent and problematic manner. Furthermore, additional studies have found procrastination in various other student populations, including those in elementary school, middle school, high school, and graduate school. In fact, procrastination is so common among students that the tendency to procrastinate on tasks until right before they are due is sometimes referred to as the student syndrome. Note that the prevalence of academic procrastination varies based on the task involved.

### **Dangers of academic procrastination**

Academic procrastination is associated with various negative effects, such as worse academic performance, worse emotional wellbeing, and worse mental and physical health. Accordingly, academic procrastination is often detrimental to those who engage in it. Specifically, the following are the key issues that are associated with academic procrastination:

- Worse academic performance. For example, procrastination is associated with a wide range of academic issues, like lower quality work, worse exam scores, worse grades, increased academic misconduct and dishonesty, increased course failures, increased course withdrawals, and an increased likelihood of dropping out (rather than graduating).
- Worse emotional wellbeing. For example, procrastination can lead to various negative emotions, like guilt, shame and sadness.

- Worse mental and physical health. For example, procrastination can lead to various mental health issues, like stress, as well as physical health issues, like lack of sleep and exhaustion.

### **Approaches in Academic Procrastination**

There are three main types of approaches for dealing with academic procrastination:

- Student led approach. This involves students taking most of the responsibility for reducing their academic procrastination, with little to no external guidance. External guidance in this case might include something as minimal as a lecturer mentioning the problem of procrastination and giving students a link to a relevant guide on the topic.
- Externally led approach. This involves stakeholders, such as educators or administrators, using relevant anti-procrastination techniques to reduce students' procrastination, without directly discussing the issue of procrastination with the students. For example, this can involve an instructor setting a series of intermediate deadlines for all students in their course.
- Joint approach. This involves using both external guidance and having students take an active role in their attempts to stop procrastinating. For example, this can involve going over relevant anti-procrastination techniques with students, and helping them choose and implement their preferred ones.

### **Personality**

Personality refers to a set of underlying traits that determine how an individual typically behaves, thinks, and feels (McGeown et al. 2014). Personality is an important individual resource that is not only associated with important life outcomes, such as subjective well-being and mental health (Ozer and Benet-Martínez 2006; Roberts et al. 2007), but is also supposed to play a prominent role in explaining educational attainment and academic success (Poropat 2009). Thus, educational processes at school during adolescence can play an important role in the development of personality by providing learning opportunities and situational demands that shape personality (Bleidorn 2012; Roberts 2006). Personality traits can be broadly defined as stylistic and habitual patterns of cognition, effect, and behavior. Personality traits are conceptualized as stable individual difference characteristics explaining an individual's disposition to particular patterns of behavior, cognitions, and emotions (Hogan et al.1996). A wide range of studies on personality have identified individual

differences in five broad and distinguishable domains across a lifespan (Roberts and DelVecchio 2000; Robins et al. 2001): neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness. These make the Five-Factor Model of personality (McCrae and Costa 1987). The Five-Factor Model, a central theory to the trait approach to personality, represents the dominant conceptualization of personality structure in the current literature. These traits are the basic dimensions in which people differ, and their sub-components, or facets, provide the specific dimensions or qualities within each trait (Widiger and Simonsen 2005). Extraversion refers to the degree to which people want to experience sociability, positive emotions, and high activity. Agreeableness is associated with a disposition toward nurturance, altruism, trust, and friendly compliance. Conscientiousness has to do with the will to achieve, self-control, persistence, and dependability. Neuroticism refers to the degree to which people experience negative emotions. Openness to experience is associated with a receptivity to new ideas, a preference for varied sensations, and intellectuality (Costa and McCrae 1992, 1995; De Raad 1996; De Raad and Schouwenburg 1996; Furnham 1997).

The term personality has been defined in many ways, but as a psychological concept two main meanings have evolved. The first pertains to the consistent differences that exist between people: in this sense, the study of personality focuses on classifying and explaining relatively stable human psychological characteristics. The second meaning emphasizes those qualities that make all people alike and that distinguish psychological man from other species; it directs the personality theorist to search for those regularities among all people that define the nature of man as well as the factors that influence the course of lives. This duality may help explain the two directions that personality studies have taken: on the one hand, the study of ever more specific qualities in people, and, on the other, the search for the organized totality of psychological functions that emphasizes the interplay between organic and psychological events within people and those social and biological events that surround them. The dual definition of personality is interwoven in most of the topics discussed below. It should be emphasized, however, that no definition of personality has found universal acceptance within the field.

The study of personality can be said to have its origins in the fundamental idea that people are distinguished by their characteristic individual patterns of behaviour—the distinctive ways in which they walk, talk, furnish their living quarters, or express their urges. Whatever the behaviour, personologists—as those who systematically study personality are called—

examine how people differ in the ways they express themselves and attempt to determine the causes of these differences. Although other fields of psychology examine many of the same functions and processes, such as attention, thinking, or motivation, the personologist places emphasis on how these different processes fit together and become integrated so as to give each person a distinctive identity, or personality. The systematic psychological study of personality has emerged from a number of different sources, including psychiatric case studies that focused on lives in distress, from philosophy, which explores the nature of man, and from physiology, anthropology, and social psychology.

## **Theories of personality**

### **Freud**

Perhaps the most influential integrative theory of personality is that of psychoanalysis, which was largely promulgated during the first four decades of the 20th century by the Austrian neurologist Sigmund Freud. Although its beginnings were based in studies of psychopathology, psychoanalysis became a more general perspective on normal personality development and functioning. The field of investigation began with case studies of so-called neurotic conditions, which included hysteria, obsessive-compulsive disorders, and phobic conditions. Patients with hysterical symptoms complained of acute shortness of breath, paralyzes, and contractures of limbs for which no physical cause could be found. In the course of interviews, Freud and his early coworker and mentor, the Austrian physician Josef Breuer, noted that many of their patients were unsure of how or when their symptoms developed and even seemed indifferent to the enormous inconvenience the symptoms caused them. It was as if the ideas associated with the symptoms were quarantined from the consciousness and lay neglected by normal curiosity. To explain this strange pattern Breuer and Freud made two assumptions. The first was based on the general scientific position of determinism, which was quite prevalent in 19th-century science: although no apparent physical causes could be implicated, these neurotic symptoms were nevertheless caused, or determined, perhaps not by one but by multiple factors, some of which were psychologically motivated. The second assumption entailed unconscious psychological processes; that is, ideas continue to be active, to change, and to influence behaviour even when they are outside of awareness. One source for this assumption was the observation of posthypnotic suggestion, which seemed to imply that past experiences, surviving outside of consciousness as latent memories, could be activated by a signal from the environment and could then influence behaviour even though the hypnotized person was unaware of the reasons for his behaviour.

## **Jung**

The Swiss psychiatrist Carl Gustav Jung, an early adherent of Freud's theories, questioned the degree of emphasis that Freud gave to sexual motivations in personality development. Jung accepted the significant effect of the unconscious processes, but unlike Freud he preferred to emphasize that behaviour is motivated more by abstract, even spiritual, processes than by sexual drives. Jung also focused more on individual differences; in particular, he developed a typology of reaction styles, distinguishing between two basic means of modulating basic drives, introversion and extroversion. Introversion was defined as preoccupation with one's inner world at the expense of social interactions and extroversion as a preference for social interplay for living out inner drives (collectively termed libido). The existence of these two types receives empirical support from most studies of traits. Jung believed that the collective unconscious is expressed through universal archetypes. Archetypes are signs, symbols, or patterns of thinking and/or behaving that are inherited from our ancestors.

## **Adler**

The Austrian psychiatrist Alfred Adler, another of Freud's early followers, also disputed the importance of sexual motives. Adler described a coping strategy that he called compensation, which he felt was an important influence on behaviour. In his view people compensated for a behavioral deficiency by exaggerating some other behaviour: a process analogous to organic processes called hypertrophy, in which, for example, if one eye is injured, the other eye may compensate by becoming more acute. In Adler's view, a person with a feeling of inferiority related to a physical or mental inadequacy would also develop compensating behaviours or symptoms. Shortness of stature, for example, could lead to the development of domineering, controlling behaviours. Adler assigned a prominent place to family dynamics in personality development. Children's position in their family—their birth order—was seen as determining significant character traits.

## **Erikson**

Freud's emphasis on the developmental unfolding of the sexual, aggressive, and self-preservative motives in personality was modified by the American psychoanalyst Erik H. Erikson, who integrated psychological, social, and biological factors. Erikson's scheme proposed eight stages of the development of drives, which continue past Freud's five stages of childhood (oral, anal, phallic, latency, and genital) and through three stages of adulthood.

The stages proceed in leaps according to what is called an epigenetic process. The term epigenesis, borrowed from embryology, refers to the predetermined developmental sequence of parts of an organism. Each part has a special time for its emergence and for its progressive integration within the functioning whole. Each phase of emergence depends upon the successful completion of the preceding phase. According to Erikson, environmental forces exercise their greatest effect on development at the earliest stages of growth, because anything that disturbs one stage affects all of the following stages. As if controlled by a biological timetable, each given stage must be superseded by a new one, receding in significance as the new stage assumes dominance. A constant interleaving at critical periods—in which some parts emerge while others are suppressed—must proceed smoothly if personality problems are to be avoided.

### **Physiological type theories**

The idea that people fall into certain personality type categories in relation to bodily characteristics has intrigued numerous modern psychologists as well as their counterparts among the ancients. The idea that people must fall into one or another rigid personality class, however, has been largely dismissed. Two general sets of theories are considered here, the humoral and the morphological.

### **Humoral theories**

Perhaps the oldest personality theory known is contained in the cosmological writings of the Greek philosopher and physiologist Empedocles and in related speculations of the physician Hippocrates. Empedocles' cosmic elements —air (with its associated qualities, warm and moist), earth (cold and dry), fire (warm and dry), and water (cold and moist)—were related to health and corresponded (in the above order) to Hippocrite's physical humours, which were associated with variations in temperament: blood (sanguine temperament), black bile (melancholic), yellow bile (choleric), and phlegm (phlegmatic). This theory, with its view that body chemistry determines temperament, has survived in some form for more than 2,500 years. According to these early theorists, emotional stability as well as general health depend on an appropriate balance among the four bodily humours; an excess of one may produce a particular bodily illness or an exaggerated personality trait. Thus, a person with an excess of blood would be expected to have a sanguine temperament—that is, to be optimistic, enthusiastic, and excitable. Too much black bile (dark blood perhaps mixed with other secretions) was believed to produce a melancholic temperament. An oversupply of yellow

bile (secreted by the liver) would result in anger, irritability, and a “jaundiced” view of life. An abundance of phlegm (secreted in the respiratory passages) was alleged to make people stolid, apathetic, and undemonstrative. As biological science has progressed, these primitive ideas about body chemistry have been replaced by more complex ideas and by contemporary studies of hormones, neurotransmitters, and substances produced within the central nervous system, such as endorphins.

## **Self-Efficacy**

Self-efficacy refers to “an individuals’ belief regarding his/her own ability in exhibiting certain behaviours successfully” (Bandura,1997). It doesn’t refer to how much a person likes themselves or how much they may enjoy the task, rather it is concerned with how well a person believes that they will be able to reach a desired outcome in a designated area (Bandura, 1977). Therefore, we can say self-efficacy is a key contributing factor to learners’ success as it influences the choices learners make, courses of action they pursue in order to produce a specific performance. Individuals who have high self-efficacy are more eager to learn activities, redouble their efforts towards activities and may develop more effective strategies against difficulties they encounter (Eggen and Kauchak,1999; Zimmerman, 2000). Individuals who have a high confidence in their abilities, they have the strength to approach difficult tasks as a kind of challenge, and they have confidence that they can perform a task (Schunk, 2000). Students who have high academic self-efficacy learn in pleasure and satisfaction, they have confidence in their ability to succeed in the tests, writing research, and they are able to manage their own educational affairs, unlike students with low self-efficacy, they are more likely to engage in behavioural problems such as absence of lectures and school failure (Elias, 2008). The academic self-efficacy consider as variable linked to the ability of the student to complete the academic tasks successfully and achieve their objectives perfectly. People's beliefs concerning their efficacy can be developed by four main forms of influences. Mastery Experiences, Vicarious Experiences, Social Persuasion, physiological and emotional states in judging their capabilities. Bandura was the first researcher who put forward the relationship between academic procrastination and self-efficacy in 1986. The notion of self-efficacy is based on Bandura’s social learning theory. Bandura’s initial studies showed that children and adults learned behaviour by observing and imitating others. People’s expectations of mastery or achievement and their convictions about their own effectiveness also determine the types of behaviour in which they would engage, as also the amount of risk they would undertake. A strong sense of self-efficacy allows people to select,

influence, and even construct the circumstances of their own life. People with a strong sense of self- efficacy also feel less fearful. Self-efficacy can be developed. People with high self- efficacy have been found to stop smoking the moment they decide to do so. Our society, our parents and our own positive experiences can help in the development of a strong sense of self- efficacy by presenting positive models during the formative years of children.

According to **Albert Bandura**, self-efficacy is "the belief in one's capabilities to organise and execute the courses of action required to manage prospective situations." Self-efficacy is a person's belief in their ability to succeed in a particular situation. Such beliefs play a role in determining how people think, behave, and feel.

### **The Role of Self-Efficacy:**

Virtually all people can identify goals they want to accomplish, things they would like to change, and things they would like to achieve. However, most people also realise that putting these plans into action is not quite so simple. Bandura and others have found that an individual's self-efficacy plays a major role in how goals, tasks, and challenges are approached.

- Having high self-efficacy is a good thing. People with a strong sense of self-efficacy:
  - Develop a deeper interest in the activities in which they participate
  - Form a stronger sense of commitment to their interests and activities
  - Recover quickly from setbacks and disappointments
  - View challenging problems as tasks to be mastered
- Poor self-efficacy, on the other hand, can have a number of detrimental effects.

People with a weak sense of self-efficacy:

- Avoid challenging tasks
- Believe that difficult tasks and situations are beyond their capabilities
- Focus on personal failings and negative outcomes
- Quickly lose confidence in personal abilities

## **Types of self-efficacy**

Bandura identified four major sources of self-efficacy. The four ways that self-efficacy is achieved are mastery experiences, social modelling, social persuasion, and psychological responses.

### **Mastery Experiences**

"The most effective way of developing a strong sense of efficacy is through mastery experiences," Bandura explained. Performing a task successfully strengthens our sense of self-efficacy. However, failing to adequately deal with a task or challenge can undermine and weaken self-efficacy.

### **Social Modeling**

Witnessing other people successfully completing a task is another important source of self-efficacy. According to Bandura, "Seeing people similar to oneself succeed by sustained effort raises observers' beliefs that they too possess the capabilities to master comparable activity succeed.

### **Social Persuasion**

Bandura also asserted that people could be persuaded to believe that they have the skills and capabilities to succeed. Consider a time when someone said something positive and encouraging that helped you achieve a goal. Getting verbal encouragement from others helps people overcome self-doubt and instead focus on giving their best effort to the task at hand.

### **Psychological Responses**

Our own responses and emotional reactions to situations also play an important role in self-efficacy. Moods, emotional states, physical reactions, and stress levels can all impact how a person feels about their personal abilities in a particular situation. A person who becomes extremely nervous before speaking in public may develop a weak sense of self-efficacy in these situations.

## **M.Ed students**

M Ed, or Master of Education, is a postgraduate degree program which is designed for those who want to become teachers, principals, or other educational professionals. The benefits of doing M. Ed it empowers to get jobs as Professor, Lecturer, School Principal, Curriculum developers & subject experts because it trains in curriculum development & administration

roles. By doing M. Ed a person qualifies for senior profiles because it's an advanced degree in the education field. The Master of Education is a master's degree awarded by universities in many countries. This degree in education often includes the following majors: curriculum and instruction, counselling, school psychology, and administration. It is often conferred for educators advancing in their field. This programme is meant for candidates desirous of pursuing post-graduate programmes in education. Besides preparing teacher educators, it also aims at preparing educational administrators, supervisors and researchers. The M.Ed. programme would comprise theoretical courses including specialised courses in the discipline of education and related practical/field work including exposure to and training in a teacher education institution. In addition, research work in the form of a dissertation would form an essential part of the programme

### **Significance of the study:**

The significance of a study is its importance. It refers to the contribution(s) to and impact of the study on a research field. Academic procrastination, self-efficacy, and personality are pivotal factors that significantly influence the academic journey of M.Ed. students. Understanding the intricate interplay between these elements is crucial for fostering a conducive learning environment and ensuring the success and well-being of future healthcare professionals. Procrastination, often viewed negatively, can have both positive and negative impacts on academic performance. While a certain degree of procrastination may lead to increased creativity and flexibility, excessive delay in completing academic tasks can hinder success. M.Ed. students, facing rigorous coursework and demanding schedules, must strike a balance to harness the benefits of procrastination without succumbing to its detrimental effects. Self-efficacy, defined as one's belief in their ability to succeed in specific situations, plays a pivotal role in a M.Ed. student's academic journey. A high level of self-efficacy not only boosts motivation but also enhances resilience in the face of challenges. M.Ed. students with strong self-efficacy are more likely to set ambitious goals, persevere through difficulties, and ultimately achieve academic success. Recognizing and nurturing self-efficacy is therefore imperative for cultivating confident and competent healthcare professionals. Personality traits contribute significantly to the way medical students approach their studies and interact with their learning environment. Certain traits, such as conscientiousness and openness, are often associated with academic success. Understanding the diverse personalities within the M.Ed. student allows educators to tailor teaching methods, provide appropriate support, and foster a collaborative and enriching learning atmosphere. The significance of the present study stems

from the fact that it is one of the rare studies that specifically addressed the problem of academic procrastination and self-efficacy at the colleges. This study provides information on the phenomenon of academic procrastination, its prevalence, deep understanding of the nature of the relationship between the academic procrastination and self-efficacy on the online education process during.

In conclusion, the dynamic interplay between academic procrastination, self-efficacy, and personality is a critical aspect of the medical education landscape. Recognizing the nuances of these factors can inform targeted interventions and support systems that enhance the overall learning experience for medical students, ultimately shaping them into well-rounded, resilient, and successful healthcare professionals.

## **STATEMENT OF THE PROBLEM**

### **“A STUDY ON LONELINESS AND PROBLEMATIC MOBILE PHONE USAGE AMONG ADOLESCENTS”**

#### **OPERATIONAL DEFINITION:**

**Academic Procrastination:** This refers to the tendency to delay or postpone academic tasks such as studying, writing papers, or completing assignments. M.Ed students, like many other students, may struggle with procrastination due to various reasons such as fear of failure, perfectionism, lack of motivation, or poor time management skills. Procrastination can negatively impact academic success by leading to rushed work, increased stress, and lower quality output.

**Personality Traits:** Personality traits play a crucial role in determining how individuals approach tasks and handle challenges. Certain traits, such as conscientiousness and self-discipline, are associated with lower levels of procrastination and higher academic achievement.

**Self-Efficacy:** Self-efficacy refers to an individual's belief in their ability to successfully accomplish tasks and achieve goals. M.Ed students with high self-efficacy are more likely to persevere in the face of challenges, set ambitious goals, and effectively manage their time and resources.

**M.ED STUDENTS:** Students who are studying in M.Ed. it is the professional programme for future teacher.

## **Objectives of the Study:**

The objective of the research project summarizes what is to be achieved by the study. In view of the available literature & importance of the topic, the following objectives were set: -

1. To find out the relationship between academic procrastination and self-efficacy among M.Ed. students.
2. To find out the relationship between academic procrastination and personality among M.Ed students.
3. To find out the relationship between self-efficacy and personality among M.Ed. students.
4. To study the mediating effect of personality on relationship between academic procrastination and self-efficacy among M.Ed. students.

## **Hypothesis of the Study:**

1. There will be a significant relationship between academic procrastination and self-efficacy among M.Ed. students.
2. There will be a significant relationship between academic procrastination and personality among M.Ed. students.
3. There will be a significant relationship between self-efficacy and personality among M.Ed. students.
4. There will be a significant mediating effect of personality on the relationship between academic procrastination and self-efficacy among M.Ed. students.

## **Delimitation of The Study:**

1. The study focuses specifically on M.Ed. students studying in different colleges of Jammu district.
2. Sample Size: The study may only include a certain number of participants due to logistical constraints or specific sampling techniques. This sample size should be justified based on statistical considerations and the research objectives.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **INTRODUCTION**

A literature review is a thorough summary of earlier studies on a subject. The literature review examines scholarly books, journals, and other sources that are pertinent to a particular field of study. This prior research should be listed, described, summed up, impartially evaluated, and clarified in the review.

From the above discussion it is clear that many researchers have come forward with a number of research studies to explore the different personality traits of academic procrastination and investigate its relationship with self-efficacy and locus of control. This paper has been elaborated on the following dimensions.

#### **I. Studies related to Academic Procrastination**

#### **II. Studies related to Self-efficacy and Academic Procrastination**

#### **III. Studies related to Personality and Academic Procrastination**

### **STUDIES RELATED TO ACADEMIC PROCRASTINATION**

Valderen (2021) analyzed the relationship between individual character traits, academic procrastination and goal setting. The objective of the study was to investigate the relationship of academic procrastination and influencing factors. It was revealed that both intrinsic motivation and goal setting showed a moderate strong positive correlation to each other and both are the strongest influencing factors on reducing academic procrastination.

Hailikari et al. (2021) studied how students' psychological flexibility, time and effort management skills and academic self-efficacy are connected to procrastination and combine different ways to explain procrastination. The sample comprised 135 students studying arts and humanities at a Finnish university. The findings showed that a student's ability to organise their time and effort has the strongest association with procrastination along with psychological flexibility also has a strong individual role in explaining procrastination.

Gadatia and Bera (2021) investigated on the study related to academic procrastination and observed that no significant difference was found in academic procrastination of pupil-

teachers with respect to their gender and location but science students display more academic procrastination as compared to arts pupil-teachers.

Erdemir (2019) studied the effect of reducing procrastination tendency on academic achievement in physics courses. This research was carried out with 70 participants, quasi-experimental research design containing experimental and control groups was used. The study result revealed that the academic achievement of pre-service science teachers in the experimental group was found to be higher than the candidates in the control group. It means special strategies related to reducing procrastination tendency in experimental groups have a positive effect on achievement.

Roslen and Sabouripour (2016) investigated the relationship between the components of motivation in self-regulated learning as well as the components of learning strategies in self-regulated learning and academic procrastination. It was suggested in order to help undergraduates to improve on the components of self-regulated learning that they lack, strategy can be planned by educators to deal with academic procrastination and to increase academic performance.

Vijay & Kadiravan (2016) examined on the topic of the effects of One's personality and self-esteem on academic procrastination. They studied over 150 students related to university and through the method of sampling. They collected the data for their work. They also adopted survey method. They used three tools as personality, self-esteem and academic procrastination. Academic procrastination of university students have significant negative relationship with their self-esteem. Personality factors have significant association with their academic procrastination.

San and et al. (2016) analyzed the relationship between elements of learning-strategies among self-regulated learning & academic procrastination on a sample of 100 undergraduates in university Putra Malaysia. Results revealed that intrinsic goal orientation, task values, rehearsal, meta cognitive self-regulation, resource management strategies, organization and critical thinking as self-regulated learning components that have significant negative correlation with academic procrastination. Anxiety was found to have a significant positive correlation with academic procrastination.

Asri and et al. (2017) investigated junior high school particularly regarding the students learning mathematics. Their research was qualitative descriptive to explain the consequences and factors of academic procrastination in mathematics learning especially among high

school students. They studied and collected data from six mathematics teachers and six students. It was about in-class mathematics learning. They used questionnaire, interviews, documentation and passive role observation. They expressed that there are many factors for procrastination such as some work is difficult to be done, sometimes work is not so important as to be done immediately. Sometimes the work is boring and stress bound full of fatigue, sometimes there is lack of social and familiar support, so the students procrastinate the work resulting in low achievement in learning process.

Ghanadi and et al. (2017) studied on the students of high school level. They examined on structural model of academic procrastination with effect of the student's personality by motivation in school by teachers. They collected data through cross-sectional descriptive analytical study nearly 400 students including 171 boy students and 231 girl students. The results were that personal attachment with the students make them less fearful regarding their studies and when motivated with love, it decreases the level of academic procrastination among them.

Karatas (2015) conducted a research on Academic procrastination and personality traits are regarded as important factors affecting learning and achievement of university students. Based on the correlation analysis the study findings showed a significant positive correlation of GPA with conscientiousness and agreeableness and negative association between academic procrastination with conscientiousness and extraversion. The study found that gender causes significant differences only in GPA and the extraversion dimension of the big five personality traits in favour of female students.

Rebetez et al. (2015) studied that procrastination is a widespread phenomenon and it has been linked with many factors like cognitive, motivational and emotional factors. Though he took a sample of 180 French speaking students. He identified four clusters of procrastination such as lower and higher scores of procrastinations. It was justified on the basis of high regulation and low motivational emotions. The result is regarding the inner thoughts of relationship between the factors related to procrastination and self-regulated difficulties which results in trait procrastination.

Hao (2015) analyzed on the topic relationship in self-efficacy, academic procrastination & explanatory style with academic-performance. He examined 302 private universities students from different departments. He used statics tool to collect the data and result was: Academic procrastination correlated negatively with academic performance. There was no significant

correlation between explanatory style and academic performance. Self-efficacy correlated positively with academic-performance. "Self-efficacy was the strongest predictor of academic performance as compare to academic procrastination and explanatory style. Interventions to reduce academic procrastination and to boost self-efficacy were suggested to improve the quality of academic performance among students".

You (2015) examined the sequel of academic procrastination over the overall achievement. He used LMS date in E-Learning and took a sample of 569 college students. He used multiple regression analysis to search the relationship amid academic procrastination & course achievement. He analysed through statics and found that delaying in the submission of assignment and the absence, both have a negative significant predicting course achievement.

Khan and et al. (2014) conducted a research on the significant differences in demographic variables of age, gender and education. Specifically, a significant difference is found among males and females on academic procrastination. Male students tend to be found to procrastinate more than female students. The study further showed that college students tend to procrastinate more than university students. Also, there is a significant difference found in academic procrastination between students of age below and above 20 years.

Laxminarayan and et al. (2013) conducted a cross-sectional survey research which proved a negative correlation of -0.63 with a significant level of  $P < 0.01$  (two tailed test) indicating that students who showed high procrastination scores performed below average in their academics. Further Mann-Whitney U tests found significant differences in procrastination scores between the two gender groups ( $P < 0.05$ ). Therefore, among the Indian undergraduate dental students evaluated in this study it appeared that individuals with above average and average academic performance had lower scores of procrastinations and vice versa.

Azar (2013) studied the aftermaths of academic procrastination on academic achievement. He also examined the effects of self-efficacy on their achievement level. He surveyed these factors according to statistical method, T-test, ANOVA and regression. The result was:

Academic self-efficacy and gender were the best predictors and Academic procrastination inversely is a significant predictor of academic achievement. There is no significant difference between the mean score of girls and boys on academic procrastination ( $t = 0.47$ ,  $p=0.64$ ).

Ozer and Sackes (2011) examined the effect of procrastination on students' life satisfaction among a group of college students. 38 % (119) of the students claimed to be frequent

procrastinators . Male students found more frequent procrastination than female students do. The result of descriptive statistics showed that the overall mean of the sample was 37.8. A total of 118 out of 314 participants (38%) scored high on procrastination based on the median split criteria. So, 38% of the participants were found to be frequent procrastinators.

Sirin and et al. (2011) studied on topic the which was in itself a unique. It was a combination of more than two analysis as the relation among academic procrastination, motivation, general procrastination and even academic self-efficacy. He found that there was a positive correlation between all these facilities. It was also found that the relationship to among Academic-procrastination, academic motivation and self-efficacy. Again according to grade there can be found a significant difference in procrastination, while there makes no difference between boy and girls. It simply means that there is no gender level differences in procrastination.

Sepehrian and et al. (2011) conducted a study on problem oriented coping style, academic procrastination. Both tool problem oriented coping style & academic procrastination were used to collect the data. Statistical techniques- t-test and regression were used to analyze the data. The work was resulted through statistical method and it was found that boys and girls have no basic difference regarding academic procrastination.

Gafni and Geri (2010) studied 120 MBA students to study on time management procrastination tendency in collective tasks and individual tasks. It was found that the result was almost the same in both the class. They found that the assignments were completed nearly at the end of the semester by both individually and collectivism. They also found that the individual students had the tendency to complete their assignments on time even when it was voluntarily to be completed. However the part of the collaborative work on the assignment was late or delayed up to the last three weeks of the semester even when the assignment was compulsory to be submitted & was not completed even when it was to be completed voluntarily.

Yong (2010) analyzed the assertiveness and academic procrastination of English and communication students at a private university in Malaysia. The result of the study indicated business students procrastinate more than engineering students on writing term papers. Male students and older students showed more procrastinate behaviour.

Pedro et al. (2009) studied 315 senior students of secondary level on the topic academic procrastination. They used the data collection as sampling, mean, ANOVA, regression and

statistics. The result or finding was that when the parents are themselves educated with higher qualification, procrastination among their sons/daughters is of low level than the parents with a number of siblings and low education.

Howell & Watson (2007) researched relations amid procrastination, learning method & achievement target orientations. They studied by taking samples of approximately 170 students particularly the students under graduation. They adopted techniques of statistical-mean, S.D, t-Test, ANOVA and correlation. Through all these techniques, they collected and analyze the data. Their finding was that procrastination becomes negatively regarding mastery-approach for target achievement.

Akinsola and et al. (2007) studied pupil of mathematics over academic procrastination & academic-achievement. They used to correlation statistics technique. Study further revealed a cogent difference in the levels of procrastination and mathematics achievement of the subjects, low procrastinations performed well in comparison to moderate and high procrastination. The findings further revealed that gender has no impact on procrastination.

Angela and et al. (2005) analyzed that procrastination is not always harmful and even not always negative. They made a difference between active procrastination & passive procrastination. Passive procrastination is in the traditional form when students people/cannot take a form decision to their work/study and fail to complete the work on time. They always delay as they are even unaware of the greater loss of its delay. On the other side positive procrastination is just opposite to negative procrastination. In negative procrastination the people work under pressure and they willingly delay the work. Though some time it has been believed that procrastination is always the same regarding the use of time, controlling in time, belief in self efficacy and copying styles and the results for academic progress and performance of the performer.

Caroline and et al. (2003) studied a model of the academic procrastination and role conflict. He concluded that there is an inter-personal relationship with non-self determined motivations and role conflict. Near about 292 university students were surveyed and it was found that the role-conflict between school and interpersonal relationship has been positively expected to be a relation with academic procrastination. Over all it has been seen that role conflict and self determination has a great role in our understanding of academic procrastination.

Tuckman (2002) studied on academic procrastination taking a sample of 250 senior pupil of secondary level. He investigated procrastination, its rationalization and work course achievement. The result of work was many students had a belief that working under pressure or starting late for the action can be better up to then they believed in getting skill and then start. All these things belong to the rationalizations that even at the time of unsuccessful than go on procrastination.

Prohaska et al. (2000) examined the academic procrastination has become a regular occurrence in the behavior among college and university students. The study showed the tasks were not completed in their due time or have to be rushed to meet the aware that you have an activity that you need to perform and even have the urge the need to do so but fail to be motivated to accomplish it within the framework given. That behavior had resulted in making students perform poorly in their academic studies since it does more harm than good in their studies.

## **STUDIES RELATED TO SELF-EFFICACY AND ACADEMIC PROCRASTINATION:**

Rajapakshe (2021) researched to identify the relationship between academic procrastination with students' personality traits such as self-efficacy and motivation to determine the impact of academic performance among undergraduates. The findings revealed that academic procrastination is a mediator between self-efficacy, motivation and has a direct negative impact on academic performance. Besides, the result also revealed academic self-efficacy and motivation do not have a direct impact on academic performance.

Uma and et al. (2020) evaluated the level of procrastination and self-efficacy and its related factors among dental undergraduate students. The result revealed that high procrastination (score  $\geq 62$ ) was seen among 28.5% of students. The mean self-efficacy score was 29.5. Moreover, there was no significant difference between genders for procrastination scores ( $P=0.835$ ) and between academic years ( $p=0.226$ ). Male showed significantly more self-efficacy ( $P<0.001$ ) and self-efficacy did not show any significant difference ( $P=0.204$ ) between academic years though a tendency for year 5 students to have lower self-efficacy score was observed. Academic procrastination was negatively correlated with self-efficacy ( $r=-0.238$  and  $P<0.001$ ).

Liu and et al. (2020) analyzed the influencing mechanism of postgraduate academic procrastination. Results indicated significant differences in academic self-efficacy between

females and males. Academic self-efficacy was positively correlated with academic self-control and negatively correlated with academic procrastination; academic self-control was negatively correlated with academic procrastination. Similarly, Academic self-control had a completely mediating effect in the influence of academic self-efficacy on academic procrastination.

Mostafa (2018) studied the relationship between academic procrastination, self-efficacy beliefs and academic achievement. The study revealed that there is significant negative correlation between self-efficacy beliefs and academic procrastination ( $r = -.232$ ), academic procrastination and academic achievement ( $r = -.154$ ) while the correlation coefficient was positive between self-efficacy beliefs and academic achievement ( $r = .278$ ). Multiple linear regression analysis proposed that self-efficacy beliefs and academic procrastination accounted for 20% of total academic procrastination variance ( $f(2,340) = 32.75, P < .001$ ). Further it showed that there is a positive significant relationship between self-efficacy beliefs and academic achievement, so those students who had high level self-efficacy belief did achieve higher grades.

Malkoc and Mutlu (2018) analyzed the mediational role of academic motivation to see the relationship between self-efficacy and academic procrastination. The study result showed a positive relationship between academic self-efficacy with academic motivation ( $r = .407$ ) and both have negative relationship with academic procrastination i.e. ( $r = -.312$  and  $r = -.482$ ). Further the study revealed academic self-efficacy and academic motivation are predictors of academic procrastination and academic motivation partially mediate the relationship between academic self-efficacy and academic procrastination. Academic procrastination as a product of low self-esteem and it can be directly or indirectly related with academic procrastination through academic self-efficacy, among university graduate students.

Batool and et al. (2017) studied a path analysis through structural equation modelling revealed that academic self-efficacy fully mediated the relationship between self-esteem and academic procrastination and 18 percent of variance was accounted for by the indirect effect of self-esteem via self-efficacy. Further the independent sample 't' test result revealed that male students scored significantly higher as compared to female students on academic procrastination

Cerino (2014) analyzed that there is a strong negative relationship of academic motivation, self-efficacy to academic procrastination among college students, with academic motivation

having a stronger relationship than self-efficacy. In a hierarchical regression model, academic motivation reported significant contribution to academic procrastination  $R^2$  change=.33,  $F(7,93) = 6.54$ ,  $P < .001$ , but self-efficacy did not contribute to variance in procrastination beyond the variance accounted for by academic motivation,  $R^2$  change= .022,  $F(1,92) = 3.09$ ,  $P = .082$ .

Kandemir (2014) studied the variables of self-regulation, self-efficacy. Life satisfaction, hope and descriptive variables about academic procrastination explain academic procrastination behaviour in the regression model. Descriptive survey models with 619 participants (450 female and 169 male students). Correlation and hierarchical regression analysis are used to analyse obtained data. The study finding revealed that the variables make the highest contribution to the model respectively; academic success mean, self-regulation and life satisfaction. Besides that, academic success means variable predicts academic procrastination negatively and meaningfully.

Azar (2013) conducted a study with an objective to determine the relationship between academic self-efficacy, achievement motivation, and academic procrastination with academic performance and investigate the predictive validity of them and interaction of them with gender to academic performance. The findings of the study showed that academic self-efficacy and achievement motivation had significant positive effects on academic achievement of students. Academic procrastination inversely is a significant predictor of academic performance. Also, an extra result of the t -test revealed that there is no significant difference between the mean score of girls and boys in academic procrastination ( $T = 0.47$ ,  $P = 0.640$ ) and academic self-efficacy ( $T = 0.29$ ,  $P = 0.730$ ).

Sirin (2011) studied and revealed that academic procrastination and general procrastination found a significant positive correlation between them while no significant relationship was found between academic procrastination, academic motivation and academic self-efficacy. Further general procrastination was determined to be a significant predictor of academic procrastination. The result also revealed a significant difference in academic procrastination in grades of the students; however, no difference was found between male and female students in terms of gender.

Klassen et al. (2008) analyzed and proposed two vignette studies exploring the predictors of academic procrastination of 456 undergraduates. Based on the findings, although other self-variables are related to procrastination, self-efficacy for self-regulation is most predictive of

procrastination tendencies. The study concludes with a discussion of the importance that self-efficacy for self-regulation holds for procrastination research and with suggestions for practitioners who work with the students who are adversely affected by procrastination.

Silver and et al. (2001) conducted a study on strategies self-efficacy instrument on community college students. Data was tabulated through statistical techniques (mean, S.D, ANOVA). Results revealed that achievement in community college students was significantly and positively related to Self-efficacy.

## **STUDIES RELATED TO PERSONALITY AND ACADEMIC PROCRASTINATION**

Ocansey, G and et al. (2022) studied the role of personality types on academic procrastination among undergraduate students. Two hundred (200) students (Mean age = 20.78 years; SD = 2.27) conveniently sampled completed the Academic Procrastination Scale and the Big Five Personality Inventory. Correlational analysis showed that academic procrastination was negatively associated with openness, conscientiousness, extraversion, and agreeableness but positively related to neuroticism. Further standard multiple regression analysis showed only two dimensions of the personality traits: Neuroticism and openness made significant prediction of academic procrastination. Neuroticism made the strongest unique predictor of academic procrastination ( $\beta = 0.23$ ;  $t = 2.74$ ;  $p < .01$ ) followed by openness ( $\beta = -0.20$ ;  $t = -2.18$ ;  $p < .05$ ).

Ljubin-Golub, T., Petričević, E., & Rovani, D. (2019) studied the role of the motivational self-regulation in academic procrastination under the personality framework. Therefore, the aims of the study were to investigate: (a) the role of personality dimensions in the self-regulation of motivation; (b) the role of self-regulation of motivation in procrastination; and (c) the mediating role of the self-regulation of motivation. The participants were 274 university students ( $M = 21$  years). The Big Five traits explained from 6% to 17% variance of the individual motivational regulation strategies (MRSs). Both personality (conscientiousness) and the MRS (environmental control) were significant predictors of academic procrastination. Conscientiousness, agreeableness, and intellect showed an indirect effect on reducing academic procrastination, mediated through the strategy of environmental control, thus additionally suggesting the important role of this motivational strategy.

Steel & Klingsieck (2016). researched that while the degree of procrastination is largely contingent on the trait of conscientiousness, the other four major personality traits determine

how procrastination manifests.<sup>167</sup> undergraduate students of the course introductory psychology filled out a big five inventory. results showed that Conscientiousness and its facets were the strongest correlates with procrastination. Moreover, in regression analyses, the other personality traits did not incrementally predict procrastination. However, the reasons ascribed to procrastination and the off- task activities pursued reflected the other personality traits. Hence, While conscientiousness is the core for all procrastination types, the other personality traits determine its phenomenology.

Kağan et al. (2010) studied academic procrastination as considered to be associated with perfectionism, obsessive – compulsive and five factor personal traits and the academic procrastination behaviours will be tried to be explained in the present research. The research group was comprised of 265 students from different universities and found significant results.

Judith et al. (1995) investigated the construct of procrastination in terms of task approach and performance or through the perspective of personality and individual differences. They researched on the Undergraduate students (N = 202) completed the NEO-PI-R and Aitken's Procrastination Inventory. Stepwise multiple regression revealed that Conscientiousness accounted for a significant portion of the unique variance of procrastination scores. The procrastination scores were inversely related to Conscientiousness and were also significantly correlated with Neuroticism. The factors of Extraversion, Openness to Experience, and Agreeableness were not significantly correlated with procrastination scores. Stepwise multiple regression of the Conscientiousness and Neuroticism factor facets indicated that lack of Self-Discipline and Impulsiveness accounted for most of the variance of procrastination scores.

McCown and Johnson (1991) analyzed that neuroticism was related to total procrastination scores, along with measures of lack of confidence in preparedness and anxiety, and is inversely related to total hours studying. Conscientiousness and self-reported procrastination is also indicated to predict initial levels of procrastination among students, but neuroticism does not (Moon and Illingworth 2005).

## **CHAPTER III**

### **METHODOLOGY**

#### **INTRODUCTION**

Research is a scientific enquiry, definite and systematic procedure to collect data. It helps to find out more information about study in detailed and careful manner. According to Creswell (2008) research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue. It consists of three steps: pose a question, collect data to answer the question, and present an answer to the question. The research methodology is a systematic way to resolve a problem. Methodology helps to contribution towards the success or failure of any research work. A pre-planned and well organized method of research that helps researcher to make scientific and systematic plan for solving the problem under investigation. After selection of the problem, the researcher has to decide suitable procedure and techniques that to be used for investigation according to the nature of research problem.

#### **METHOD**

There are several methods of collecting data but the selection of method of research is determined by the nature of the problem. The descriptive survey method is used in the study after considering nature, need and purpose of present research. Descriptive survey studies are conducted to collect the data of existing phenomena with the view to employ data to justify current condition and practices or make intelligent plans description of the tools and the sample is given under.

#### **POPULATION AND SAMPLE OF THE STUDY**

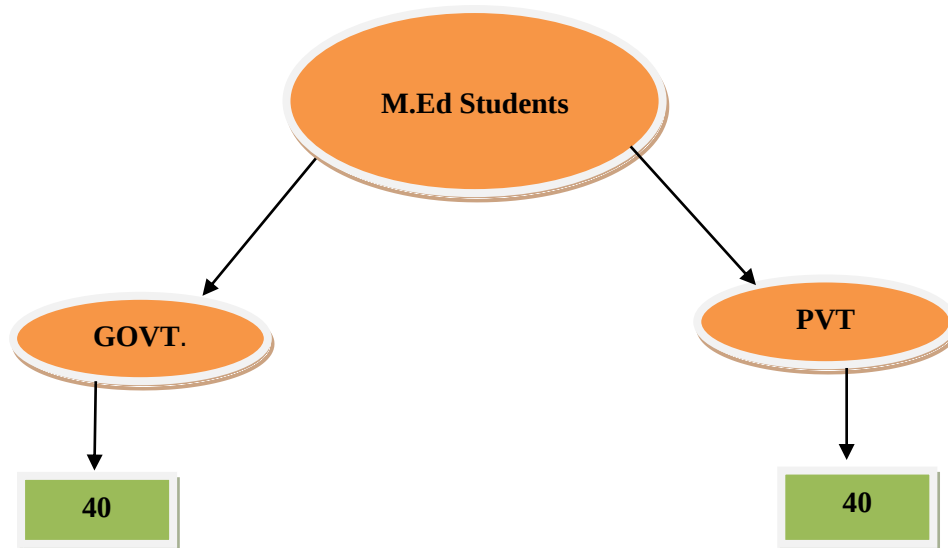
##### **POPULATION**

In the course of our research, our targeted population comprised M.Ed students, recognizing the importance of studying this specific group due to its unique and distinct perspectives. The sample will be collected from Jammu districts only.

##### **Sample:**

Sampling is the soul of scientific study. A good sample minimizes the error of estimation, is less time consuming, and economical in terms of time and money. The size of the sample

varies from study to study, methods and nature of population. In the present study, keeping in view the limitation of time the researcher has to be content within the limited samples. The investigator purposively selected 80 students of M.Ed. from colleges of Jammu District.



**TABLE 1**

**DISTRIBUTION OF SAMPLE OF ADOLESCENTS**

| S.NO. | NAME OF THE COLLEGE            | NO. |
|-------|--------------------------------|-----|
| 1     | MIER COLLEGE OF EDUCATION      | 5   |
| 2     | UNIVERSITY OF JAMMU            | 25  |
| 3     | DISTANCE (UNIVERSITY OF JAMMU) | 25  |
| 4     | CENTRAL UNIVERSITY             | 25  |

**Sampling Technique:**

In the present study the investigator used 'Random Sampling Technique' for data Collection.

**VARIABLES**

**On the basis of above illuminations and nature of problem following independent variables were selected in present study.**

A) DEPENDENT

- MED Students

## B) INDEPENDENT

- Academic Procrastination
- Personality
- Self-efficacy

### **Research tools and its description:**

The selection of suitable tools is of vital importance for successful research. Different tools are suitable for collecting different kinds of information for various purposes. Selection of tools for data collection depends upon the nature of the problem undertaken. For the present investigation the investigator has used the following tools of research: -

- **Maudsley Personality Inventory (MPI)** .It was given by H.J. Eysenck. This inventory consists of 48 items. Every question has three possible answers; "Yes" "7" , and "No". reliability of the scale is 0.80
- **Procrastination Scale.** It was given by Lay, 1986.It consist of 20 items. It is 5 point scale. Reversed- keyed items are 3,4,6,8,11,13,14,15,18,20. It has good reliability
- **General Self-Efficacy Scale (GSE)** by Schwarzer & Jerusalem 1995. This scale is a self-report measure of self-efficacy. It consists of 10 Items. Internal reliability for this scale is between .76 and .90

### **DATA COLLECTION:**

The data collection for the study was quantative in nature. Standardized measurement tools were used to gather information on personality, self efficacy and academic procrastination among M.Ed students in the Jammu District. This approach allowed for systematic data collection, facilitating the analysis of trends, patterns, and associations between variables of interest. After data collection, stringent protocols were adhered to ensure the confidentiality and privacy of participants' information. All collected data were anonymized and securely stored to prevent unauthorized access or disclosure. Additionally, participants were informed about the purpose of the study, their voluntary participation, and their right to withdraw consent at any time without facing repercussions.

### **STATISTICAL TECHNIQUE EMPLOYED**

The collected data was scored according to directions given in the list manuals. Then standard statistical procedures were used to conduct the analysis. Descriptive statistics such

as Mean and Standard Deviation were calculated to test significance of means of different variables in the study. Correlational Analysis was performed to derive the relationship between the variables and to see one variable's effect on other variables.

## **CHAPTER – IV**

### **ANALYSIS AND INTERPRETATION OF DATA**

Analysis of data means to break up the whole data into its components. Proper analysis and interpretation of results is important pillar of the good research work. The present study focused on the relationship of academic procrastination with personality and self efficacy. The quantitative data was collected for the present research problem by using different tools. The data related to academic procrastination in relation to personality and self efficacy among M.Ed students required to be organized, analyzed and interpreted. The data organization comprises the editing, classifying and tabulating the collected information with the use of different tool. The data editing represents the accuracy, usefulness and completeness of the collected information. The classification indicates differentiation of data into various categories and groups. For this purpose, the investigated conduct the problem i.e. under the investigation, formulating the four objectives and further to achieve them four hypotheses were framed. The analysis of data is presented, discussed and interpreted as follows:

This chapter presents the demographic characteristics of the study participants as well as the results of the study based on the leading hypothesis undertaken for the study.

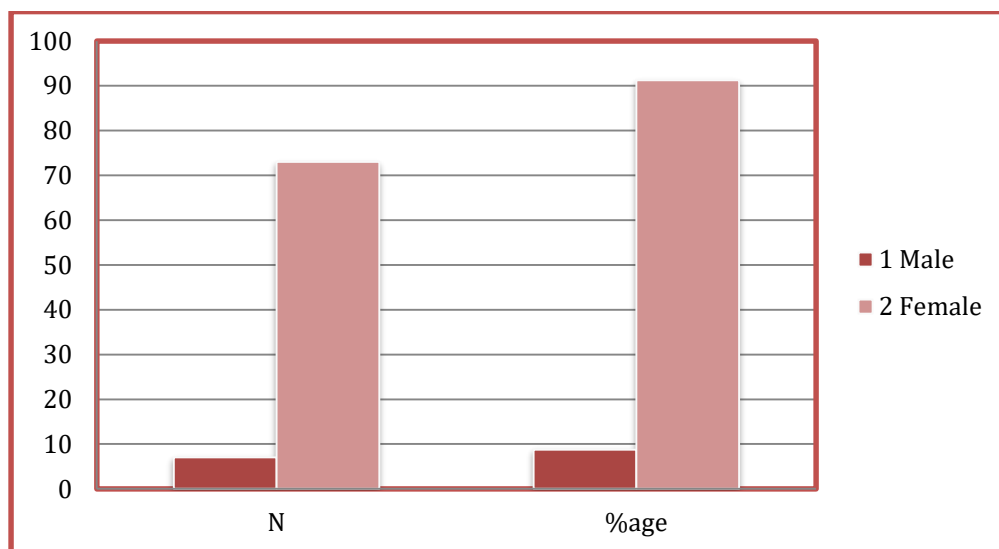
## Demographic characteristics of participants

**Table 4.1**

**Frequency Distribution of male and female M.Ed students (N=80)**

| S. No. | Gender | N  | %age  |
|--------|--------|----|-------|
| 1      | Male   | 7  | 8.75  |
| 2      | Female | 73 | 91.25 |

The demographic characteristics of participants included in the study are presented above. As represented in (Table 4.1), the valid and total sample of the study is 80. Of the total (N=80) sample, 8.75 percent (7) are males and 91.25 percent (73) are females. The percentage is represented in the fig 1 below.



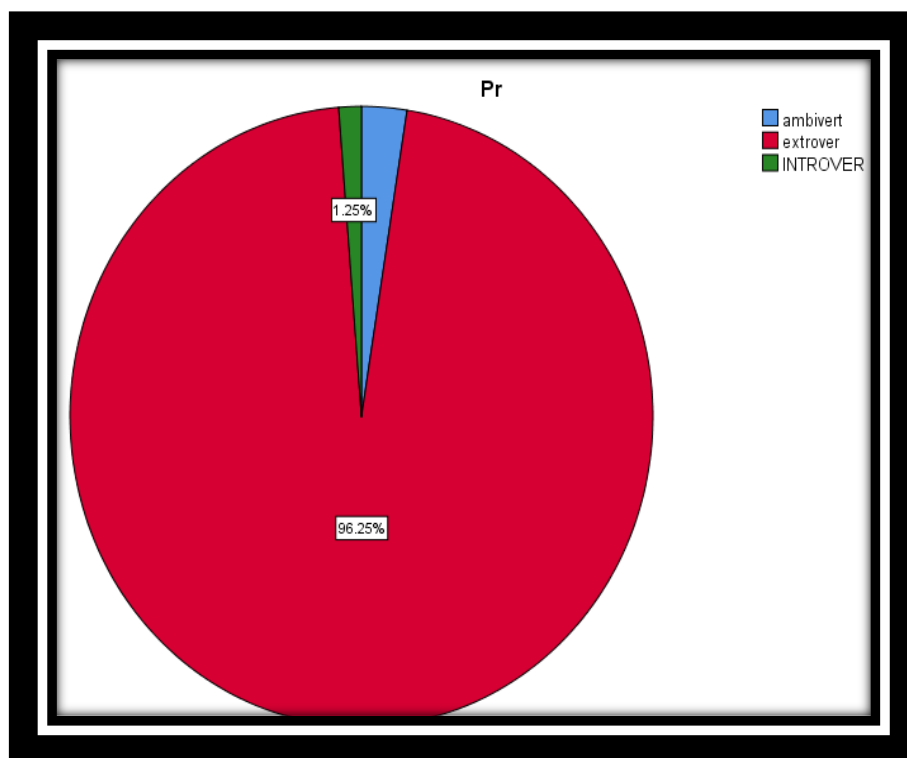
**Fig 1** Showing Frequency Distribution of male and female M.Ed students (N=80)

**Table 4.2**

*Showing the type of Personality as Introvert, Extrovert and Ambivert.*

|           | Frequency | Percent |
|-----------|-----------|---------|
| Ambivert  | 2         | 2.5     |
| Extrovert | 77        | 96.3    |
| Introvert | 1         | 1.3     |
| Total     | 80        | 100.0   |

This table depicts that there are three types of personality seen among the participant . Out of total sample N=80, 96.3 percent are found to be extroverts and 2.5 percent are found to be ambiverts and of whom 1.3 percent are introverts. Fig 9, below is a pictorial depiction of the same.

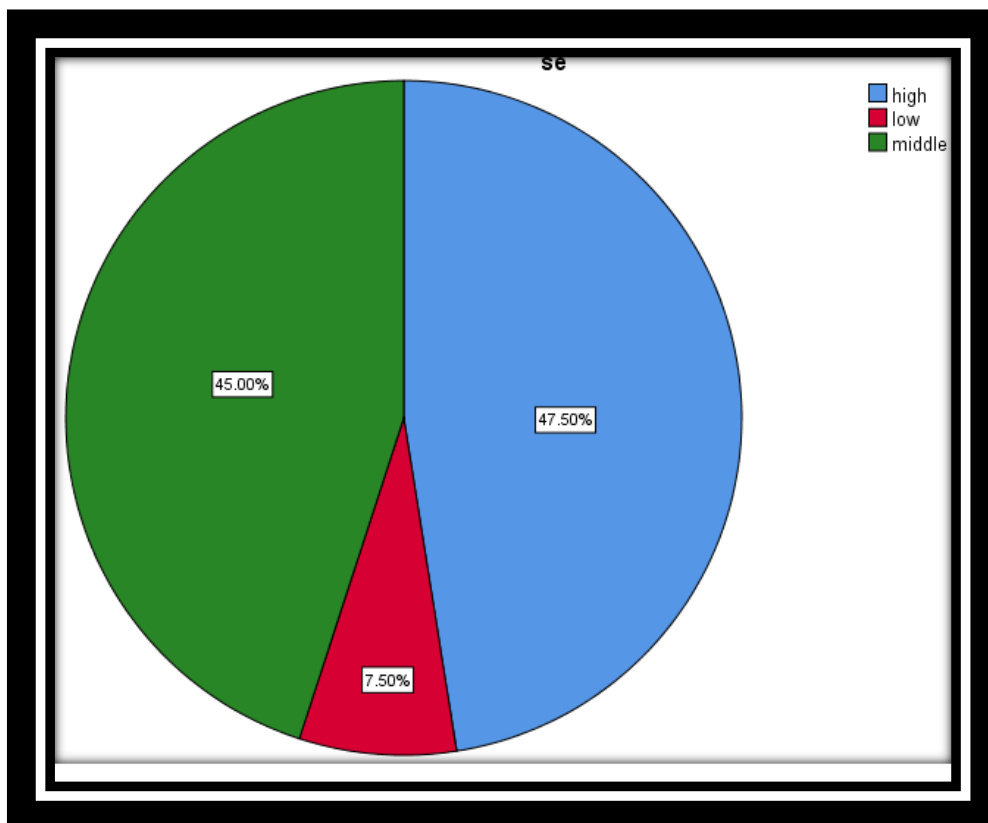


**Table 4.3**

*Showing the Self Efficacy ranging from High, Middle and Low.*

|        | Frequency | Percent |
|--------|-----------|---------|
| High   | 38        | 47.5    |
| Low    | 6         | 7.5     |
| Middle | 36        | 45.0    |
| Total  | 80        | 100.0   |

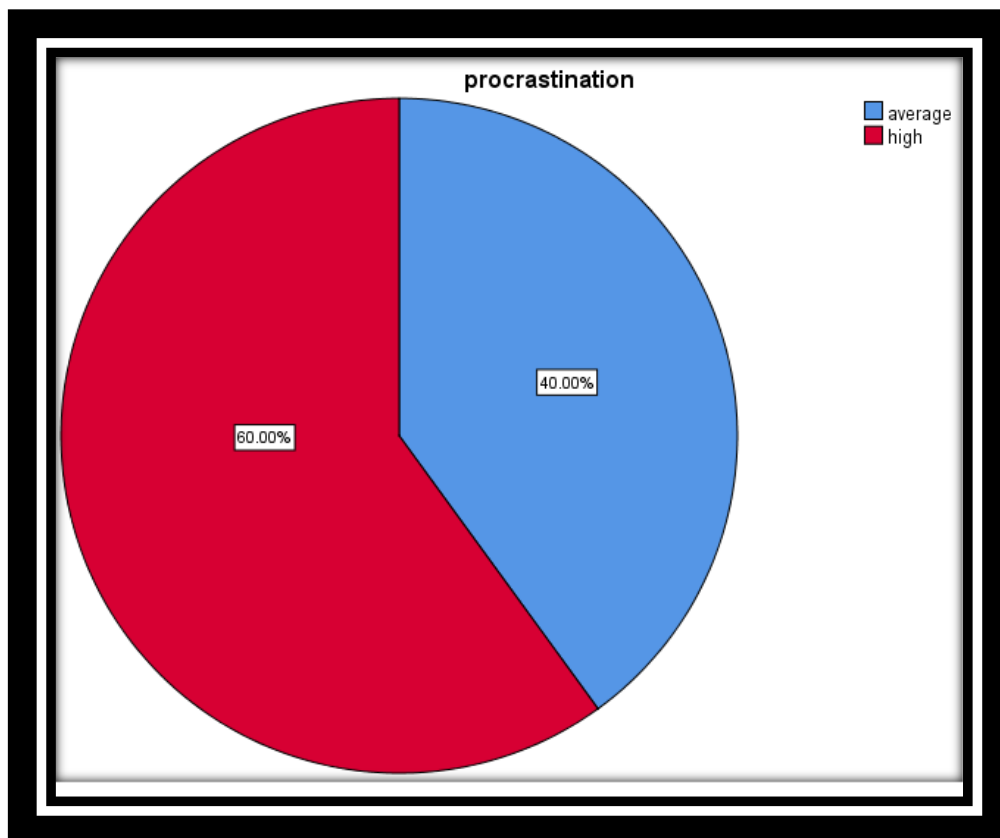
This table showed that Out of total sample N=80, 47.5 percent are found to have high self efficacy, 45 percent people have middle or average self efficacy while 7.5 percent are found to have low self efficacy. Fig 3, below is a pictorial depiction of the same.



**Table 4.4** Showing the range between High, Low and Average in the procrastination.

|         | Frequency | Percent |
|---------|-----------|---------|
| Average | 32        | 40.0    |
| High    | 48        | 60.0    |
| Low     | 0         | 0.0     |
| Total   | 80        | 100.0   |

Out of total sample N=80, 60 percent are found to have scored high in procrastination scale while 40 percent scored average on the same. Fig 4, below is a pictorial depiction of the above data.

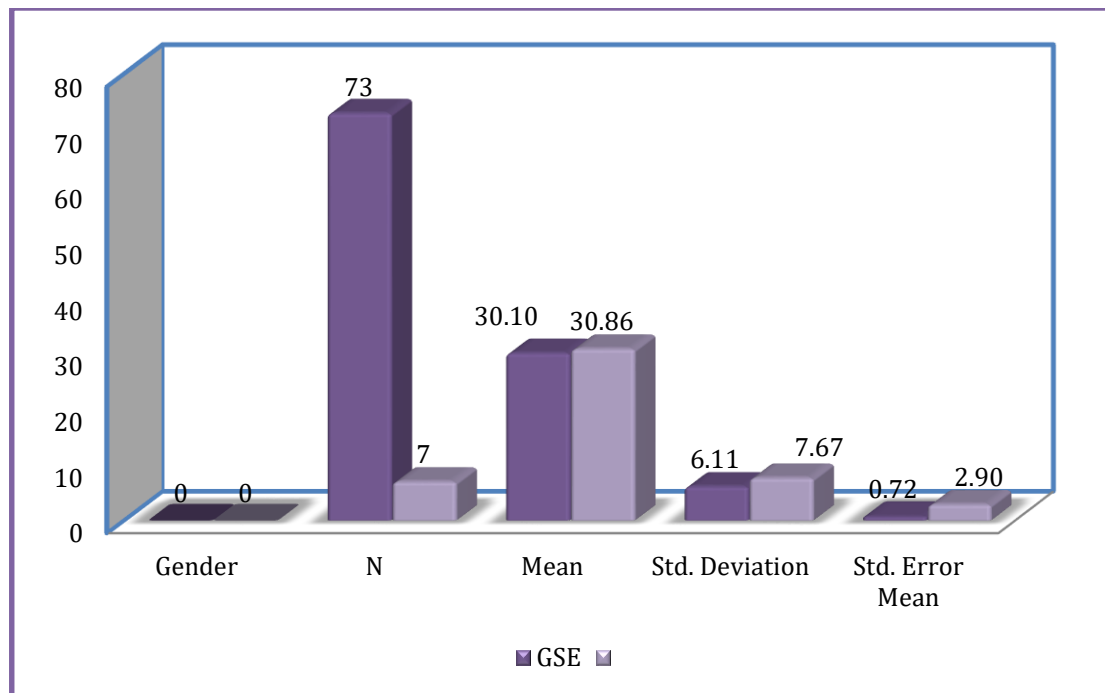


**Table 4.5**

*Showing Mean, SD and of the participants on Self Efficacy.*

|                              | Gender | N  | M     | SD   |
|------------------------------|--------|----|-------|------|
| <i>General Self Efficacy</i> | Female | 73 | 30.10 | 6.11 |
|                              | Male   | 7  | 30.86 | 7.67 |

This table shows that mean of female for self efficacy is 30.10 and SD is 6.11 whereas the mean of male for self efficacy is 30.86 and SD is 7.67. The graphical representation of the self efficacy is shown in the fig below.



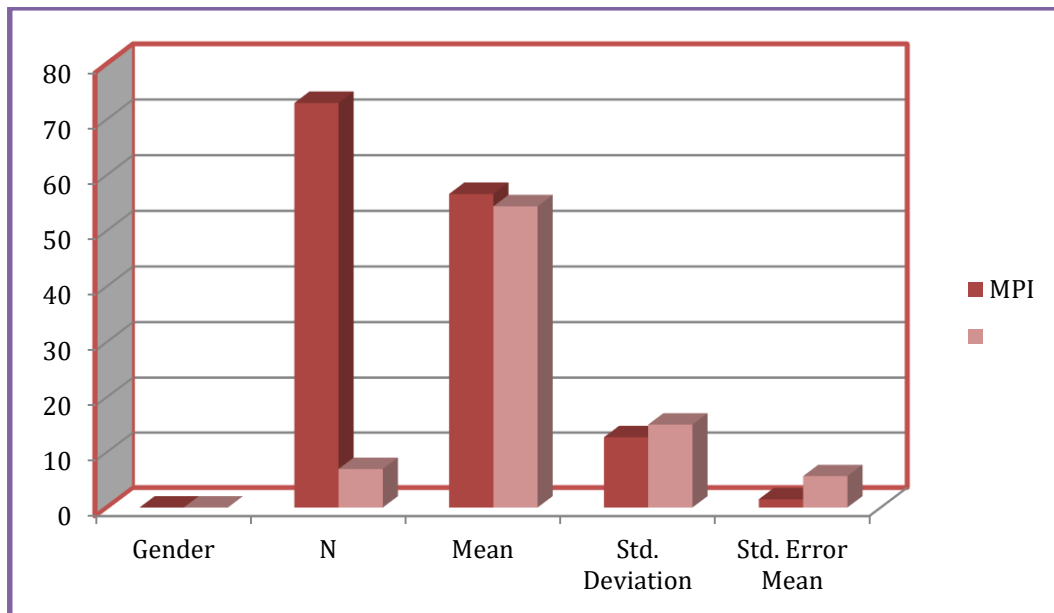
**Fig. 5** *Showing Mean, SD and SEM of the participants on General Self Efficacy.*

**Table 4.6**

*Showing Mean, SD and of the participants on Personality.*

|                    | Gender | N  | M     | SD    |
|--------------------|--------|----|-------|-------|
| <i>Personality</i> | Female | 73 | 56.66 | 12.79 |
|                    | Male   | 7  | 54.43 | 15.08 |

This table shows that mean of female for Personality is 56.66 and SD is 12.79 whereas the mean of male for self efficacy is 54.43 and SD is 15.08. The graphical representation of the self efficacy is shown in the fig below.



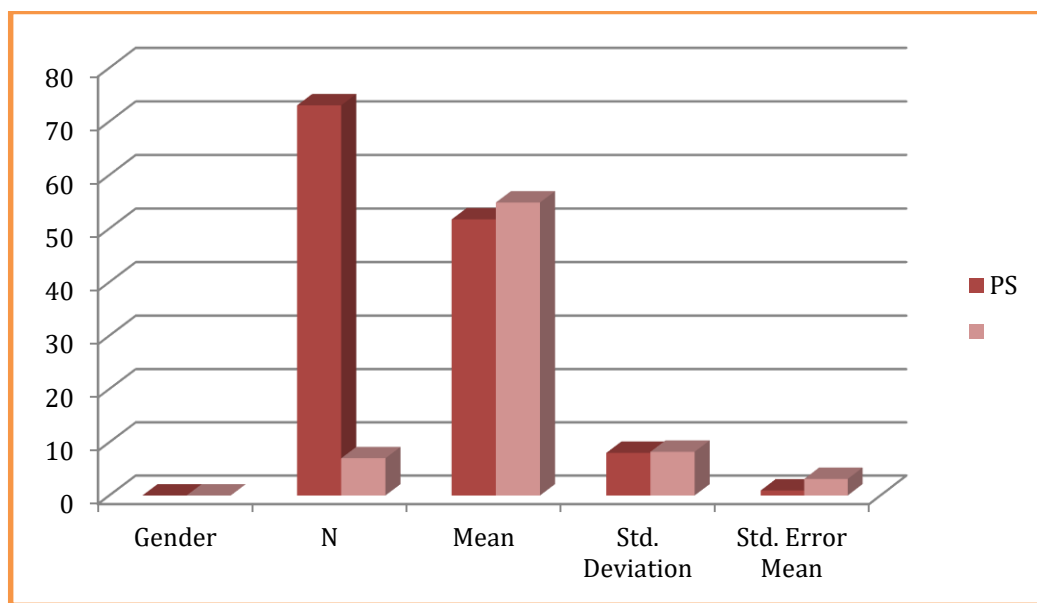
**Fig. 6** *Showing Mean, SD and SEM of the participants on Maudsley Personality Inventory.*

**Table 4.7**

*Showing Mean, SD and of the participants on Procrastination.*

|                        | Gender | N  | Mean  | Std. Deviation |
|------------------------|--------|----|-------|----------------|
| <i>Procrastination</i> | F      | 73 | 51.71 | 8.00           |
|                        | M      | 7  | 54.86 | 8.21           |

This table shows that mean of female for *procrastination* is 51.71 and SD is 8, whereas the mean of male for self efficacy is 54.86 and SD is 8.21. The graphical representation of the procrastination is shown in the fig below.



**Fig 7** Showing Mean, SD and SEM of the participants on Procrastination.

## CORELATIONAL ANALYSIS

HA1: There will be a significant relationship between academic procrastination and self efficacy among M.Ed. students.

**Table 4.8**

*Correlation between Procrastination and Self Efficacy*

|                        | N  | r      | P      |
|------------------------|----|--------|--------|
| <i>Procrastination</i> | 80 | -0.270 | 0.00** |

*Self Efficacy*

\*\*. Correlation is significant at the 0.01 level (2-tailed). N=80

This table represents the relationship between the procrastination and self efficacy which is represented in table 4.8. There is a negative correlation between the *Procrastination and Self Efficacy*  $r = -0.270$ ,  $N = 80$ ,  $p = 0.00$ . There is a strong, negative correlation between procrastination and self efficacy. In the light of empirical evidence shown in table 8 above mentioned hypothesis H1 is accepted. The result is shown in the figure below.



**Fig 8** *Correlation between Procrastination and Self Efficacy*

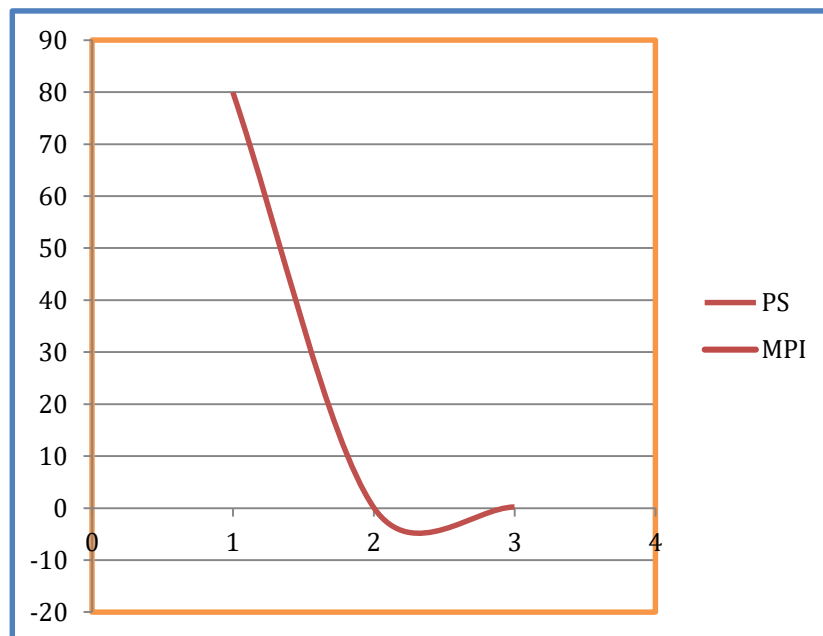
HA2. There will be a significant relationship between academic procrastination and personality among M.Ed. students.

**Table 4.9***Correlation between Procrastination and Personality*

|                        | N  | r     | P       |
|------------------------|----|-------|---------|
| <i>Procrastination</i> | 80 | 0.136 | 0.227** |
| <i>Personality</i>     |    |       |         |

\*\* . Correlation is significant at the 0.01 level (2-tailed). N=80

This table represents the relationship between academic procrastination and personality which is represented in table 4.9. There was a positive correlation between the two variables,  $r = 0.136$ ,  $n = 80$ ,  $p < 0.227$ . There is a significant positive correlation between Personality and Academic Procrastination.. In the light of empirical evidence shown in table 4.9, above mentioned hypothesis H2 is accepted.



**Fig 9** Showing correlation between Academic Procrastination and Personality.

HA3. There will be a significant relationship between self-efficacy and personality among M.Ed. students.

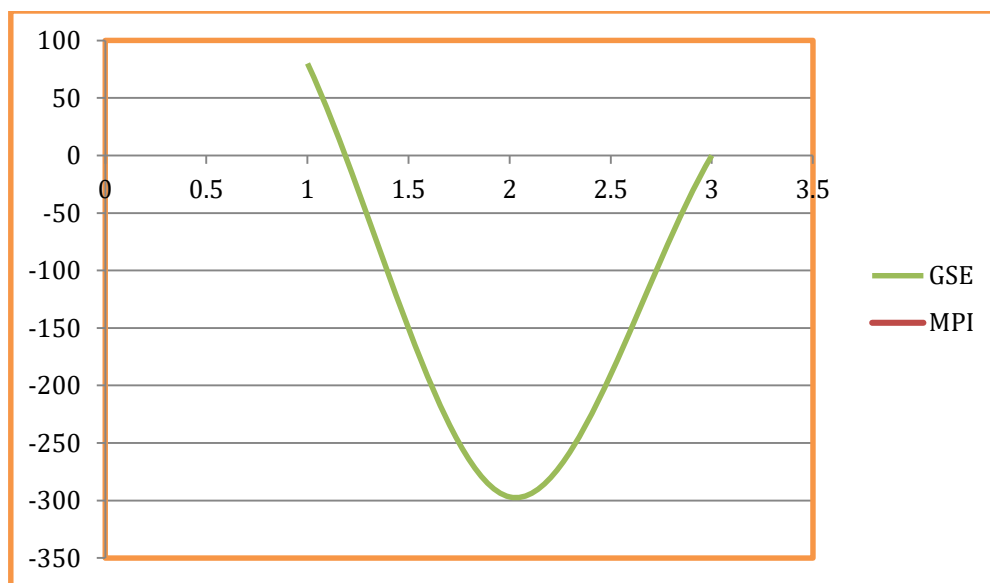
**Table 4.10**

Showing correlation between *Personality and Self efficacy*.

|               | N  | r     | P       |
|---------------|----|-------|---------|
| Self Efficacy | 80 | -.297 | 0.007** |
| Personality   |    |       |         |

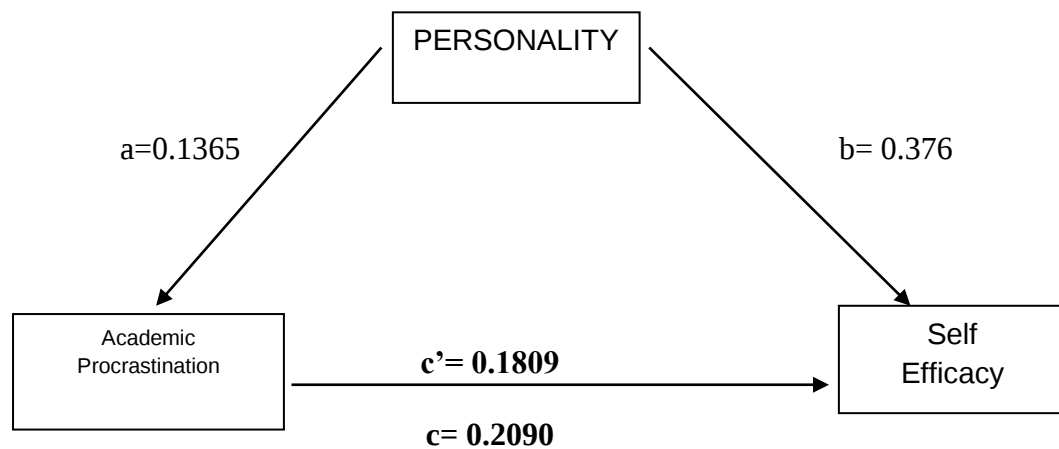
\*\*. Correlation is significant at the 0.01 level (2-tailed). N=80

There will be a significant negative relationship between Personality and Self efficacy among M.Ed students. A Pearson product-moment correlation coefficient was computed to assess the relationship between personality and self efficacy. There is significant negative correlation between the two variables,  $r = -.297$ ,  $N = 80$ ,  $p = 0.007$ . There is an association between personality and self efficacy. In the light of empirical evidence shown in table 10 above mentioned hypothesis H3 was accepted.



**Fig 10** Showing correlation between *Personality and Self Efficacy*.

HA4: There will be a significant mediating effect of personality on the relationship between academic procrastination and self-efficacy among M.Ed. students.



**Mediation analysis for personality on the relationship between academic procrastination and self efficacy among M.Ed students.**

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MPI Model Summary

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| R     | R-sq  | MSE      | F      | df1    | df2     | p     |
|-------|-------|----------|--------|--------|---------|-------|
| .1365 | .0186 | 165.7246 | 1.4806 | 1.0000 | 78.0000 | .2274 |

Model Summary

| R     | R-sq  | MSE     | F      | df1    | df2     | p     |
|-------|-------|---------|--------|--------|---------|-------|
| .3766 | .1418 | 33.9584 | 6.3620 | 2.0000 | 77.0000 | .0028 |

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TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y

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Total effect of X on Y

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| Effect | se    | t       | p     | LLCI   | ULCI   | c_ps   | c_cs   |
|--------|-------|---------|-------|--------|--------|--------|--------|
| -.2090 | .0845 | -2.4729 | .0156 | -.3773 | -.0407 | -.0337 | -.2696 |

Direct effect of X on Y

| Effect | se | t | p | LLCI | ULCI | c'_ps | c'_cs |
|--------|----|---|---|------|------|-------|-------|
|--------|----|---|---|------|------|-------|-------|

|        |       |         |       |        |        |        |        |
|--------|-------|---------|-------|--------|--------|--------|--------|
| -.1809 | .0826 | -2.1902 | .0315 | -.3454 | -.0164 | -.0291 | -.2334 |
|--------|-------|---------|-------|--------|--------|--------|--------|

Indirect effect(s) of X on Y:

|     | Effect | BootSE | BootLLCI | BootULCI |
|-----|--------|--------|----------|----------|
| MPI | -.0281 | .0235  | -.0748   | .0165    |

Partially standardized indirect effect(s) of X on Y:

|     | Effect | BootSE | BootLLCI | BootULCI |
|-----|--------|--------|----------|----------|
| MPI | -.0045 | .0038  | -.0121   | .0027    |

Completely standardized indirect effect(s) of X on Y:

|     | Effect | BootSE | BootLLCI | BootULCI |
|-----|--------|--------|----------|----------|
| MPI | -.0362 | .0302  | -.0985   | .0198    |

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The study assessed the mediation role of personality in the relationship between academic procrastination and self efficacy. The mediation analysis reveals that academic procrastination significantly and negatively impacts self-efficacy among M.Ed students, with a coefficient of  $b = -0.2090$ . Higher academic procrastination is associated with lower self-efficacy ( $\beta = -0.2696$ ,  $\beta = -0.2696$ ). personality is associated with academic procrastination  $\beta = 0.136$  and self efficacy (0.376) which is significant. Thus, Personality fully mediate Academic Procrastination and Self Efficacy among M.Ed students.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND IMPLICATIONS

This chapter presents a summary of the information attained in the literature review. A critical analysis is included regarding the difference between the constructs of academic procrastination in relation to personality and self efficacy among M.Ed students. The chapter

concludes by mentioning the limitations of the study as well as recommendations for further research.

### **Findings of the study:**

- There is a significant relationship between academic procrastination and self- efficacy among M.Ed students. Accepted
- There is a significant relationship between academic procrastination and personality among M.Ed students. Accepted
- There is a significant relationship between self- efficacy and personality among M.Ed students. Accepted
- There is a significant mediating effect of personality on the relationship between academic procrastination and self- efficacy among M.Ed students. Accepted

### **Conclusion of the study**

The study establishes a significant relationship between academic procrastination, self-efficacy, and personality among M.Ed students. The findings reveal that higher levels of academic procrastination are correlated with lower levels of self-efficacy, consistent with previous research indicating that students who procrastinate tend to doubt their abilities to complete academic tasks (Klassen, Krawchuk, & Rajani, 2008). Additionally, the study confirms a significant relationship between academic procrastination and personality traits, supporting the view that certain personality factors, such as conscientiousness and neuroticism, influence procrastination behaviors (Steel, 2007).

Furthermore, the research highlights a significant connection between self-efficacy and personality, aligning with past studies which suggest that individuals with positive personality traits tend to have higher self-efficacy (Judge & Bono, 2001). Most notably, the study identifies a significant mediating effect of personality on the relationship between academic procrastination and self-efficacy. This mediation effect suggests that personality traits can influence how self-efficacy moderates procrastination, adding depth to the understanding of these constructs' interplay (Schwarzer & Jerusalem, 1995).

These results are aligned with previous findings, reinforcing the notion that personality traits play a crucial role in shaping academic behaviors and self-beliefs. As such, interventions aimed at reducing procrastination and enhancing self-efficacy may benefit from considering the underlying personality characteristics of students.

## **Suggestions for future research**

**The suggestion for future study are as follows:**

1. **Comparative Study across Different Education Levels:** Extend your research to compare academic procrastination, personality traits, and self-efficacy across various levels of education (e.g., undergraduate, postgraduate, doctoral students) to observe if there are any developmental patterns or differences in these factors.
2. **Longitudinal Study:** Conduct a longitudinal study to track how academic procrastination, personality traits, and self-efficacy evolve over time among M.Ed. students. This could provide insights into the stability of these factors and their impact on academic performance throughout the duration of the program.
3. **Intervention Studies:** Design and implement interventions aimed at reducing academic procrastination among M.Ed. students, considering their personality traits and self-efficacy levels. Evaluate the effectiveness of these interventions and explore whether certain personality profiles respond better to specific intervention strategies.
4. **Cross-Cultural Comparison:** Explore how cultural factors influence academic procrastination, personality traits, and self-efficacy among M.Ed. students. Conduct comparative studies across different cultural contexts to understand the role of cultural norms and values in shaping these variables.
5. **Technology Use and Procrastination:** Investigate the role of technology use, such as social media and online resources, in academic procrastination among M.Ed. students. Explore how personality traits and self-efficacy interact with technology-related behaviors to impact procrastination tendencies.
6. **Teacher Training Programs:** Examine the relationship between academic procrastination, personality traits, and self-efficacy among M.Ed. students specifically focusing on their preparedness for teaching roles. Investigate whether certain personality profiles or levels of self-efficacy are associated with better preparation for teaching responsibilities.
7. **Gender Differences:** Explore potential gender differences in academic procrastination, personality traits, and self-efficacy among M.Ed. students. Investigate whether there are distinct patterns or correlates of procrastination between male and female students in this context.

8. Professional Development Outcomes: Investigate how academic procrastination, personality traits, and self-efficacy among M.Ed. students relate to their professional development outcomes post-graduation. This could include factors such as career success, job satisfaction, and continued learning.

### **Educational implications:**

Understanding the relationship between academic procrastination, personality traits, and self-efficacy can inform the development of tailored support services for M.Ed. students. Educational institutions can provide targeted interventions and resources to help students overcome procrastination tendencies based on their specific personality profiles and levels of self-efficacy. Educators can incorporate strategies that address procrastination tendencies and enhance self-efficacy among M.Ed. students. By recognizing how personality traits influence learning behaviors, instructors can adapt teaching methods to better engage students and foster a proactive approach to academic tasks. The research highlights the importance of self-regulation skills in combating academic procrastination. Educational programs can integrate activities and workshops focused on improving self-regulation abilities, such as goal setting, time management, and stress management, to empower M.Ed. students to take control of their learning process. Academic advisors can use insights from your research to provide personalized guidance to M.Ed. students. By considering individual differences in personality traits and self-efficacy levels, advisors can offer tailored advice on setting realistic goals, managing workload effectively, and seeking support when needed. The findings also have implications for curriculum design in M.Ed. programs. Educators can incorporate coursework and assignments that promote active engagement and self-directed learning, thereby reducing the likelihood of procrastination behaviors. Additionally, integrating opportunities for students to develop their self-efficacy through experiential learning activities can enhance their confidence in their abilities. M.Ed. programs can include components focused on professional development and reflective practice to help future educators recognize and address procrastination tendencies among their students. By understanding the psychological factors that contribute to academic procrastination, teachers can create supportive learning environments that encourage student motivation and persistence.

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## **APPENDIX**

### **Demographic details:**

1. Name
2. Age
3. Gender
4. Locality

## **CONSENT FORM**

I, Preet Uppal, the undersigned, voluntarily agree to participate in the research study titled "Academic Procrastination in Relation to Personality and Self-Efficacy among M. Ed Students" in Jammu district. I understand that my participation involves providing information through surveys and interviews, which will be used solely for academic purposes. I am aware that my responses will be kept confidential and that I can withdraw from the study at any time without any penalty. I have been informed about the purpose of the study and understand that there are no risks involved. By signing below, I acknowledge my informed consent to participate in this research.

Date:

Signature:

# QUESTIONNAIRES

## APPENDIX - III

### MAUDSLEY PERSONALITY INVENTORY (MPI)

#### H.J.Eysenck's M.P.I.

Name \_\_\_\_\_ Sex \_\_\_\_\_ Age: \_\_\_\_\_ Date \_\_\_\_\_

Occupation \_\_\_\_\_ Monthly Income (students should mention parent's income) \_\_\_\_\_

#### Instructions:

Here are some questions regarding the way you feel and act. There are no right or wrong answers because different people react in different manners for the same kind of experience. Therefore, what you feel right is the most appropriate answer for you. For example;

Do you like to indulge in gossip? Yes ☐ ? ☐ No ☐

As you can see that every question has three possible answers; "Yes", "?", and "No". You have to decide whether "Yes" or "No" represents your usual way of acting or feeling, then put a (X) mark in the box right next to "Yes" or "No". If you find it absolutely impossible to decide, put a (X) mark in the box next to "?". But do not use this answer very frequently. Work quietly and do not spend too much time over any question. Give the first natural answer as it comes to you. Of course, the questions are too short to give you all the particulars you would sometime like to have, even then give the best possible answer. Be sure not to skip anything, and answer every question, somehow. You should finish the entire questionnaire in not more than fifteen minutes. Therefore, work quickly and remember to answer every question.

- |     |                                                                                          |                              |                            |                             |
|-----|------------------------------------------------------------------------------------------|------------------------------|----------------------------|-----------------------------|
| 1.  | Are you happiest when you get involved in some project that calls for rapid action?..... | Yes <input type="checkbox"/> | ? <input type="checkbox"/> | No <input type="checkbox"/> |
| 2.  | Do you sometimes feel happy, sometimes depressed without any apparent reason?.....       | Yes <input type="checkbox"/> | ? <input type="checkbox"/> | No <input type="checkbox"/> |
| 3.  | Does your mind often wander while you are trying to concentrate on some topic?.....      | Yes <input type="checkbox"/> | ? <input type="checkbox"/> | No <input type="checkbox"/> |
| 4.  | Do you usually take the initiative in making new friends?.....                           | Yes <input type="checkbox"/> | ? <input type="checkbox"/> | No <input type="checkbox"/> |
| 5.  | Are you quick and sure in your actions?.....                                             | Yes <input type="checkbox"/> | ? <input type="checkbox"/> | No <input type="checkbox"/> |
| 6.  | Are you frequently lost in thoughts even when you are conversing?.....                   | Yes <input type="checkbox"/> | ? <input type="checkbox"/> | No <input type="checkbox"/> |
| 7.  | Are you sometimes bubbling over with energy and sometimes very sluggish?.....            | Yes <input type="checkbox"/> | ? <input type="checkbox"/> | No <input type="checkbox"/> |
| 8.  | Would you rate yourself as a lively individual?.....                                     | Yes <input type="checkbox"/> | ? <input type="checkbox"/> | No <input type="checkbox"/> |
| 9.  | Would you be unhappy if you were prevented from making social contacts?.....             | Yes <input type="checkbox"/> | ? <input type="checkbox"/> | No <input type="checkbox"/> |
| 10. | Do you have frequent ups and downs in your mood?.....                                    | Yes <input type="checkbox"/> | ? <input type="checkbox"/> | No <input type="checkbox"/> |
| 11. | Does your behaviour keeps changing without any apparent cause?.....                      | Yes <input type="checkbox"/> | ? <input type="checkbox"/> | No <input type="checkbox"/> |
| 12. | Do you prefer action to planning for action?.....                                        | Yes <input type="checkbox"/> | ? <input type="checkbox"/> | No <input type="checkbox"/> |

Total of Short Scale: N E

13. Are your day dreams frequently about things that can never come true?.....Yes ☐ ? ☐ No ☐
14. Are you inclined to keep in the background on social occasions?.....Yes ☐ ? ☐ No ☐
15. Are you inclined to ponder over your past?.....Yes ☐ ? ☐ No ☐
16. Do you find it difficult to mix with people even at a lively party?.....Yes ☐ ? ☐ No ☐
17. Do you ever feel "just miserable" for not any good reason at all?.....Yes ☐ ? ☐ No ☐
18. Are you inclined to be overconscious?.....Yes ☐ ? ☐ No ☐
19. Do you often feel that you have made up your mind too late do something?.....Yes ☐ ? ☐ No ☐
20. Do you like to mix socially with people?.....Yes ☐ ? ☐ No ☐
21. Have you often lost sleep over your worries?.....Yes ☐ ? ☐ No ☐
22. Are you inclined to limit your acquaintance to a selected few?.....Yes ☐ ? ☐ No ☐
23. Are you often troubled by feeling of sin or guilt?.....Yes ☐ ? ☐ No ☐
24. Do you often do your work whole-heartedly (sincerely)?.....Yes ☐ ? ☐ No ☐
25. Do you feel rather hurt very easily?.....Yes ☐ ? ☐ No ☐
26. Do you like to have many social engagements?.....Yes ☐ ? ☐ No ☐
27. Would you rate yourself as a tense or highly strung individual?.....Yes ☐ ? ☐ No ☐
28. Do you generally prefer to take the leadership in a group?.....Yes ☐ ? ☐ No ☐
29. Do you often experience periods of loneliness?.....Yes ☐ ? ☐ No ☐
30. Are you inclined to be shy in the presence of the opposite sex?.....Yes ☐ ? ☐ No ☐
31. Do you like to indulge in a reverie (day-dreaming)?.....Yes ☐ ? ☐ No ☐
32. Do you always have a "ready answer" for remarks directed to you?.....Yes ☐ ? ☐ No ☐
33. Do you spend much time in thinking over good times you had in the past?.....Yes ☐ ? ☐ No ☐
34. Would you rate yourself as a happy-go-lucky individual?.....Yes ☐ ? ☐ No ☐
35. Have you often felt listless and tired for no good reason?.....Yes ☐ ? ☐ No ☐
36. Are you inclined to keep quiet when out in a social group?.....Yes ☐ ? ☐ No ☐
37. After critical moment is over, do you usually think of something you should have done but failed to do?.....Yes ☐ ? ☐ No ☐
38. Can you usually let yourself go and have a hilariously good time at a picnic?.....Yes ☐ ? ☐ No ☐
39. Do ideas run in your mind that you cannot sleep?.....Yes ☐ ? ☐ No ☐
40. Do you like work that requires considerable attention?.....Yes ☐ ? ☐ No ☐
41. Have you ever been bothered by useless thought repeatedly?.....Yes ☐ ? ☐ No ☐
42. Do you often take your work casually?.....Yes ☐ ? ☐ No ☐
43. Are you touchy on various subjects?.....Yes ☐ ? ☐ No ☐
44. Do other people regard you as a lively person?.....Yes ☐ ? ☐ No ☐
45. Are you often disappointed and sad?.....Yes ☐ ? ☐ No ☐
46. Would you rate yourself as a talkative individual?.....Yes ☐ ? ☐ No ☐
47. Do you ever feel restlessness that you can not sit on a chair for a long time?.....Yes ☐ ? ☐ No ☐
48. Do you like to play pranks on others?.....Yes ☐ ? ☐ No ☐

| Total of Long or Full Scale | N | E |
|-----------------------------|---|---|
| Raw Scores                  |   |   |
| Standard Scores             |   |   |

### General Self-Efficacy Scale (GSE)

|                                                                                          | Not at<br>all true       | Hardly<br>true           | Moderately<br>true       | Exactly<br>true          |
|------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. I can always manage to solve difficult problems if I try hard enough                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. If someone opposes me, I can find the means and ways to get what I want.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. It is easy for me to stick to my aims and accomplish my goals.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I am confident that I could deal efficiently with unexpected events.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Thanks to my resourcefulness, I know how to handle unforeseen situations.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I can solve most problems if I invest the necessary effort.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I can remain calm when facing difficulties because I can rely on my coping abilities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. When I am confronted with a problem, I can usually find several solutions.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. If I am in trouble, I can usually think of a solution                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I can usually handle whatever comes my way.                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Procrastination Scale (Lay, 1986) - For student populations**

**Instructions:**

People may use the following statements to describe themselves. For each statement, decide whether the statement is uncharacteristic or characteristic of you using the following 5 point scale. Note that the 3 on the scale is Neutral – the statement is neither characteristic nor uncharacteristic of you. In the box to the right of each statement, fill in the number on the 5 point scale that best describes you.

|      | Extremely<br>Uncharacteristic | Moderately<br>Uncharacteristic | Neutral | Moderately<br>Characteristic | Extremely<br>Characteristic |
|------|-------------------------------|--------------------------------|---------|------------------------------|-----------------------------|
|      | 1                             | 2                              | 3       | 4                            | 5                           |
| 1.   |                               |                                |         |                              |                             |
| 2.*  |                               |                                |         |                              |                             |
| 3.*  |                               |                                |         |                              |                             |
| 4.   |                               |                                |         |                              |                             |
| 5.   |                               |                                |         |                              |                             |
| 6.   |                               |                                |         |                              |                             |
| 7.   |                               |                                |         |                              |                             |
| 8.   |                               |                                |         |                              |                             |
| 9.   |                               |                                |         |                              |                             |
| 10.* |                               |                                |         |                              |                             |
| 11.  |                               |                                |         |                              |                             |
| 12.  |                               |                                |         |                              |                             |
| 13.* |                               |                                |         |                              |                             |
| 14.* |                               |                                |         |                              |                             |
| 15.  |                               |                                |         |                              |                             |
| 16.  |                               |                                |         |                              |                             |
| 17.  |                               |                                |         |                              |                             |
| 18.  |                               |                                |         |                              |                             |
| 19.  |                               |                                |         |                              |                             |
| 20.  |                               |                                |         |                              |                             |