



Overcoming the Barriers to Success: Exploring the Impact of Procrastination and Fear of Failure on Nursing Students' Academic Achievement

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Abstract : This study aimed to investigate the correlation between Procrastination and Fear of Failure on the Academic Achievement of Nursing Students. A descriptive survey design was employed, utilizing the Procrastination Assessment Scale and Fear of Failure Scale. A sample of 150 Nursing Students was selected from various nursing colleges in Kollam district through stratified random sampling. The findings revealed average levels of Procrastination, Fear of Failure, and Academic Achievement among Nursing Students. Notably, a significant combined relationship was observed between Procrastination and Fear of Failure on Academic Achievement. The results of this study are expected to contribute to the enhancement and enrichment of current educational practices, ultimately promoting better academic outcomes among nursing students.

IndexTerms - Procrastination, Fear of Failure, Nursing Students, Academic Achievement

1. INTRODUCTION

Nursing is a noble and compassionate profession that requires a unique emotional intelligence, empathy, and genuine passion for caring for others. It is a calling that attracts individuals with exceptional emotional well-being, a strong sense of altruism, and deep commitment to making positive impact on the lives of others. Nursing is a profession requiring the skills multitasking during the course of day for coping with time limitations and pressure [1]. Nurses' professional life improves if they act according to the set values and beliefs in facing with the ethical dilemmas and foster establishment of the positive professional values such as freedom, human dignity, justice, and truth [2]. Promotion of the professional values occurs along a continuum; it begins when a student enters the university, starts the training nursing, and continues throughout the years of nursing practice [3]. Throughout their educational journey, aspiring nurses must concurrently cultivate a robust academic foundation and emotional resilience, equipping them with the knowledge, skills, and emotional intelligence necessary to excel in this demanding yet rewarding profession. Procrastination is described as an act or irrational tendency to voluntarily delay an intended course of action [4]. Academic procrastination is related to the academic environment. It involves knowing that students need to carry out academic tasks, such as making an assignment, writing a term paper, studying for exams or engage in daily readings, but; sometimes, they fail to do so within the expected time [5].

Fear of failure is a concept that can either motivate successful performers or hinder their potential. It is associated with aversive consequences, such as shame, embarrassment, devaluation of self-esteem, uncertainty about the future, loss of social influence, and upsetting others[6]. Furthermore, fear of failure negatively predicts changes in students' affective well-being when preparing for exams[7]. Fear of failure affects students in numerous ways, influencing their decision-making abilities and causing stress, self-doubt, and anxiety [8]. For nursing students, in particular, high academic scores are crucial for securing better job placements in today's competitive environment [9]. To achieve a successful career, nursing students must not only excel academically but also develop the skills and experience needed to meet the demands of the healthcare profession [10].

2. RATIONALE OF THE STUDY .

Previous studies have found that nursing students who procrastinate tend to have lower GPAs [11], and Fear of Failure is a significant predictor of academic anxiety and stress among Nursing Students [12]. If nursing students fail to master their subject matter due to procrastination and fear of failure, it can lead to a major impact on patient care, resulting in adverse outcomes, medical errors, and decreased patient satisfaction. Moreover, the consequences of Procrastination and Fear of Failure among Nursing Students can have a ripple effect on the healthcare system, impacting patient outcomes, healthcare quality, and the overall efficiency of healthcare services.

By investigating the relationship between Procrastination, Fear of Failure, and Academic Achievement among Nursing Students, this research aims to provide valuable insights into the development of targeted interventions and strategies to promote academic success, reduce stress and anxiety, and foster a competent and confident nursing workforce. The findings of this study will contribute to the existing literature on Procrastination and Fear of Failure among Nursing Students, providing a deeper understanding of the complex factors that influence academic achievement in this population.

3.THEORETICAL OVERVIEW

Procrastination is a maladaptive coping strategy that hinders long-term progress and can paradoxically decrease emotional well-being. According to the emotion-regulation theory [13], procrastination arises from under-regulation, highlighting the concept of temporal disjunction.

This disjunction occurs when individuals feel disconnected from their future selves, leading them to procrastinate as a means to improve their current mood. The temporal motivation theory (TMT) [14] offers an alternative explanation, suggesting that procrastination stems from low motivation to engage in a task. The procrastination equation, a key component of TMT, captures motivation as the value of an outcome divided by its expectancy, delayed by the person's sensitivity to delay. Specifically, motivation increases with the value and expectancy of an outcome, while decreasing with delay and impulsiveness.

There are five primary types of procrastination [15]: relaxed, intelligent, decisional, pleasure-addicted, and fearful. Each type has distinct characteristics that contribute to procrastination behaviors. Relaxed procrastinators tend to be lazy and in denial about the complexity of their tasks. They often underestimate the time and effort required to complete tasks, leading to inadequate time management. Intelligent procrastinators, on the other hand, believe that complex tasks can be simplified and completed quickly. This overconfidence can lead to lazy time management, as they may put off tasks until the last minute, expecting to complete them rapidly. Decisional procrastinators are adept at recognizing tasks but struggle with making decisions. They often strive for perfection, weighing all possible solutions before making a decision. However, when time becomes a critical factor, this indecisiveness can lead to procrastination.

Fear is a universal feeling of uncertainty and ignorance about threats, affecting our reactions to real or imagined threats. It is a tense anticipation of a threatening event, influencing our ability to escape or avoid it. Fear originates in the brain's amygdala, where it triggers motor functions and stress hormones. The fear response is automatic and occurs in three stages: freeze, flight, and fight. The tripartite model [16] explains fear as a combination of subjective distress, behavioral avoidance, and physiological arousal. This model has been used to explain various fear-related phenomena, including phobias, anxiety disorders, and post-traumatic stress disorder. Effective treatment should target all three components of fear. The cognitive behavioral model of fear [17] is a theory that describes a person's response to a fear-provoking event, which is influenced by their thoughts and physical sensations. This fear response can lead to physical changes, such as increased heart rate and sweating, which can be misinterpreted as danger.

It is essential to provide future students with a better opportunity to succeed in life by educating them on effective coping strategies for overcoming the fear of failure. Rather than striving for excellence, students who fear failure often settle for mediocrity, limiting their potential

4. REVIEW OF RELATED LITERATURE

Many recent studies have investigated Procrastination among university students, revealing various influencing factors. A theoretical model encompassing nine dimensions of procrastination was proposed as a result of a study on university students in Chile [18]. A high prevalence of procrastination among undergraduate students was identified [19]. Factors influencing procrastination have been identified as motivation, emotional intelligence, anxiety, self-control, time management, fear of failure, perfectionism, academic goals, mental well-being, self-efficacy, study habits, and optimistic attitudes [20]. A gender-wise analysis of procrastination reveals that males tend to procrastinate more than their female counterparts [21].

Recent studies have investigated the relationship between Procrastination and Fear of Failure among various populations. Fear of Failure, self-compassion, and intolerance of uncertainty mediate the relationship between academic procrastination and perfectionism [22]. A relationship has been revealed between fear of failure and difficulty in regulating emotions with negative perfectionism and academic procrastination. Impulsiveness, self-regulation, and fear of failure have been found to be significant predictors of academic procrastination [23]. Collectively, these studies demonstrate a significant relationship between Procrastination and Fear of Failure, highlighting the need for interventions to address these issues and promote academic success.

5. OBJECTIVES OF THE STUDY

The objectives formed for the study are :

- To find out the level of Procrastination among Nursing Students
- To investigate the level of Fear of Failure among Nursing Students
- To analyse the level of Academic achievement among Nursing Students
- To find out the combined relationship of Procrastination and Fear of Failure on the Academic Achievement of Nursing Students.

6. HYPOTHESES

- ✓ The level of Procrastination among Nursing Students is moderate.
- ✓ Nursing Students exhibit a moderate level of Fear of Failure.
- ✓ The Academic Achievement of Nursing Students will be moderate
- ✓ There exists a significant combined relationship of Procrastination and Fear of Failure on the Academic Achievement of Nursing Students.

7. RESEARCH METHODOLOGY

This study utilized the normative survey method to investigate the relationship between Procrastination, Fear of Failure, and academic achievement among Nursing Students. This approach enabled comparison, measurement, classification, evaluation, and generalization of data, providing valuable insights for addressing this critical educational issue.

7.1. Population and Sample

The population for the present study comprised all Nursing Students enrolled at the University of Kerala. To select a representative sample, the investigators employed stratified random sampling. This involved dividing the population into homogeneous subgroups or strata, from which a subset was randomly selected. This approach enabled the selection of a sample that mirrored the characteristics of the population under investigation. Specifically, a representative sample of 150 Nursing Students was randomly selected from five nursing colleges in the Kollam district.

7.2. Tools used for the study

To investigate the impact of Procrastination on Nursing Students' Academic Achievement and Fear of Failure, the researchers employed the following data collection tools:

7.2.1. Fear of Failure Scale (FOFS): This tool was specifically developed and standardized by the researchers to assess nursing students' fear of failure. The FOFS is a five-point Likert-type scale, comprising four dimensions: learning habits, stress, academic discipline, and social acceptance. To ensure the tool's reliability and validity, content validity was established through expert review, and reliability was assessed using the split-half method.

7.2.2. Procrastination Assessment Scale (PAS): Adopted from Solomon and Rothblum (1984)[24], this scale measures procrastination tendencies among nursing students. It is a 44-item instrument designed to assess the frequency of cognitive-behavioral antecedents of procrastination among students. The PASS measures three primary areas: (1) the prevalence of academic procrastination, (2) the reasons underlying academic procrastination, and (3) the comparison of PASS scores with behavioral indices of procrastination and related constructs. The PASS comprises two sections. The first section evaluates the prevalence of procrastination across six academic domains, while the second section assesses the reasons for procrastination. The PASS is a valuable tool for identifying potential areas for intervention and tracking changes in procrastination over time. The instrument utilizes a five-point Likert scale.

The validity and reliability of the PASS were ensured by the investigators. The scale demonstrates good concurrent validity, with significant correlations with established measures such as the Beck Depression Inventory [25], Ellis Scale of Irrational Cognitions [26], Rosenberg Self-Esteem Scale [27], and the Delay Avoidance Scale [28]. Additionally, significant correlations were found between PASS scores and academic performance metrics, including the number of self-paced quizzes completed and total grade point averages. The test-retest reliability of the PASS was found to be 0.80.

7.2.3. Academic Achievement - In this study, academic achievement was measured by the marks/grades obtained by nursing students in the most recent semester's external examination conducted by the University of Kerala. These scores served as the indicator of academic achievement.

7.3 Statistical techniques used for the study

Statistical techniques are essential tools for collecting, analyzing, and interpreting data, enabling researchers to derive conclusions and formulate generalizations. This study employed both descriptive and inferential statistical techniques to analyze and interpret the data. Descriptive statistics, including mean, median, mode, standard deviation, skewness, and kurtosis, were used to summarize and describe the characteristics of the data.

Inferential statistics, which facilitate generalizations beyond the sample data, were also employed. This approach enables researchers to test hypotheses, answer research questions, and derive meaningful conclusions from the results. Specifically, inferential statistical techniques such as Karl Pearson's product moment coefficient of correlation, multiple correlation, and the t-test for comparing the means of two groups were used to analyze the data obtained in this study.

8. RESULTS AND DISCUSSION

8.1 Descriptive Statistics of Procrastination

Descriptive statistics, including mean, median, mode, standard deviation, skewness, and kurtosis, were calculated for the Procrastination Assessment Scale scores among nursing students. These statistical constants were employed to interpret the data and assess approximation to normality. The results are presented in Table 8.1

Variable	N	Statistical Constants					
		Mean	Median	Mode	Std. Deviation	Skewness	Kurtosis
Procrastination	150	155.793	160.5	178	20.619	-0.776	-0.402

Table 8.1: Descriptive Statistics of Procrastination

An examination of Table 8.1 reveals that the mean Procrastination score is 155.793. The median score is 160.5, indicating that 50% of the students scored above 160.5, while the remaining 50% scored below this value. The mode, representing the most frequently occurring score, is 178. The standard deviation of the scores is 20.619. The skewness of the Procrastination scores is -0.776, indicating a negative skew. Furthermore, the kurtosis value of 0.402 suggests that the distribution is platykurtic.

8.2. Descriptive statistics of Fear of Failure

Descriptive statistics for Fear of Failure among nursing students (N = 150) are presented in Table 8.2.

Variable	N	Statistical Constants					
		Mean	Median	Mode	Std. Deviation	Skewness	Kurtosis
Fear of Failure	150	105.233	105	94	14	-0.468	-0.032

Table 8.2: Descriptive Statistics of Fear of Failure

The results show a mean Fear of Failure score of 105.233. The median score is 105, indicating that 50% of the students scored above 105, while the remaining 50% scored below this value. The mode, representing the most frequently occurring score, is 94. The standard deviation of the scores is 14. The skewness of -0.468 indicates a negative skew, while the kurtosis value of -0.032 suggests a platykurtic distribution.

8.3. Analysis of Levels of Procrastination

The level of procrastination among nursing students was analyzed by categorizing them into three levels: high, average, and low, based on the scores obtained from the Procrastination Assessment Scale. For this purpose, the mean and standard deviation of the scores obtained by 150 students were calculated and the conventional procedure of " σ " "distance from mean M is used. The mean and standard deviation of the score of Procrastination is, 155.793 and 20.619 respectively. Students who scored at or above ($M+\sigma$) (176.412) were identified as having a high level of procrastination, while those who scored at or below ($M-\sigma$) (135.174) were identified as having a low level of procrastination. Nursing students who scored between these two values were identified as having an average level of procrastination. The details are presented in Table 8.3.

Levels of Procrastination	Norms	Scores	Number of students	Percentage
High	$M+\sigma$	≥ 176.412	29	19
Average	$M+\sigma$ to $M-\sigma$	135.174 to 176.412	94	63
Low	$M-\sigma$	≤ 135.174	27	18

Table 8.3: Level

of Procrastination among Nursing Students

The table shows the levels of Procrastination of Nursing Students for the whole sample. It is clear that 19 % of students have high Procrastination and 63 % Nursing students have average Procrastination and 18% of Nursing Students have low Procrastination. Therefore, it can tentatively concluded that most of the Nursing Students have average Procrastination. The graphical representation of the levels of Procrastination is showed in the figure 8.1.



Fig 8.1. Graphical representation showing the level of Procrastination among the Nursing Students

8.4. Analysis of Fear of Failure among Nursing students

To assess the level of fear of failure among nursing students for the entire sample, the total sample was classified into three groups: high, average, and low. For classification, the conventional procedure of " σ " distance from the mean (M) was used. The mean and standard deviation of the fear of failure scores were 105.233 and 14.05, respectively. Students who obtained scores greater than $M + \sigma$ (119.283) were considered to have a high level of fear of failure, while those with scores less than $M - \sigma$ (91.183) were considered to have a low level of fear of failure. Students with an average level of fear of failure obtained scores between $M - \sigma$ and $M + \sigma$ (ranging from 91.183 to 119.283). The details of the analysis are presented in Table 8.4.

Levels of Fear of Failure	Norms	Scores	Number of students	Percentage
High	$M+\sigma$	≥ 119.283	25	16
Average	$M+\sigma$ to $M-\sigma$	91.183 to 119.283	106	71
Low	$M-\sigma$	≤ 91.183	19	13

Table 8.4: Level of Fear of Failure among Nursing Students

The table displays the levels of Fear of Failure among Nursing Students for the entire sample. It is evident that 16% of students exhibit a high level of Fear of Failure, while 71% of Nursing students demonstrate an average level of Fear of Failure, and 13% of Nursing Students display a low level of Fear of Failure. Therefore, it can be tentatively concluded that the majority of Nursing Students experience an average level of Fear of Failure. A graphical representation of the levels of Fear of Failure is illustrated in Figure 8.2.



Fig 8.2. Graphical representation showing the level of Fear of Failure among the Nursing Students

8.5. Calculation of Multiple Correlation

To examine the combined effect or relationship of variables on a single dependent variable, a statistical computation called the coefficient of multiple correlation is employed. In simple terms, multiple correlation refers to the relationship between one variable and a combination of

two or more variables. The present study aimed to investigate the combined relationship between Procrastination, Fear of Failure, and Academic Achievement of nursing students using multiple correlation analysis. The results of the analysis are presented in Table 8.5.

Correlation between Procrastination and Academic Achievement	Correlation between Fear of failure and Academic Achievement	Correlation between Procrastination and Fear of Failure	Multiple correlation	SEr	Confidence interval
-0.486	-0.707	0.733	0.707	0.04	0.628 to 0.785

Table 8.5: Multiple correlation for combined effect of Procrastination and Fear of Failure on Academic Achievement of Nursing students
The correlation analysis revealed that the multiple correlation coefficient of Procrastination and Fear of Failure on Academic Achievement was 0.707, indicating a strong correlation between the combined variables and Academic Achievement. The standard error was 0.04, with a confidence interval of 0.628 to 0.785 at a 0.05 level of significance. These findings suggest that Procrastination and Fear of Failure, when combined, can predict Academic Achievement more effectively than either Procrastination or Fear of Failure alone.

8.5.1. Tenability of Hypothesis

H1: There exists a significant combined relationship of Procrastination and Fear of Failure on Academic Achievement of Nursing students.

To test the tenability of hypothesis, the corresponding null hypothesis is stated as follows:

H0: There is no significant combined relationship between procrastination and Fear of Failure on Academic Achievement of Nursing students.

The null hypothesis was tested, and the obtained value was examined. The multiple correlation coefficient was found to be 0.707, which is highly significant ($p < 0.05$). Therefore, the null hypothesis (H_0) is rejected.

Consequently, the alternative hypothesis (H_1) stands accepted.

9. Major Findings of the Study

The study revealed the following key findings:

- The overall levels of Procrastination, Fear of Failure, and Academic Achievement among Nursing students were found to be average.
- A significant combined relationship was observed between Procrastination and Fear of Failure on Academic Achievement among Nursing Students.

10. Conclusion

This study aimed to investigate the impact of Fear of Failure and Procrastination on the Academic Achievement of Nursing Students. Fear of Failure is a psychological variable that can debilitate learners, crippling their intelligence and hindering optimal performance. Procrastination, a habitual behavior among many students, can lead to delayed completion of academic tasks, ultimately affecting learning outcomes.

Nursing Students, in particular, face unique challenges that can exacerbate Fear of Failure and Procrastination. The high-stress environment of healthcare settings, where students are exposed to severely ill patients, can adversely affect their mental state and learning habits. Theoretical knowledge in nursing education is insufficient; practical experience in patient care is crucial. However, this hands-on experience can be daunting, especially for novice students, leading to increased anxiety and procrastination.

This study's findings suggest that Fear of Failure and Procrastination significantly impact the academic performance and achievements of Nursing Students. However, according to Piaget's theory of cognitive development, learners can regain equilibrium through assimilation and accommodation, ultimately facilitating learning.

The medical field, including nursing, is inherently stressful, and some level of tension is unavoidable. Nevertheless, once nursing students begin their professional practice, they may develop greater confidence, reducing fear of failure and procrastination.

I. ACKNOWLEDGMENT

We would like to extend our heartfelt gratitude to the students, teachers, and administrators of the following institutions for their invaluable participation and support in this study:

- Government School of Nursing, Kollam
- Government School of Nursing for SC/ST, Asramam
- Dr. Nair's School of Nursing, Kollam
- Mar Ivanios School of Nursing, Perumpuzha
- MTMM Mission School of Nursing, Sasthamcotta

We also appreciate the support provided by Amrita Vishwa Vidyapeetham and Baselios Marthoma II Training College, Kottarakara, in conducting this research. Special thanks are due to Dr. G. R. Santhosh Kumar for his unwavering support and guidance throughout the completion of this work.

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