

**Influence of Procrastination on Self esteem and Fear of negative evaluation among
College Students in Thiruvananthapuram**

Dissertation submitted to Kerala University

In partial fulfilment of the requirements for the award of the Degree of

M.Sc. Counselling Psychology

By

Jacob Mathew

(Reg. No: 60421115013)

Under the guidance of

Dr. Pramod S.K

Assistant Professor in Counselling Psychology



Department of Counselling Psychology

Loyola College of Social Sciences

Sreekariyam, Thiruvananthapuram

2021 – 2023

CERTIFICATE



This is to certify that the Dissertation entitled “**Influence of Procrastination on Self esteem and Fear of negative evaluation among College Students in Thiruvananthapuram**” is an authentic work carried out by Jacob Mathew, Reg. No. 60421115013 under the guidance of Dr. Pramod S.K during the fourth semester of M.Sc. Counselling Psychology programme in the academic year 2021–2023.

Dr. Pramod S.K

Assistant Professor

Dept. of Counselling Psychology

Loyola College of Social Sciences, Sreekariyam

Thiruvananthapuram

Submitted for the examination held on.....

DECLARATION

I, Jacob Mathew, do hereby declare that the dissertation titled **“Influence of procrastination on self esteem and fear of negative evaluation among college students in Thiruvananthapuram”** submitted to the Department of Counselling Psychology, Loyola College of Social Sciences, Sreekariyam, under the supervision of Dr. Pramod S.K, Assistant Professor of the Department of Counselling Psychology, for the award of the degree of Master’s in Science of Counselling Psychology, is a bonafide work carried out by me and no part thereof has been submitted for the award of any other degree in any University.

Sreekariyam

Name: Jacob Mathew

Date:

Reg. No. 60421115013

M.Sc. Counselling Psychology

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Abstract

Procrastination refers to individuals who tend to delay a particular task even though it has a potential negative impact. Self-esteem is a subjective assessment of one's own worth based on a collection of thoughts and feelings. Fear of negative evaluation can be defined as the evaluation apprehension done by others. This quantitative study aims to examine the influence of procrastination, self-esteem and fear of negative evaluation among college students . For the purpose of the study, a total sample of 122 college students were selected from the Thiruvananthapuram city of Kerala. The age of the sample ranged from 18-25 years. Participants completed The General Procrastination Scale (GPS) (Lodha et. 2016), Rosenberg Self-Esteem Scale (RSES) (Rosenberg, M. (1965); Brief Fear of Negative Evaluation Scale BFNE (Leary, 1983). Descriptive statistics were computed followed by t-tests, Pearson product moment correlation, and regression analysis method and regression analysis. Major findings concluded that levels of procrastination, self-esteem and fear of negative evaluation varied among respondents. A correlation was found in the relationship between them. It was also found that procrastination influenced the other two variables. Mediation effect was also seen.

Keywords: procrastination, self-esteem, fear of negative evaluation, college students.

CHAPTER I

INTRODUCTION

Procrastination, defined as the unnecessary postponement of intended tasks despite expecting unfavorable outcomes (Steel, 2007), is a widespread concern among college students. Previous research has indicated that more than 95% of students engage in procrastination (Ellis & Knaus, 1977). This prevalent academic delay has been associated with various negative effects, including reduced GPAs, higher rates of dropout and course failure, elevated stress levels, and compromised mental well-being (Kim & Seo, 2015; Stead et al., 2010). Relevant to the current study, past investigations have also linked procrastination tendencies in students with lower self-esteem and an increased fear of negative assessment.

Self-esteem pertains to an individual's personal assessment of their own value (Rosenberg, 1965). College-based studies have consistently demonstrated a connection between higher levels of procrastination and diminished self-esteem through both correlation and experimental research (Tice & Baumeister, 1997; Ferrari, 2000). Flett et al. (1992) proposed that this association arises from the recurrent failure to meet personal standards due to unnecessary delays, gradually eroding one's self-perception. The inability to accomplish goals promptly despite intentions leads to feelings of inadequacy. Research also suggests a

reverse effect, where lower pre-existing self-esteem predicts an increase in procrastination, implying a potential bidirectional relationship (Ferrari, 1991; Burka & Yuen, 2008).

Fear of negative evaluation involves the concern of being negatively judged by others (Leary, 1983). Studies have established a link between higher academic procrastination tendencies and a greater fear of negative evaluation in students (Shin & Lee, 2022). Delaying tasks can escalate anxiety about receiving critical judgments when rushing to meet deadlines (Ferrari & Tice, 2000). Fundamental perfectionistic beliefs also seem intertwined with procrastination and evaluation-related fears (Flett et al., 1992).

Given the observed correlations between procrastination and both self-esteem and fear of negative evaluation in previous research, it is postulated that procrastination might have a causal impact on both constructs. Lower self-esteem and heightened evaluation fears could stem from unnecessary delays. Furthermore, the study will explore whether fear of negative evaluation acts as a potential mediator, explaining the relationship between procrastination and reduced self-esteem. This is based on theoretical frameworks highlighting the roles of failure to meet standards and the threat of social evaluation (Steel, 2010; Flett et al., 1992).

This dissertation aims to examine the relationships and influence of procrastination on self-esteem and fear of negative evaluation among procrastination tendencies, self-esteem, and fear of negative evaluation within a sample of 122 students in Kerala, India.

Need and Significance of the study

This study aims to address important gaps in understanding the relationships between procrastination, self-esteem, and fear of negative evaluation within college student populations. Although prior research has found correlations between procrastination and both diminished self-esteem and increased evaluation anxiety, there is a need for further investigation into the causal interplay between these constructs. Testing procrastination as a predictor of self-esteem and fear of negative evaluation will provide greater insight into the directionality and potentially harmful effects of procrastination.

Examining fear of negative evaluation as a mediator can also elucidate explanatory mechanisms linking procrastination to lowered self-esteem. This may shed light on procrastination dynamics, building on cognitive models that emphasize failure to meet personal standards (Flett et al., 1992). Understanding the interrelationships between procrastination, self-esteem, and evaluative concerns will expand theoretical knowledge that can inform more effective interventions.

Given the high prevalence of academic procrastination and associations with mental health difficulties, stress, and poorer performance, developing greater knowledge in this area has important practical implications (Kim & Seo, 2015; Stead et al., 2010). Enhancing understanding of how procrastination tendencies relate to self-esteem and social-evaluative threats may allow more targeted clinical approaches to address motivation delays and

impacts. As procrastination involves significant costs for students, explaining its connections with psycho-social outcomes can ultimately help improve well-being, performance, and retention.

Overall, this proposed research aims to address relevant gaps in current understanding of procrastination and its effects. Examining the interrelationships between procrastination, self-esteem, and fear of negative evaluation will provide unique theoretical insights and expand knowledge to better address this prevalent issue undermining student functioning and success.

Statement of the problem

The problem of the present study has been stated as “Influence of Procrastination, Self esteem and fear of negative evaluation among college students”

Operational definitions of key terms

Procrastination

It refers to individuals who tend to delay a particular task even though it has a potential negative impact

Fear of negative evaluation

It can be defined as the evaluation apprehension done by others.

Self-esteem

It is a subjective assessment of one's own worth based on a collection of thoughts and feelings.

College students

In the present study college students refer to the students belonging to the age of 18-25, from various colleges in the Thiruvananthapuram city in Kerala.

Objectives of the study

1. To assess procrastination among college students
2. To assess self-esteem among college students
3. To assess fear of negative evaluation among college students.
4. To find out if there is any significant relationship between procrastination and self-esteem among college students.
5. To find out if there is any significant relationship between procrastination and negative evaluation among college students.
6. To find out if procrastination significantly influences self-esteem of college students
7. To find out if procrastination significantly influences fear of negative evaluation among college students.
8. To find out if fear of negative evaluation significantly mediates procrastination's influence on self-esteem.

Hypothesis of the study

There is significant negative relationship between procrastination and self-esteem among college students.

2. There is significant relationship between procrastination and fear of negative evaluation among college students.
3. Procrastination does significantly influence the levels of self-esteem among college students.
4. Procrastination does significantly influence the levels of fear of negative evaluation among college students.
5. Fear of negative evaluation does significantly mediate the influence of procrastination on self-esteem among college students.

CHAPTER II

REVIEW OF LITERATURE

A systematic examination of a body of data already in existence that identifies, assesses, and synthesises for clear presentation is/ referred to as a literature review (Fink, 2010). According to Jesson, et al., (2011), a literature review is a critical analysis and evaluation of a subject. This chapter has been discussed under two major headings i.e. Theoretical Review and Empirical Review of literature. The theoretical review explores various conceptual frameworks and models of the variables and the empirical review entails various empirical studies conducted by other researchers which are related to the current research. Therefore, the existing literature has been reviewed to understand the concepts and associations of the variables of interest.

Theoretical review

To understand the variables it is necessary to review theoretical perspectives associated with the variables. In this section conceptual framework and various theories propounded by researchers in the line of study of the current research variables, are reviewed.

Procrastination

In terms of early origins, procrastination was first mentioned by ancient Greek philosophers such as Socrates, but empirical research on the topic was lacking (Steel, 2010). From the 1900s to the 1930s, psychoanalysis connected procrastination to underlying conflicts between the id and ego (Ferrari et al., 2005). Research during the 1950s and 1960s centred on procrastination as a result of deficient learning of time management behaviours through reinforcement called the era of behaviourism. (Solomon & Rothblum, 1984). Starting from the 1970s and 1980s, cognitive models explained procrastination by focusing on issues like low self-efficacy and irrational beliefs (Ellis & Knaus, 1977; Bandura, 1997; Steel, 2010).

Contemporary studies are investigating the motivational, personality, and social aspects of procrastination, while also working on interventions (Steel & Ferrari, 2013).

The psychodynamic approach

The psychodynamic approach regards procrastination as an unconscious defense mechanism in response to suppressed emotions or internal conflicts (Ferrari et al., 1995). This behavior of postponing tasks allows the individual to temporarily avoid confronting deeper concerns that trigger anxiety or negative emotions (Pychyl & Flett, 2012). The fundamental elements of the psychodynamic standpoint include:

Procrastination serves as a strategy to handle anxiety and gain a feeling of dominance over threatening situations (Burka & Yuen, 2008). Engaging in certain tasks can lead to performance-related anxiety, self-doubts, or fears of failure, prompting a delay that temporarily reduces this anxiety. It can be an act of rebellion against figures of authority. By procrastinating tasks imposed by others, the procrastinator asserts their independence and autonomy (Ferrari, 2010). However, this results in not completing the task as intended.

Procrastination reflects an internal state of uncertainty and conflicts (Blatt & Quinlan, 1967). A part of the individual desires to accomplish the task, while another unconscious part resists and opposes it. This is similar to the concept of cognitive distortion. The outcome is procrastination. Psychoanalysis endeavours to unearth the unconscious sources of procrastination through techniques such as free association, dream analysis, and assessment of defense mechanisms (Ferrari et al., 1995). The objective is to enhance self-awareness regarding the origins of procrastination. On the whole, the psychodynamic perspective underscores procrastination as a maladaptive coping mechanism in reaction to

underlying emotional stresses and conflicts that demands therapeutic investigation and resolution.

The temporal motivation theory

The temporal motivation theory is a contemporary and substantial explanation for procrastination. From this standpoint, procrastination primarily results from difficulties in effectively managing motivation over time (Steel & Klingsieck, 2016).

Core elements of the temporal motivation theory encompass:

Procrastination is driven by decisions based on timing rather than the inherent value of tasks (Steel, 2007). Procrastinators are more influenced by the closeness of the task than their overall importance. Individuals who procrastinate face challenges in maintaining motivation across time, often favoring immediate gratification over long-term goals (Sirois & Pychyl, 2013). Procrastination originates from impulsiveness and struggles in delaying rewards. Procrastinators seek instant gratification while struggling to align present actions with future objectives (Gustavson et al., 2014).

An imbalance exists between two systems: the limbic system, which seeks immediate rewards, and the prefrontal cortex, responsible for executive functions such as planning and self-regulation (Sirois & Pychyl, 2016). Interventions based on this theory emphasize enhancing time management, minimizing distractions, using implementation intentions, and employing commitment strategies to prevent opportunities for procrastination (Rozenal & Carlbring, 2014).

Cognitive Theories of Procrastination

Procrastination arises from adopting irrational beliefs about oneself and the world, including extreme perfectionism (Ellis & Knaus, 1977). Holding irrational thoughts prompts the avoidance of tasks that induce feelings of inadequacy. (Pychyl & Flett, 2012). Secondly, procrastination is associated with diminished self-efficacy in terms of task accomplishment (Bandura, 1997). Individuals with low self-efficacy delay task initiation due to doubts about their competence (Ferrari, 1992). Self-esteem and self-efficacy are connected according to some theories (Joy, Kevin & Jayesh, Sanjaly & G., Nimy. (2020). Procrastination roots in chronic indecision and anxiety linked to making accurate choices (Effert & Ferrari, 1989). Procrastinators avoid task execution by postponing decisions on how to proceed.

Procrastinators miscalculate time, underestimating task duration (Buehler et al., 2010). This leads to deferring tasks seen as manageable at a later time. This theoretical notion is similar to temporal motivation theory. In essence, cognitive viewpoints attribute procrastination to flawed thinking patterns, irrational beliefs, deficient self-efficacy, and imprecise time assessments. The primary focus involves recognizing and rectifying inaccurate cognitions through methods such as cognitive behavioral therapy.

Self esteem

The concept of self-esteem began to emerge during the 1890s in philosophy, as seen in William James' exploration of self-worth (James, 1890). Sigmund Freud introduced the idea

that self-esteem is influenced by childhood experiences, particularly parental evaluations and the satisfaction of id-driven urges (Bibring, 1953). During the 1950s and 1960s, humanistic psychologists, including Carl Rogers, highlighted self-esteem as a fundamental aspect of healthy psychological functioning (Rogers, 1951).

By the 1970s, self-esteem gained prominence as a social concern associated with various issues, prompting empirical investigations (Wells & Marwell, 1976). The development of reliable measurement tools like the Rosenberg Self-Esteem Scale marked a significant step, enabling quantitative research (Rosenberg, 1965). Current studies delve into the developmental trajectory of self-esteem, its constituent elements, stability, and connections with psychological outcomes (Orth & Robins, 2014).

The terror management theory suggests that human behavior and culture stem from the existential necessity to cope with the overwhelming fear triggered by awareness of vulnerability and mortality (Greenberg, Pyszczynski, & Solomon, 1986). Humans employ self-esteem as tools to alleviate the anxiety surrounding death by offering significance, value, and a sense of literal or symbolic immortality (Pyszczynski, Greenberg, & Solomon, 1999).

Reminders of mortality (mortality salience) enhance the defense of cultural worldviews and the pursuit of self-esteem as mechanisms for managing terror (Burke, Martens, & Faucher, 2010). Terror management contributes to favouritism towards in-groups, bias against outsiders challenging worldviews, and even violence in support of cultural values (Weise et al., 2008). In essence, terror management theory proposes that the distinct human consciousness of mortality shapes much of human behavior through mechanisms that alleviate terror (Solomon, Greenberg, & Pyszczynski, 2015).

Attachment theory suggests that early bonding interactions with primary caregivers play a pivotal role in shaping self-esteem and patterns of relating across an individual's life span (Bowlby, 1988). During childhood, children internalize the responses of their caregivers to their needs, forming mental frameworks of self-worth and expectations of others (Bretherton & Munholland, 2008).

Children who develop secure attachments tend to cultivate higher self-esteem due to caregivers who are responsive and make them feel valued (Cassidy, 1988). Children who have caregivers exhibiting inconsistent, neglectful, or rejecting behaviors face the risk of forming insecure attachments and experiencing diminished self-esteem (Ainsworth, 1979).

Insecure attachment patterns established during childhood, such as preoccupied or fearful styles, tend to persist into adulthood and contribute to difficulties in regulating self-esteem (Lee & Hankin, 2009). Changes in state self-esteem mirror the process of attachment figure availability and the restoration of the attachment bond (Gillath et al., 2016).

The Self-Discrepancy Theory suggests that incongruences among various domains of one's self can result in emotional discomfort and a decrease in self-esteem (Higgins, 1987). The theory distinguishes between the actual self (an individual's perception of their attributes), the ideal self (aspirations and desires), and the ought self (sense of responsibilities and duties) (Higgins, 1987).

- Disparities between the actual and ideal selves signify the absence of positive outcomes, leading to emotions associated with dejection, such as sadness (Higgins, Bond, Klein, & Strauman, 1986). Ought-actual disparities indicate the presence of negative outcomes, triggering emotions related to agitation, such as anxiety (Higgins, 1987).

A greater perceived discrepancy between the actual self and self-guides (ideal/ought) is linked to lower levels of state self-esteem (Hardin & Lakin, 2009). Self-discrepancies are connected to psychological disorders like depression, revealing malfunctioning self-evaluation processes (Fairbrother & Moretti, 1998). In summary, Self-Discrepancy Theory posits that disparities among different aspects of self-concept can detrimentally affect self-esteem and induce psychological distress (Higgins, 1989). Intervention may involve aligning perceptions of the actual self with the ideal/ought self-guides.

Fear of negative evaluation

In the 1930s, psychoanalysts like Freud and Horney observed anxiety associated with social evaluation, though they did not directly study it (Weeks, 2010). Research on social anxiety during the 1960s and 1970s began to identify fears of negative evaluation as a pivotal aspect (Watson & Friend, 1969). The creation of the influential Fear of Negative Evaluation (FNE) scale by Watson and Friend (1969) provided a means for quantitative exploration of evaluation-related anxiety. From the 1960s onward, cognitive viewpoints underscored that fear of negative evaluation could stem from distorted cognitive patterns (Beck et al., 1985). Contemporary research delves into the interconnectedness of biological, emotional, cognitive, and cultural factors in relation to concerns about negative social evaluation (Weeks et al., 2008).

Self-presentation theory posits that individuals are driven to manage how they are perceived and evaluated by others (Leary & Kowalski, 1990). This process of self-presentation plays a role in self-esteem dynamics. People engage in behaviors of impression management to shape others' judgments, aiming to attain social and material gains (Vohs, Baumeister, & Ciarocco, 2005).

Self-presentation aligns with self-esteem motives by seeking external validation and avoiding disapproval from others (Tice, 1992). Narcissists employ self-presentation strategies, such as arrogance and grandiosity, to uphold their inflated self-perceptions, which rely on continuous external validation (Morf, Horvath, & Torchetti, 2011). Excessive self-presentation indicates fragile self-esteem that requires constant monitoring of others' reactions for affirmation (Baumeister, 1982).

The cognitive viewpoint suggests that the fear of negative evaluation emerges due to distorted thinking patterns and biased processing of information related to social judgment (Heimberg et al., 2010). Individuals experiencing high levels of fear of negative evaluation possess cognitive schemas that perceive the world as dangerous and themselves as inadequate (Beck et al., 1985). This leads them to overestimate potential social drawbacks. They exhibit cognitive biases like selective abstraction and catastrophizing, focusing primarily on negative social cues (Stopa & Clark, 1993). Their anxiety originates from irrational beliefs that gaining approval from others is essential yet improbable (Ellis, 1962).

They tend to hold negatively lopsided self-images, making them more prone to anticipate negative judgments from others (Wells et al., 1995). Cognitive restructuring and the examination of distorted thoughts can aid in correcting faulty appraisals that underlie fears of evaluation (Hope et al., 1995). In essence, cognitive models suggest that distorted thought patterns amplify concerns about negative judgments, and interventions can be employed to rectify these tendencies (Heimberg & Rapee, 1988).

The evolutionary hypothesis suggests that fear of negative evaluation emerged due to the survival advantages associated with monitoring and managing one's social status and inclusion in groups (Gilbert, 2001). Humans evolved as highly social creatures relying on group membership for safety and resources (Buss, 1990). Being excluded could lead to life-threatening situations. Natural selection favored individuals who were sensitive to social evaluation cues, as rejection indicated potential dangers to survival (Leary, 2010).

Fear of negative evaluation functions as an early alert system sensitive to potential social exclusion (Atlas & Them, 2008). It drives behavior that aligns with social norms. Anxiety about potential negative judgments from others encouraged adherence to societal norms and avoidance of rejection in ancestral settings (Olantunji & Hofmann, 2007). Although hyperactive in contemporary contexts, fear of negative evaluation likely provided a fitness advantage in social groups where exclusion had dire consequences (Murray et al., 2008).

Empirical review

Procrastination

The academic procrastination tendencies of 228 students were investigated by Solomon and Rothblum (1984) through the administration of the Procrastination Assessment Scale-Students (PASS), in conjunction with assessments of academic aptitude and achievement. Findings revealed that a notable 44% of participants reported frequent academic procrastination, a behavior that was found to be linked to both fear of failure and deficient study skills. In a study involving 238 students, Tice and Baumeister (1997) explored the intricate connections between procrastination, academic performance, stress levels, and health outcomes. This investigation encompassed surveys, laboratory tasks, and measurements of stress hormones. Results indicated that individuals who habitually procrastinated experienced poorer academic achievements, elevated stress levels, and more adverse health outcomes in comparison to those who did not engage in procrastination.

Onwuegbuzie (2004) undertook an examination of the association between procrastination and statistics-related anxiety among 134 graduate students. Utilizing the Procrastination Assessment Scale-Students (PASS) alongside the Statistics Anxiety Rating Scale (STARS), the study found that procrastination was a significant predictor of higher levels of anxiety concerning statistics. The dynamic nature of academic procrastination over a college semester was investigated by Moon and Illingworth (2005) in their study involving 135 students. Through administering the PASS at three distinct time points, it was observed that, for the majority of participants, academic procrastination displayed a slight decline over the duration of the semester.

Undertaking a meta-analysis of 16 studies, Kim and Seo (2015) examined the correlation between academic procrastination and performance in college students. Their comprehensive analysis confirmed that greater instances of procrastination were consistently associated with lower levels of academic achievement. Rozental and Carlbring (2014) conducted a thorough review of existing literature pertaining to cognitive-behavioral interventions aimed at mitigating academic procrastination. Their synthesis of research concluded that such interventions have the potential to effectively reduce instances of procrastination among students.

Chung and colleagues (2014) conducted a study that scrutinized the trajectory of self-esteem in college students over a span of four years. Employing the Rosenberg Self-Esteem Scale as an assessment tool, they ascertained that the majority of students experienced a consistent linear rise in self-esteem throughout their college tenure.

Orth et al. (2012) undertook an investigation aimed at elucidating the influence of post-college unemployment on self-esteem. Utilizing the Rosenberg Self-Esteem Scale as their measuring instrument across a 15-year duration, their research highlighted a notable connection between encountering unemployment following college graduation and subsequent declines in self-esteem.

The research by Ferrari and Parker (1992) delved into the intricate relationship between self-esteem and academic procrastination. Employing both the Self-Esteem Rating Scale and the Procrastination Assessment Scale (PASS), they unearthed a significant correlation between diminished self-esteem and an increased propensity for academic procrastination.

Self esteem

In their study, Bland and co-researchers (2012) aimed to unravel the complex interplay between self-esteem, depression, and anxiety. Through the application of the Rosenberg Self-Esteem Scale in conjunction with established scales for gauging depression and anxiety, their findings indicated that individuals with lower self-esteem were more prone to experiencing heightened levels of both depression and anxiety.

Neill's study in 2006 centered on the dynamic interaction between self-esteem and life satisfaction. Employing the Rosenberg Self-Esteem Scale alongside the Satisfaction with Life Scale, the investigation established a positive correlation between elevated self-esteem levels and an increased sense of life satisfaction.

Fear of negative evaluation

In 1983, Leary explored the connections between fear of negative evaluation and its related factors. Using the Fear of Negative Evaluation (FNE) scale along with self-report measures,

the study disclosed that fear of negative evaluation was strongly linked to increased social anxiety, lower self-esteem, and symptoms of depression.

Watson and Friend's study in 1969 delved into the realm of social anxiety and its correlation with fear of negative evaluation. Through the application of the Fear of Negative Evaluation scale in conjunction with the Social Avoidance and Distress Scale, their research brought to light a robust association between fear of negative evaluation and heightened social anxiety.

Weeks and colleagues' investigation in 2005 centered on the psychometric properties of the Brief Fear of Negative Evaluation (BFNE) Scale. Through rigorous analysis of the Brief FNE scale, they demonstrated its significant validity, particularly among individuals grappling with social anxiety.

Duke and collaborators' study in 2006 delved into the intricate links among fear of negative evaluation, social anxiety, and alcohol consumption. Employing the FNE scale, Social Interaction Anxiety Scale, and a questionnaire on drinking motives, their findings underscored a substantial connection between heightened fear of negative evaluation and elevated social anxiety, often accompanied by drinking motivations linked to coping.

Rodebaugh and team's research in 2011 centered on the interplay between fear of negative evaluation and avoidance tendencies within the context of Facebook usage. By employing the FNE scale alongside the Facebook Intensity Scale and the UCLA Loneliness Scale, their study unveiled a noteworthy association where heightened fear of negative evaluation correlated with increased tendencies to avoid Facebook interaction and heightened feelings of loneliness

Procrastination and self-esteem among college students

Research shows procrastination is very common among college students, with up to 95% engaging in needless delay despite expecting negative outcomes (Ellis & Knaus, 1977).

Numerous studies have linked higher procrastination to poorer academic performance, like lower grades and higher dropout rates (Kim & Seo, 2015; Tice & Baumeister, 1997). Beyond academics, studies find connections between procrastination and decreased well-being in students, including diminished self-esteem.

Multiple studies reveal correlations between more frequent procrastination and lower self-esteem in college samples, suggesting habitual procrastinators have poorer self-worth (Burka & Yuen, 2008; Grunschel et al., 2013). Experiments also demonstrate procrastination causes decreased self-esteem compared to non-delay (Tice, Baumeister, & Zhang 2004).

Explanations include failing to meet standards, lower self-efficacy over time, and missing potential esteem boosts from succeeding promptly (Flett et al., 1992; Wolters, 2003).

Additionally, research indicates the relationship goes both ways, with pre-existing low self-esteem predicting increased procrastination (Ferrari, 1991). Overall, substantial empirical evidence points to a mutually reinforcing destructive cycle between procrastination and diminished self-esteem among college populations. Interventions targeting both show promise for improvement.

Pandey et al. (2022) conducted a study on "Relationship between Procrastination and Self-Esteem amongst Social Media Users." The aim of the study is to explore the connection between procrastination and self-esteem among social media users. The sample for the study consists of participants aged 16 to 60 years who are habitual procrastinators. The research employs a qualitative and exploratory approach. The study investigates the hypothesis that there exists an inversely proportional relationship between self-esteem and procrastination. A

survey was conducted with 151 respondents, with no gender distinction, primarily drawn from Delhi-NCR, who are regular social media users. The study utilized a closed-ended questionnaire to collect data. The research also considers various media platforms and their influence on social media users. The secondary data is obtained from sources such as research papers, books, articles, and NGO reports.

The study titled "Procrastination, Self-esteem, Academic Performance, and Well-being: A Moderated Mediation Model," authored by Erdinç Duru and Murat Balkis, was published in the *International Journal of Educational Psychology*, Volume 6, Issue 2, in June 2017. The aim of the research was to investigate the interconnected effects of procrastination, self-esteem, and academic performance on well-being in a sample of Turkish undergraduate students (N = 348). The study used a moderated mediation model to examine these relationships. The researchers aimed to understand how procrastination and self-esteem impact well-being, and how academic performance might moderate these effects. The data was collected through surveys and scales, including the Tuckman Procrastination Scale, Rosenberg Self-Esteem Scale, Academic Life Satisfaction Scale, and Positive and Negative Affect Schedule.

The results indicated that procrastination and self-esteem were important predictors of well-being among the participants. Moreover, the study found that both procrastination and academic performance had direct and interactive effects on self-esteem. Self-esteem played a mediating role in the relationships between procrastination and well-being. Furthermore, the indirect effect of procrastination on well-being through self-esteem mediation varied based on academic performance. The study highlights the complex interplay between these factors

and suggests potential implications for understanding student well-being and academic performance. Overall, the research contributes to a deeper understanding of how procrastination, self-esteem, and academic performance collectively impact well-being in the context of Turkish undergraduate students.

(Pahlavani et al, 2015) studied "Relationship between Self-esteem with Procrastination and Self-efficacy among Employers of Professional and Technical Organization of Zahedan." The primary aim of this research was to investigate the relationships between self-esteem, procrastination, and self-efficacy among employers in the Professional and Technical Organization of Zahedan. The study falls under the category of descriptive correlation research. The sample for this study consisted of 217 employers selected through random sampling based on the Morgan table. Data was collected using self-esteem, procrastination, and self-efficacy belief scales. The statistical techniques used for analysis were Pearson correlation factor and step-by-step regression test. The study's results indicated several findings. The Pearson correlation factor revealed that there is a negative and meaningful correlation between total self-esteem scores and self-control, organization, and advancement motivations, and total procrastination scores. However, a positive and meaningful correlation was found between self-esteem scores and distraction. There was no significant correlation between impulsivity and self-esteem. Furthermore, a positive and meaningful correlation was observed between self-esteem and self-efficacy. The step-by-step regression analysis showed that the self-control subscale (20.1%), distraction subscale (3.8%), and total procrastination scores (2.2%) contributed to the variance in self-esteem scores. Additionally, the simple linear regression demonstrated that self-efficacy scores explained 34.7% of the variance in self-esteem. In conclusion, the study suggested that self-esteem and self-efficacy are interconnected and play important roles in predicting and understanding procrastination behavior among employers in the professional and technical organization context.

Notably, the relationship between procrastination and self-esteem also appears bidirectional. In a study of 284 undergraduates, students with pre-existing low self-esteem procrastinated more on an assigned essay task (Ferrari, 1991). Those doubting their own abilities may be more likely to delay starting tasks. Taken together, research indicates a reciprocal, destructive relationship between procrastination and diminished self-view.

Intervention studies highlight the potential to improve both procrastination tendencies and self-esteem by targeting one construct. For example, coaching programs designed to reduce academic procrastination have shown success in improving student self-confidence (Glatz & Stabile, 2019; Räsänen et al., 2016). Continued research should explore dynamics of this connection and interventions that could benefit both procrastination and self-esteem in unison.

Procrastination and fear of negative evaluation

Multiple studies show a connection between procrastination and greater fear of negative evaluation in college students. Correlational research reveals students who procrastinate more academically also report higher apprehension about being judged negatively (Shin & Lee, 2022; Fergus, 2014). Interviews suggest procrastination is often motivated by perfectionism and concern over meeting high standards (Grunschel et al., 2013). Experiments also demonstrate procrastinating directly causes increased anxiety about being evaluated harshly compared to non-delay (Ferrari & Tice, 2000). Researchers propose rushing against deadlines and pre-existing beliefs that others will criticize imperfect work intensify evaluation fears, explaining procrastination's effects (Fee & Tangney, 2000). Overall, substantial evidence indicates a robust relationship between delaying tasks and heightened fear of being assessed negatively by others. Addressing maladaptive cognitions may help.

The study conducted by the (Varghese et al. 2022), aimed to investigate the connections between procrastination, fear of negative evaluation, and perceived stress in emerging adults. Procrastination, characterized by the irrational delay of tasks despite potential negative consequences, was examined alongside fear of negative evaluation, which involves expectations of negative judgments from others, and perceived stress, which measures the extent to which events are seen as unpredictable, uncontrollable, and stressful. The sample consisted of 118 emerging adults aged 18-25 from the commerce field, drawn from various colleges. The study employed scales to measure procrastination, fear of negative evaluation, and perceived stress. Statistical analysis, conducted using SPSS, utilized the Spearman Rho correlation to examine relationships. The results revealed a significant positive relationship between procrastination and both perceived stress and fear of negative evaluation ($p < 0.01$). This suggests that procrastination is strongly linked to both fear of negative evaluation and perceived stress in emerging adults, highlighting the potential psychological factors influencing procrastination tendencies in this population.

(Saddler et al. 1999) and is titled "Predictors of Academic Procrastination in College Students." The aim of the study is to identify predictors of academic procrastination among college students. The sample consists of 38 men and 66 women attending a small private university in southern California. The method used involves conducting direct and stepwise multiple regression analyses with procrastination as the criterion variable. The scales employed in the study include the Aitken Procrastination Inventory, the Multidimensional Perfectionism Scale, and the Motivated Strategies for Learning Questionnaire, which assess various factors related to procrastination and academic achievement. The statistical technique used is multiple regression analysis. The results indicate that academic procrastination is

predicted by concerns about negative evaluation, low personal standards for achievement, beliefs that outcomes are due to personal efforts, and participation in learning for reasons other than grades or evaluation by others. Notably, the findings reveal that students with low personal standards for achievement tend to procrastinate more, which contrasts with previous research. Overall, the study contributes insights into the complex interplay of motivational, affective, and cognitive factors influencing academic procrastination.

The study conducted by Abbasi and Alghamdi in 2015 aimed to investigate the prevalence, predictors, causes, treatment, and implications of procrastination behaviors within general, academic, and work settings. The authors explored the phenomenon of procrastination, which refers to the tendency to avoid tasks that need to be completed in favor of more immediately rewarding activities. The research examined factors contributing to procrastination, including evaluation anxiety, task aversiveness, low self-efficacy, fear of failure, and perfectionism. The study utilized a diverse sample of individuals from various domains, such as academic, social, professional, and financial contexts, encompassing about 20-25% of adults globally. Methodologically, the authors employed scales to measure variables like anxiety, conscientiousness, distress, ineffective time management, neuroticism, self-regulation, and self-efficacy. The statistical technique used to analyze the data was not specified. The findings of the research highlighted the significant impact of procrastination on psychological well-being, self-esteem, self-confidence, anxiety levels, and public image concerns, reinforcing the importance of addressing and understanding procrastination in different aspects of life

CHAPTER III

METHOD

Research methodology entails the systematic, theoretical analysis of procedural steps applied to a field of study. An essential part is that it involves describing, explaining, and predicting phenomena in order to solve a problem. The research methodology comprises aspects such as research designs, target population, sample size and sampling procedure, data collection instruments and data analysis procedure. Rather than offering solutions, methodologies provide the theoretical basis for understanding which procedure, or set of procedures, can be applied to a particular case (Kothari, 2004).

Research design

According to Kothari (2004), “a research design is a plan, a roadmap and a blueprint strategy of investigation conceived so as to obtain answers to research questions, it is the heart of any study”. Accordingly, considering the purpose of this study descriptive research design was found appropriate for meeting the objectives. The survey method using questionnaires was adopted for collecting data regarding the variables of the study. Calderon & Gonzales (2018), define descriptive research as “a purposive process of gathering, analysing, classifying, and tabulating data about prevailing conditions, practices, processes, trends, and cause-effect relationships and then making an adequate and accurate interpretation of such data with or without or sometimes minimal aid of statistical methods”.

Participants

A total sample of 122 college students was collected by using the convenience sampling method. The sample consists of 59 male and 62 female participants. In the respective sample, the age of students ranged from 18 to 26 years. The sample consisted of participants belonging to various, arts and science and commerce colleges in the. Data was collected from College of Engineering, Trivandrum, University of Kerala campus, Loyola College of Social Sciences, Sreekariyam, SN College, Chempazhanthy, University College, Palayalm campus.

Tools used for data collection

Variables: The variables in the current study are Procrastination, Self esteem and fear of negative evaluation.

In the present study existing standardized research questionnaires were used to assess Procrastination, Self esteem and fear of negative evaluation. A number of studies have statistically analysed and tested the questionnaires in order to corroborate the reliability and validity.

The General Procrastination (Lodha, 2016)

The General Procrastination Scale was developed by Lodha et. (2016). With 23 items in total, the scale measures procrastination in 4 domains- academic, workplace, medical and civic responsibilities related procrastination. All items are required to be rated on a 5-point Likert scale ranging from 1 to 5.

Scoring

The scores reveal a Procrastination Quotient (PQ). Items 5, 8, 12, 16, 18, 21 and 23 are reversed scored. Scores are obtained as a sum of response to each item and they range from 23 to 115. A higher sum of scores obtained on all items indicates higher level of procrastination for the individual test taker in term of a higher Procrastination Quotient (P.Q.) obtained. Scores of each item are calculated according to the following order: Never Rarely Sometimes Often Always 1 2 3 4 5. It takes less than ten minutes to finish. 75 and above meant high procrastination, 67 to 75 meant above Average, 60 to 66 meant average 59 and below meant low procrastination. (Lodha et al. 2019)

Reliability

The Split Half Reliability was calculated equivalent to 0.711, which was similarly close to the value of Cronbach's Alpha correlation value, established at 0.714. (Lodha et al. 2019)

Validity

The General Procrastination Scale was observed to be high on construct validity (0.76) when compared with performance on Lay's scale of Procrastination. (Lodha et al. 2019)

ROSENBERG SELF-ESTEEM SCALE

A 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree.

Validity and Reliability

The scale has good predictive validity, as well as internal consistency and test-retest reliability. Cronbach coefficient has been shown to be high ($M = 0.81$) supporting the internal coherence of the scale. Sinclair et al. (2010) suggest that self-esteem scores are highly dependent on temporal affect, and therefore the scale may not capture trait based self-esteem adequately. Despite this, test-retest reliability over a period of 2 weeks reveals correlations of .85 and .88, indicating excellent stability. The RSES demonstrates a Guttman scale coefficient of reproducibility of .92, indicating excellent internal consistency. (NovoPsych. 2023)

Scoring

The scale ranges from 0-30. Scores 0-15 means low self-esteem, 15 -25 means normal self-esteem and 25-30 means high self esteem

The 10 items are answered on a four- point scale ranging from strongly agree to strongly disagree.

- To score the items, assign a value to each of the 10 items according to the instructions below: A) Strongly Agree = 0, B) Agree = 1, C) Disagree = 2, Strongly Disagree = 3 Sure, here's the APA citation for the information you provided: Rosenberg Self-Esteem Scale. (n.d

Brief Fear of Negative Evaluation Scale (BFNE)

The Brief Fear of Negative Evaluation Scale (BFNE) is an abbreviated version of the 30-item Fear of Negative Evaluation Scale put forth by Watson & Friend in 1969.

The BFNE consists of 12 items that are rated on a five-point likert scale as follows: Leary, M. R. (1983). Below 23 – low 24 – 46 - average [4760] – high **Addiction Research Center**
(n.d.)

Personal Data Sheet

To collect the sociodemographic details of the participants a personal data sheet was provided which included the variables such as name, gender, stream of studies, current graduation system.

Informed Consent Form

An informed consent form which includes the terms of confidentiality and the purpose of the study was given to the participants to ensure their voluntary participation in the study.

Procedure for Data Collection

For the purpose of data collection, responses were collected from college students by providing questionnaires directly and also by sharing google forms. Permission from the authority of the respected colleges was taken for collecting responses directly and the participants were selected according to convenience. Consent from participants was taken and built a healthy rapport with them. In both forms of data collection, individuals' voluntary participation was ensured. The consent form and the personal data sheet used for data collection have been enclosed in the appendix. After establishing rapport, the questionnaires were provided and participants were informed about all the required details for filling up the questionnaires and were asked to carefully read the instructions given in the questionnaires. The participants were also requested to give honest responses and to give responses to every item of the questionnaires. 10-20 minutes were given for completing the questionnaires. Then after the questionnaires were taken back from them and gratitude was expressed for their valuable time and cooperative attitude. After data collection, scoring was done and subjected to statistical analysis.

Statistical Techniques used for Data Analysis

The following were the statistical techniques used for analysing the data. Statistical analysis for the data was done using the SPSS-22 (Statistical Package for Social Sciences) version.

Frequency distribution and percentage

It is a descriptive statistical method that shows the number of occurrences of each response chosen by the respondents. Frequency distribution arrangement of statistical data that

exhibits the frequency of the occurrence of the values of a variable. Per cent simply means "per hundred" and the symbol used to express percentage is %.

Mean and standard deviation

Mean refers to the average of a set of values. In statistics, the mean summarizes an entire dataset with a single number representing the data's center point or typical value. The mean of the population can be tested presuming different situations such as the population may be normal or other than normal, it may be finite or infinite, the sample size may be large or small, the variance of the population may be known or unknown and the alternative hypothesis may be two-sided or one-sided. A standard deviation is a measure of how dispersed the data is in relation to the mean.

t-test

A *t-test* is a parametric statistical test that is used to compare the means of two groups. It is often used in hypothesis testing to determine whether a process or treatment actually has an effect on the population of interest, or whether two groups are different from one another. The *t-test* is based on *t*-distribution and is considered an appropriate test for judging the significance of a sample mean or for judging the significance of the difference between the means of two samples.

Pearson product-moment correlation

The Pearson product-moment correlation coefficient or Pearson correlation coefficient is a measure of the strength of a linear association between two variables and is denoted by r .

Pearson product-moment correlation attempts to draw a line of best fit through the data of two variables, and the Pearson correlation coefficient, r , indicates how far away all these data points are to this line of best fit.

Regression

Regression analysis is a statistical technique researchers employ to examine the relationship between variables (Field, 2018). It works by fitting a model that estimates the association between a dependent variable and one or more independent variables (Field, 2018).

Regression enables determining how much of the variation in the dependent variable can be accounted for by the independents, evaluating the statistical significance of the associations, and predicting outcomes for the dependent variable based on the independents while adjusting for potential confounding factors (Field, 2018). Because of these capabilities, regression is an adaptable and popular analytic approach across social, behavioural, and health research.

Mediation analysis examines how an independent variable influences a dependent variable through a mediator variable. It tests if the mediator variable carries the influence, rather than there being a direct effect. Mediation analysis helps reveal the mechanisms underlying an observed relationship between variables. It is used widely in social sciences to understand complex causal processes. (Baron,1986)

CHAPTER IV

RESULTS AND DISCUSSION

The present study aims to explore the influence of Procrastination on Self-esteem and fear of negative evaluation among college students. A total sample of 122 college students were collected from the Thiruvananthapuram city in Kerala. The sample consisted of male and female students from both undergraduate and post graduate systems and from arts, commerce, science backgrounds. Procrastination, Self esteem and fear of negative evaluation which are the variables of interest were measured by using standardized questionnaires. The General Procrastination Scale (GPS) (Lodha et.al, 2016), Rosenberg Self-Esteem Scale (RSES) (Rosenberg, 1965); Brief Fear of Negative Evaluation Scale, BFNE (Leary, 1983). For the purpose of data analysis, descriptive statistical techniques are used. The normality of data analysis was determined by the values of skewness and Kurtosis. Since the data is normally distributed suitable parametric tests were used for further analysis using the Statistical Package of Social Sciences (SPSS-22.0 version). The following statistical techniques were used for data analysis: frequency distribution and percentage, mean and standard deviation, t-test and Pearson's Product Moment Correlation and regression.

The study analyses the relationship between procrastination and self-esteem; procrastination and fear of negative evaluation in college students and the influence of procrastination on self-esteem and fear of negative evaluation. The obtained results for the variables of interest have been presented in the tables and the results are discussed with respect to objectives and hypotheses.

Procrastination among college students

The results obtained for procrastination among college students are discussed in the following tables:

Table 4.1

Frequency Distribution of procrastination among College Students

Variable	Level	College students (N-122)
Procrastination	Low	51
	Average	31
	Above average	28
	High	12

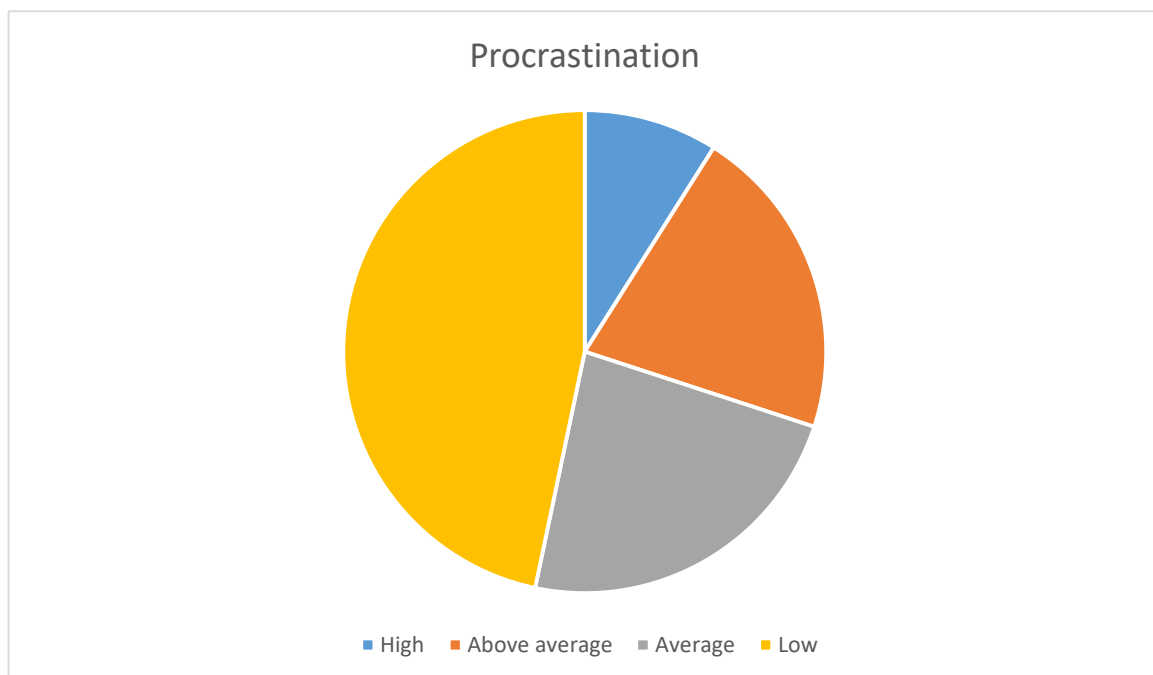


Figure 4.1. Frequency distribution of procrastination among college students

Table 4.1 and respective figure 4.1 presents the extent of procrastination among college students. The data shows different levels of procrastination and provides the frequency and percentage. The four levels of procrastination identified according to the scoring given by General Procrastination Scale (Lodha 2016) which indicates High (75 and above), above average (67 to 75), average (60 to 66), low (59 and below).

High: This level has a frequency of 12, representing 9.8% of the total respondents. The cumulative percent shows that the total percentage of respondents with high levels of procrastination is 9.8%.

Above average: This level has a frequency of 28, representing 23.0% of the total respondents. The cumulative percent shows that the total percentage of respondents with above average levels of procrastination is 32.8%.

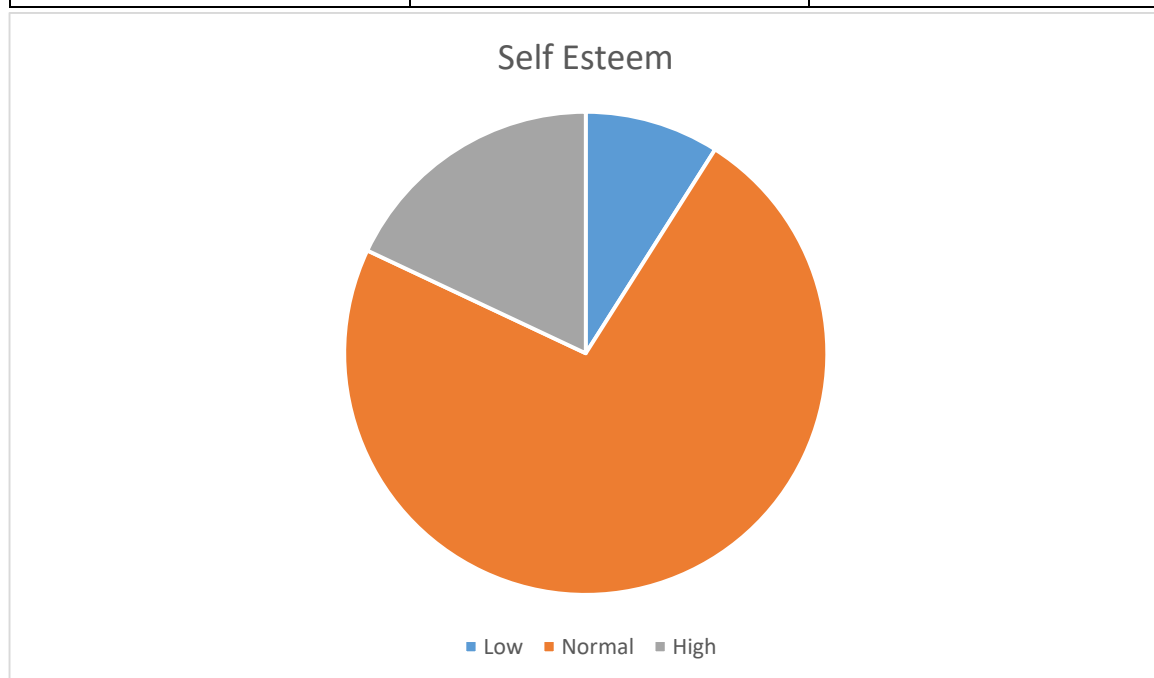
Average: This level has a frequency of 31, representing 25.4% of the total respondents. The cumulative percent shows that the total percentage of respondents with average levels of procrastination is 58.2%.

Low: This level has a frequency of 51, representing 41.8% of the total respondents. The cumulative percent shows that the total percentage of respondents with low levels of procrastination is 100.0%.

In summary, the data suggests that the majority of respondents (41.8%) reported low levels of procrastination, followed by average levels (25.4%), above average levels (23.0%), and the smallest group with high levels (9.8%).

Table 4.2 *Frequency Distribution of self esteem among College Students*

Variable	Level	Frequency
Self esteem	Low	11
	Average	89
	High	22

**Figure 4.2. Frequency distribution of self-esteem among college students**

This is a tabulated data represents the distribution of self-esteem levels among college students. The data is presented in different categories or levels: Low, Normal, and High.

Here's the interpretation of the data:

- Low self-esteem: Out of the total 122 individuals, 11 (9.0%) have low self-esteem.
- Normal self-esteem: The majority of individuals, 89 (73.0%), fall into this category, indicating a relatively average or typical level of self-esteem.

High self-esteem: A smaller portion of the group, 22 (18.0%), exhibit high self-esteem.

Overall, this data suggests that the majority of individuals in the group have a normal level of self-esteem, with smaller proportions having either low or high self-esteem.

Table 4.3 *Frequency Distribution of self esteem among College Students*

	Frequency	Percent	Cumulative Percent
Low	6	4.9	4.9
Average	104	85.2	90.2
High	12	9.8	100.0
Total	122	100.0	

This is a frequency distribution table for the variable "Fear of negative evaluation (FNE).

Here's a breakdown of the different columns: Based on the provided information, the variable "FNSE" has three distinct values: Low, Average, and High. Here's a summary of the values and their corresponding statistics: Low: There are 6 instances of this value, accounting for 4.9% of the total instances. Average: This value occurs 104 times, making up 85.2% of the total instances. High: There are 12 instances of this value, representing 9.8% of the total instances.

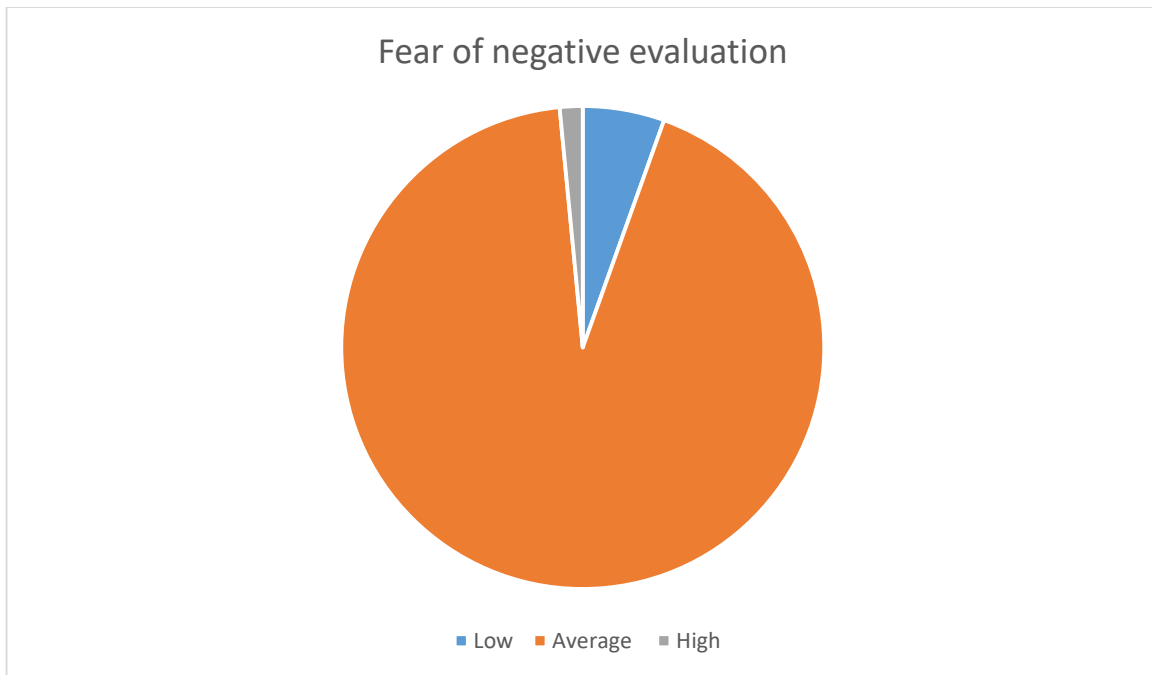


Figure 4.3. Frequency distribution of fear of negative evaluation among college students
 Table 4.4

Relationship Between procrastination and self-esteem and among College Students

Correlations

		Procrastination	Self-esteem	Fear of negative evaluation
Procrastination	Pearson Correlation	1	.343**	.309**
	Sig. (2-tailed)		.000	.001
	N	122	122	122
Self-esteem	Pearson Correlation	.343**	1	.404**

	Sig. (2-tailed)	.000		.000
	N	122	122	122
	Pearson			
Fearofnegativeselfevalu ation	Correlation	.309**	.404**	1
	Sig. (2-tailed)	.001	.000	
	N	122	122	122

Correlation is significant at the 0.01 level (2-tailed)

The table shows the correlation coefficients between procrastination and self-esteem. The table represents the correlation coefficient between two variables, along with the statistical significance (p-value) of the correlation.

The correlation coefficient measures the strength and direction of the relationship between two variables. It ranges from -1 to +1. A positive correlation coefficient indicates a positive relationship (as one variable increases, the other tends to increase), while a negative correlation coefficient indicates a negative relationship (as one variable increases, the other tends to decrease). The closer the correlation coefficient is to -1 or +1, the stronger the relationship.

The correlation coefficient between procrastination and self-esteem is 0.343, indicating a low level of significant positive correlation at the 0.05 level. Here the hypothesis there is significant negative relationship between procrastination and self-esteem is rejected.

In table 4.4 the correlation coefficient between procrastination and fear of negative self-evaluation is 0.309 and the value is significant at 0.05 level indicating moderate level of significant positive correlation. Here the hypothesis there is significant negative relationship between procrastination and self-esteem is accepted. The p-values associated with each correlation coefficient indicate the statistical significance of the correlation. A p-value less than the chosen significance level (commonly 0.05) suggests that the correlation is statistically significant, meaning it is unlikely to have occurred by chance. In this case, all the correlation coefficients have p-values less than 0.05, indicating that the correlations are statistically significant.

Table 4.5

Influence of procrastination on self-esteem among college students

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics	
					R Square Change	F Change
1	.343 ^a	.118	.110	4.764	.118	16.013

The model summary provides insight into the results of a regression analysis. In this case, the model aimed to understand influence of procrastination on the dependent variable being studied. The coefficient of determination (R-squared) is 0.118, indicating that approximately 11.8% of the variability in the dependent variable can be explained by the predictor "Procrastination." The R-squared value signifies overall, the model indicates a moderate

relationship between the predictor "Procrastination" and the dependent variable, as suggested by the R-squared value. The regression analysis conducted between procrastination and self-esteem suggests that there is a relationship between these two variables. The R-squared value of 0.118 indicates that approximately 11.8% of the variability in procrastination can be explained by changes in self-esteem. This means that self-esteem is a contributing factor, although a modest one, in understanding procrastination.

Overall, the analysis suggests that self-esteem plays a role in understanding procrastination, but there are likely other factors that contribute to procrastination as well

Table 4.6

Influence of procrastination on fear of negative evaluation among college students

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics	
					R Square Change	F Change
1	.309 ^a	.095	.088	7.891	.095	12.662

The regression analysis examines the influence of procrastination on fear of negative evaluation. In this case, the R-Square value is .095, meaning that approximately 9.5% of the variability in procrastination can be accounted for by fear of negative evaluation.

Overall, the regression analysis suggests that fear of negative evaluation has a statistically significant but relatively modest relationship with procrastination. Approximately 9.5% of

the variability in procrastination can be explained by fear of negative evaluation, and adding fear of negative evaluation to the model significantly improves the model's ability to predict procrastination.

Table 4.7

Mediation model

	P value	Confidence level
Mediation effect of procrastination on self-esteem through fear of negative evaluation	0.0555	0.0176 - 0.1040

The direct effect of Procrastination on self-esteem is 0.1319. The indirect effect of Procrastination on self-esteem through the mediator fear of negative evaluation is estimated to be 0.0555, with a confidence interval between 0.0176 and 0.1040. These results suggest that Procrastination has direct and indirect effects on the outcome variable self esteem with the mediator fear of negative evaluation playing a role in the relationship between Procrastination " and self esteem. The interpretation highlights the significance and direction of these effects and the role of the mediator in the relationship between the variables.

The indirect effect of Procrastination on self esteem through the mediator FNE is statistically significant, as the estimated effect of 0.0555 falls outside the confidence interval boundaries of 0.0176 to 0.1040. This suggests that the effect is likely not due to random chance.

However, while statistically significant, the effect size is relatively modest. The analysis indicates that changes in procrastination have a meaningful, but not strong, influence on self-esteem through the intermediary role of fear of negative evaluation. The confidence interval provides a range within which we are reasonably confident the true effect lies.

CHAPTER V

SUMMARY AND CONCLUSION

The objectives of this study are 1) To assess procrastination among college students. 2) To assess self-esteem among college students. 3) To assess fear of negative evaluation among college students 4) To find out if there is any significant relationship between procrastination and self-esteem among college students. 5) To find out if there is any significant relationship between procrastination and negative evaluation among college students. 6) To find out if procrastination significantly influences self-esteem of college students. 7) To find out if procrastination significantly influences fear of negative evaluation among college students. 8). To find out if fear of negative evaluation significantly mediates procrastination's influence on self-esteem.

The hypothesis of the study were

There is significant negative relationship between procrastination and self-esteem among college students. There is significant relationship between procrastination and fear of negative evaluation among college students.13. Procrastination does significantly influence the levels of self-esteem among college students.14. Procrastination does significantly influence the levels of fear of negative evaluation among college students.15. Fear of negative evaluation does significantly mediate the influence of procrastination on self-esteem among college students.

Findings of the study

The findings of the present study state are there is low level of significant positive correlation between procrastination and self-esteem. Also there is low level of significant positive correlation between procrastination and fear of negative evaluation. Regression analysis states that self-esteem is a modest contributing factor in understanding procrastination. It also

states that self-esteem is a modest contributing factor in understanding procrastination.

Procrastination has direct and indirect effects on the outcome variable self-esteem with the mediator fear of negative evaluation playing a significant role.

The major findings and conclusions of the study are as follows:

1. Extent of Procrastination among College Students (Table 4.1 and Figure 4.1) The data indicates different levels of procrastination among college students based on scores from the General Procrastination Scale. The levels identified are High (9.8%), Above Average (23.0%), Average (25.4%), and Low (41.8%).

2. Self-Esteem Levels among College Students (Table 4.2 and Figure 4.2):The majority of college students have normal self-esteem (73.0%), followed by high self-esteem (18.0%) and low self-esteem (9.0%).

3. Fear of Negative Evaluation Levels among College Students (Table 4.3 and Figure 4.3):** Fear of negative evaluation levels are categorized as Low (4.9%), Average (85.2%), and High (9.8%).

4. Correlations Between Variables (Table 4.4):Procrastination is positively correlated with self-esteem ($r = 0.343$) and fear of negative evaluation ($r = 0.309$). Self-esteem is positively correlated with fear of negative evaluation ($r = 0.404$). These correlations are statistically significant.

5. Influence of Procrastination on Self-Esteem (Table 4.5): The regression analysis indicates that procrastination has a moderate influence on self-esteem ($R\text{-squared} = 0.118$), suggesting that around 11.8% of self-esteem variability can be explained by procrastination.

6. Influence of Procrastination on Fear of Negative Evaluation (Table 4.6): The regression analysis suggests that procrastination has a statistically significant but modest influence on fear of negative evaluation ($R\text{-squared} = 0.095$).

7. Mediation Model (Table 4.7): The mediation analysis reveals that procrastination has both direct and indirect effects on self-esteem. The indirect effect of procrastination on self-esteem through the mediator fear of negative evaluation is significant (0.0555), with a confidence interval (0.0176 - 0.1040), suggesting that this effect is likely not due to chance.

In summary, the study indicates relationships between procrastination, self-esteem, and fear of negative evaluation among college students. Procrastination appears to be linked to self-esteem and fear of negative evaluation, with fear of negative evaluation playing a role as a mediator in the relationship between procrastination and self-esteem. These findings provide insights into the factors influencing college students' procrastination behavior and psychological well-being.

Tenability of Hypothesis

11. There is significant negative relationship between procrastination and self-esteem among college students – rejected

12. There is significant relationship between procrastination and fear of negative evaluation among college students – accepted

13. Procrastination does significantly influence the levels of self-esteem among college students – accepted

14. Procrastination does significantly influence the levels of fear of negative evaluation among college students – accepted

15. Fear of negative evaluation does significantly mediate the influence of procrastination on self-esteem among college students – accepted

Implications of the study

The implications of this study hold significance for both academic and psychological perspectives. The findings shed light on the intricate dynamics of procrastination, self-esteem, and fear of negative evaluation among college students, contributing to a better understanding of their behaviours and emotions.

Firstly, the study's outcome has practical implications for educators and counsellors.

Understanding the gender and graduation system variations in procrastination, self-esteem, and fear of negative evaluation can assist educators in tailoring their teaching methodologies and support strategies. For instance, if certain gender groups exhibit higher levels of procrastination or lower self-esteem, interventions can be designed to address these specific challenges. Additionally, recognizing the influence of different educational streams on procrastination levels can guide course structure and teaching approaches to better engage students from diverse backgrounds.

Secondly, the study's insights are valuable in terms of personal development and mental well-being. College students often face stress and pressure, which can lead to procrastination and negative self-evaluation. Recognizing the correlation between these psychological factors can empower students to address these issues proactively. Cultivating time management skills, seeking help when needed, and enhancing self-esteem could potentially mitigate the negative impact of procrastination on self-esteem. Moreover, acknowledging the mediating role of fear of negative evaluation emphasizes the importance of self-awareness and self-compassion, allowing students to better navigate academic challenges and their own

emotions. In the study there is a positive correlation between procrastination and self esteem which is a concern in terms of academics.

In conclusion, this study contributes to a deeper understanding of the interplay between procrastination, self-esteem, and fear of negative evaluation among college students. By identifying variations based on gender and educational systems and highlighting potential relationships, the study offers actionable insights for educators, counsellors, and students themselves. Ultimately, addressing these psychological dimensions can lead to improved academic performance, enhanced well-being, and more effective strategies for managing the challenges of college life.

Limitations and suggestions for the future of the study

The research has several limitations that should be considered when interpreting the findings:

1. **Sample Size and Representativeness:**The study collected data from a relatively small sample of 122 college students from Thiruvananthapuram in Kerala. The limited sample size might not accurately represent the diverse population of college students in different regions, limiting the generalizability of the results.

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2. **Sampling Bias:**The sample might not be fully representative of the entire student population due to potential biases in participant recruitment or self-selection. This could impact the validity of the conclusions drawn from the study. Due to lack of time convenient sampling was used while random sampling would be more effective.

 3. **Questionnaire Reliability and Validity:** The accuracy of the study's findings relies on the reliability and validity of the questionnaires used to measure procrastination, self-esteem, and fear of negative evaluation. These questionnaires are made in the twentieth century and there are concerns if they are properly validated for the specific cultural context here in Kerala, thus the results might be less reliable.

 4. **Cross-Sectional Design:** The study employed a cross-sectional design, which captures data at a single point in time. This design does not allow for the establishment of causal relationships between variables, making it difficult to determine if procrastination, self-esteem, or fear of negative evaluation directly influence each other.

 5. **Self-Report Bias:** The data collected relies on self-report measures, which are subject to participant bias. Students might respond in ways that they perceive as socially desirable or that align with their self-perception, potentially affecting the accuracy of the data.

 6. **Limited Variables:**The study focused on only three variables—procrastination, self-esteem, and fear of negative evaluation. Other relevant factors, such as socioeconomic background, academic pressures, and personal circumstances, were not considered, potentially leading to an incomplete understanding of the studied behaviors. Different courses like engineering and arts have different demands.

. Limited Longitudinal Analysis: The study did not employ a longitudinal design to track changes in procrastination, self-esteem, and fear of negative evaluation over time.

Longitudinal analysis could provide deeper insights into the dynamic nature of these variables.

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Please let me know if you need any further assistance or if there's anything else I can help you with!

Appendices

Informed consent

Hello Participant!

. I am **** pursuing Masters in Counselling Psychology at **** I am conducting a research as part of my course. I invite you to take part in a research study on certain dimensions of

your behaviour. If you agree to participate, you will be expected to answer a questionnaire along with basic socio-demographic details like gender and stream of studies. This process may take you approximately 15 minutes. When you are filling the questionnaire, try not to be interrupted.

No potential risks or threats are involved in agreeing to be part of the study. If you experience any discomfort while answering the questions, do not hesitate to reach out to the contact mentioned for help.

Any of your identifying information that is obtained will remain confidential and will be not be revealed. The information collected are only used for academic purposes.

If you have any questions about your participation or for further information, kindly contact:



Personal Data sheet

Name/Initials

Age

Gender



Do you agree to participate in this research?

Current graduation system

Undergraduate (UG) or Postgraduate (PG)

Stream of studies

Arts

Science

Commerce and Management

Instructions

Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

1. On the whole, I am satisfied with myself.

Strongly Agree Agree Disagree Strongly Disagree

2. At times I think I am no good at all.

Strongly Agree Agree Disagree Strongly Disagree

3. I feel that I have a number of good qualities.

Strongly Agree Agree Disagree Strongly Disagree

4. I am able to do things as well as most other people.

Strongly Agree Agree Disagree Strongly Disagree

5. I feel I do not have much to be proud of.

Strongly Agree Agree Disagree Strongly Disagree

6. I certainly feel useless at times.



Strongly Agree Agree Disagree Strongly Disagree

7. I feel that I'm a person of worth, at least on an equal plane with others.

Strongly Agree Agree Disagree Strongly Disagree

8. I wish I could have more respect for myself.

Strongly Agree Agree Disagree Strongly Disagree

9. All in all, I am inclined to feel that I am a failure.

Strongly Agree Agree Disagree Strongly Disagree

10. I take a positive attitude toward myself.

Strongly Agree Agree Disagree Strongly Disagree

Brief Fear of Negative Evaluation Scale **Leary (1983)**

Read each of the following statements carefully and indicate how characteristic it is of you according to the following scale:

- 1 = Not at all characteristic of me
- 2 = Slightly characteristic of me
- 3 = Moderately characteristic of me
- 4 = Very characteristic of me
- 5 = Extremely characteristic of me

- _____ 1. I worry about what other people will think of me even when I know it doesn't make any difference.
- _____ 2. I am unconcerned even if I know people are forming an unfavorable impression of me.
- _____ 3. I am frequently afraid of other people noticing my shortcomings.
- _____ 4. I rarely worry about what kind of impression I am making on someone.
- _____ 5. I am afraid others will not approve of me.
- _____ 6. I am afraid that people will find fault with me.
- _____ 7. Other people's opinions of me do not bother me.
- _____ 8. When I am talking to someone, I worry about what they may be thinking about me.
- _____ 9. I am usually worried about what kind of impression I make.
- _____ 10. If I know someone is judging me, it has little effect on me.
- _____ 11. Sometimes I think I am too concerned with what other people think of me.
- _____ 12. I often worry that I will say or do the wrong things.

From: Leary, M. R. (1983). A brief version of the Fear of Negative Evaluation Scale. *Personality and Social Psychology Bulletin*, 9, 371-376.

