

Investigating Research on Procrastination in School Education

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Abstract— Today's schools struggle greatly with procrastination, which has been linked to mental health problems such as anxiety, stress, and in severe cases, depression. This study aims to investigate the relationship between academic resilience, performance, anxiety, stress, and academic self-regulation². The findings indicated that procrastination and academic self-regulation were inversely correlated. Procrastination was also strongly associated with academic stress and anxiety. Resilience nonetheless acted as a protective barrier against anxiety and stress related to schoolwork. Finally, academic performance was negatively impacted by stress and anxiety, but resilience had the opposite impact. This study may be very helpful to future generations of children to better manage the ups and downs of life, they must receive support in developing emotional self-control, motivation, and self-regulation in academic environments. The sample consisted of 828 questionnaires received out of 1000. For teachers, we delivered 300 questionnaires out of 281 filled questionnaires received. For this study, we adopted the Likert statistical tools to test the hypothesis. This study looked at the connections between procrastination, social anxiety, and resilience in a sample of school students. Students in secondary schools with high and low levels of academic procrastination were found to have significantly different academic achievements. More male students than female pupils procrastinate in their academic work. Academic procrastination among secondary school students was found to have a strong but non-favourable association with academic accomplishment.

Index Terms- Secondary School Students, Procrastination, Social anxiety, Stress and Resilience.

I. INTRODUCTION

For everyone in the twenty-first century, education is essential. It is widely known that education, especially secondary education, plays a major role in helping people plan. A child should receive an education that prepares them for both success in the classroom and

success in life. Despite teachers' best efforts to enhance student performance, students' levels of accomplishment remain unchanged. Improving students' academic performance has been one of educational psychologists' most important research topics. Academic performance, often known as academic achievement, is defined as obtaining high exam scores and grades. The degree to which predetermined learning objectives are attained is measured by academic performance. Assignments and final exam systems are two ways to accomplish this, both with advantages and disadvantages of their own (Ward, Murray-Ward, Stoker, 1996)¹.

II. ACADEMIC PROCRASTINATION

According to cognitive and behavioural viewpoints, academic procrastination can be divided into three groups by Solomon & Rothblum in 1984²: procrastinating academic work, low procrastination, and procrastination perception. Delaying reading tasks (46%), preparing for tests (27.2%), and weekly reading assignments (30.1%) are examples of academic task procrastination. Low procrastination includes delaying administrative chores (10%), present tasks (23%), and school events (10.2%). Students who believe they procrastinate frequently attributed their problems to writing papers (23.7%), test preparation (21.2%), and weekly reading assignments (23.7%). These three definitions of procrastination suggest that academic procrastination is mostly related to preparing for exams, writing papers, and completing weekly reading assignments. Solomon and Rothblum discovered these things in 1984 while studying undergrads. Academic procrastination is the practice of starting or finishing a task that is due at the last minute. Academic procrastination affects between 80% and 95% of

schoolchildren, according to studies by Ellis and Knaus² from as early as 1979 and 2000. Because academic procrastination is linked to negative behaviours like poor study habits, cramming for exams, test anxiety, turning in homework assignments and term papers late, receiving lower grades, and feeling guilty and depressed, it negatively affects performance (Lee, 2005; Özer, Demri, and Ferrari, 2009)³. Although the majority of students turn in their assignments by the due date, some students, according to Owens and Newbegin (1997), send in their work after the deadline or never at all⁴. The work was not turned in on time for several reasons, but the most frequent ones are illegitimate or improbable (Ferrari et al., 1998)⁵. How important subjects in education are related to factors that promote procrastination. *A. Self-regulation* is hampered by extended deadlines, a great deal of independence, diversions, and temptations, and inadequate information for self-monitoring. *B. Motivations and Skills Factors*: Lack of self-efficacy-building skills, task aversion, and insufficient attention to skill development. *C. Social Factors*: Peer influence and ineffective group work.

III. AREA OF THE STUDY

The research on academic procrastination and its impact on academic stress in Mumbai, Maharashtra, 12th graders eligible for the CISCE Board is noteworthy for several reasons. We are addressing a pertinent educational concern. Academic success must be a goal of a student's educational journey, and becoming the best is a goal that is shared by parents, teachers, and students alike. There are still numerous obstacles in the way of academic success, and stress from studying is still a big problem for many young people. This study attempts to investigate a behaviour that is well-known but not entirely understood. This effort is concentrated on one aspect of academic procrastination⁶.

IV. PURPOSE OR OBJECTIVES AND AIM OF THE STUDY

Toto evaluates the academic achievement of secondary school students who procrastinate more than they should. 1. To compare the academic procrastination of male and female secondary school

students. 2. To determine the relationship between academic procrastination and achievement among secondary school students. The purpose of this study is to investigate the relationship between final-year CISCE Board students in the Mumbai suburbs of Maharashtra state and the frequency with which they procrastinate their assignments due to academic stress.

V. METHODOLOGY

A descriptive survey was used in this study. Mumbai, Maharashtra State, senior high school CISCE students participated in the current survey study. Two hundred teachers and five hundred pupils from the five previously indicated regencies made up the study's second sample. A technique known as cluster random sampling was employed to collect them. The academic procrastination scale, which was created by the researchers based on procrastination theory, was used to collect the data. Students' academic procrastination was described by a descriptive analysis of the data. 96 out of 100 secondary school pupils were chosen using a multi-phase stratified random selection technique, and questionnaires were given to instructors and parents equally. The pilot study's sample was 50/50.

VI. REVIEW OF RELATED LITERATURE

Their most recent study indicates that students in senior high school put off doing their homework. Teachers report that the majority of them submit assignments beyond the deadline. Procrastinating students usually have subpar academic performance. This is consistent with research by Borekci & Uyangor, Korkmaz et al., and Asri et al., which found that students who procrastinated usually performed worse well academically. Students who procrastinate on homework are careless, sluggish, uninterested, and lifeless, claim Saracaloglu et al. These students are not responsible for their academic endeavors. Most senior high school students in East Java (44%) postpone doing their maths homework. This study supports the idea that academic procrastination is correlated with students' efforts to learn the prescribed material outside of class and their time management skills. Pupils' passivity in trying to increase their knowledge both within and outside of the classroom contributed to their high rates of procrastination in maths classes.

Biswal, A., Lathigara, A., and Bhatt, N. (2024)⁷: They saw several different forms of procrastination during their research. The act of trying to put off work-related duties for a variety of reasons is known as procrastination. There are procrastination models with educational, psychological, and personal components in the setting of academia. The study for this article focuses on two research questions that look at the causes of academic procrastination and provide a deadline and strategic plan to help overcome it. Additionally, the educational dimension—which considers teachers' and students' perspectives on learning and avoiding procrastination—is emphasized in this work. St. Paul made an accurate observation when he said that people's viewpoints are constantly shifting. As humans, there are times when we find it difficult to decide what to do or not do.

M. Hajipoor Abaiei et al. Kamyabi M. Nekooie et al. (2024)⁸: The results of their study showed the possible importance of metacognitive beliefs in the relationship between perfectionism self-efficacy and academic procrastination. Given the negative impacts procrastination has on students' academic well-being, intervention programmes should be designed to appropriately change the procrastination-causing variables. The results demonstrated that self-efficacy had a direct, positive, and significant effect on positive metacognitive beliefs ($\beta=0.39, p<0.01$) as well as an inverse, negative, and significant influence on negative metacognitive beliefs ($\beta=-0.42, p<0.01$) and academic procrastination ($\beta=-0.32, p<0.01$). Furthermore, the results showed that metacognitive views that are positive ($\beta=0.83, p<0.01$) and negative ($\beta=0.51, p<0.01$) are directly, favorably, and significantly impacted by perfectionism.

VII. ABOUT CISCE

The Council of the Indian School Certificate Examinations, or CISCE, was established to ensure appropriate representation from the Indian government, state governments, union territories, the Inter-State Board for Anglo-Indian Education, the Association of Indian Universities, the Association of Heads of Anglo-Indian Schools, the Indian Public Schools Conference, the Association of Schools for the ISC Examination, and members co-opted by the CISCE⁶ Executive Committee.

VIII. DATA ANALYSIS

Methods for Data Analysis: Twenty-four suburban Mumbai schools connected to ICSE were selected by random sampling. Of the thousand questionnaires that were distributed, 828 were returned by parents and students. Along with observations and interviews, a questionnaire was used. 281 of the 300 surveys distributed to teachers were returned. *Procrastination elements:* This section discusses procrastination-related elements and their relationship to the study environment. 1. A very accommodating atmosphere for studying. 2. Extended the due date. 3. Task aversiveness or worry about tasks. 4. Distractions and allurements. 5. Limited information to guarantee suitable self-observation. 6. A lack of focus on teaching study techniques. 7. Limited options for improving effectiveness. 8. Ineffective cooperative efforts. 9. Pressure or influence from peers.

7.1. Distribution of Questionnaire:

Students		Parents		Guardian		Teachers	
M	F	M	F	M	F	M	F
171	243	118	246	20	30	109	172
414		364		50		281	

Table 1 Respondent according to Gender

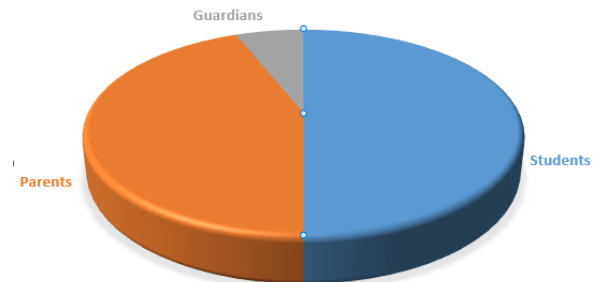


Fig 1 Respondents Ratio

Table 1 displays the respondents' responses according to their sex. As is customary, 58.6% of replies are female pupils and 67.58% of respondents are parents. Among the teaching staff on this board, female instructors comprise 61.20% of the total. There are lots of female guardians.

7.2. Procrastination Indicators Related to Academic Performance:

Nine parameters explain the procrastination signs. To determine the degree of procrastination among students, the indicator's performance levels are presented in three-point scale levels.

The degree to which ICSE students delay in several academic domains is seen in Table No. 2. 96% of procrastination cases, according to research, are caused by challenges that teachers pose. 92% of the kids in their class are reflected in their lax academic performance. Only 85% of students who procrastinate also perform poorly academically. Because they put off achieving their academic goals, the least number of students obtain poor perfectionism, which is related to and affects academic success.

S.No.	Procrastination Indicators	Agree	Un-Decided	Disagree
1	Avoidance of failure	69%	18%	13%
2	Challenge	96%	1%	3%
3	Frequency of procrastination	85%	11%	4%
4	Impulsivity	76%	14%	10%
5	Laziness	92%	3%	5%
6	Organization	15%	0%	0%
7	Poor perfectionism	12%	2%	1%
8	Self-control	28%	4%	2%
9	Social anxiety	30%	12%	7%
	Total	828		

Table 2 Procrastination Indicators Related to Academic Performance

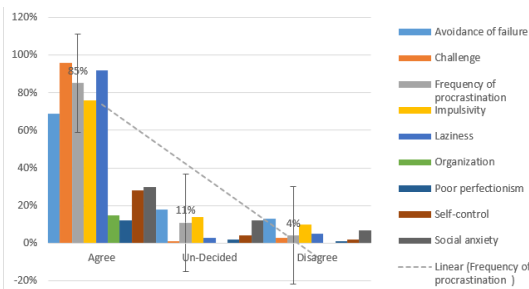


Fig 2 Procrastination Indicators related to Academic performance.

7. 3. Procrastination Indicators Related to Academic Record:

The procrastination factors that are linked to academic achievement are included in Table 3. Most students experience pressure about their academic records, which occasionally serve as a reflection of their academic pursuits. Many of them employ behavioral evaluation as an alternative to emotional evaluation to affect procrastination. At least some pupils feel displeased, irritated, and encroached upon. The least number of students put things off because of the environmental shift of new institutions. Additional staff physiological exams affected a sizable percentage of pupils, perhaps leading to work deferral.

S.No.	Procrastination Indicators	%
1	Behavioural assessment	35%
2	Change	19%
3	Cognitive assessment	11%
4	Conflict	24%
5	Emotional assessment	37%
6	Frustration	12%
7	Intrusion	20%
8	Physiological assessment	46%
9	Pressure	71%

Table 3 Procrastination Indicators Related to Academic Record

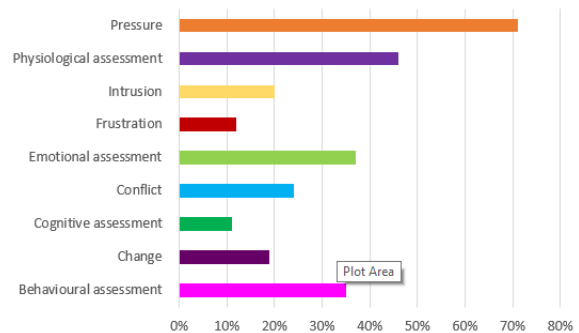


Fig 3 Procrastination Indicators Related to Academic Record

7.4. Procrastination Indicators Related to Social Anxiety:

Table 4 presents a collection of scholastic records' procrastination elements. Eighty-seven percent of procrastination indications were linked to pressure from the classroom. Parental pressure is identified by 47% of participants as a secondary indicator of procrastination, which is associated with physiological evaluation, social anxiety, and conflict. These are

significant elements that could encourage children to put off doing their schoolwork.

S.No.	Procrastination Indicators Related to Social Anxiety	Agree	Un-Decided	Disagree
1	Academic Pressure	87%	-	13%
2	Adapting to a new environment	12%	2%	86%
3	Conflict	42%	10%	48%
4	Ego-is-tic	29%	21%	50%
5	Emotional assessment	26%	23%	51%
6	Frustration	9%	21%	70%
7	Parental Pressure	47%	13%	40%
8	Physiological assessment	41%	19%	40%
9	Psychological Anxiety	35%	5%	60%
10	Rational Thinking	16%	12%	72%
11	Social Interaction	28%	22%	50%
12	Socio-Cultural Pressure	24%	33%	43%
13	Societal Pressure	17%	3%	-
14	Social Shyness	32%	7%	-
15	Non-Academic pressure	23%	-	3%

Table 4 Procrastination Indicators Related to Academic Record

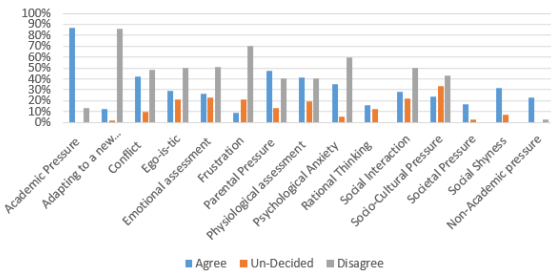


Fig 4 Procrastination Indicators Related to Academic Record

7.5. Area of Procrastinations:

Table 5 displays the areas where students exhibit procrastination indications. Eighty-six percent of students delay studying for tests, according to this research report. 68% of students procrastinate, according to academic activity across various domains, but 72% of students are advised by the topic study. Students who put off completing their library tasks are the fewest, at 27%. Consequently, the majority of problems with procrastination are associated with reading and evaluating academic literature.

S.No.	Areas of Procrastination Indicators	Agree	Un-Decided	Disagree
1	Content	72%	5%	23%
2	Writing assignment	53%	-	-
3	Presentation	59%	-	30%
4	Study for Examination	87%	3%	10%
5	Group Work	50%	7%	-
6	Academic activity	68%	20%	12%
7	Library work	27%	-	-
8	Co-Curricular Activities	45%	-	-
9	Extra-Curricular Activity	31%	-	-

Table 5 Areas of Procrastination

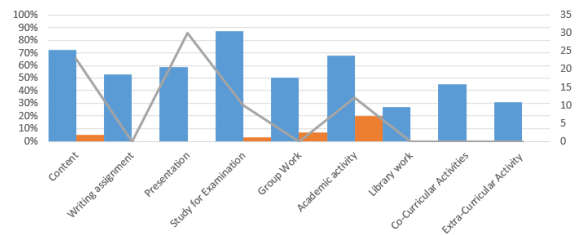


Fig 5 Areas of Procrastination

IX. HYPOTHESIS FORMATION

Hypothesis Testing: The Likert scale is a psychometric tool used to evaluate people's attitudes, tendencies, and beliefs. It is used by many academic disciplines, including the social sciences. The most popular kind of Likert scale is the five-point one, which ranges from strongly disagree to strongly agree. According to McLeod (2019), each response is assigned a score, which is a number between one and five. A score of 1 might be assigned to "strongly disagree," 2 to "disagree," 3 to "neutral/undecided," 4 to "disagree," and 5 to "strongly agree." The frequency of each response option was multiplied by the matching Likert scale score to determine the overall Likert scale scores. $\Sigma (f_i \times \text{Likert scale score}) + \text{Total Scores}$ Where: $f_i = \text{Likert scale score frequency (total number of responses)}$ The Likert Scale scores are represented by the letters SD (1), D (2), Neutral (3), A (4), and SA (5). *Finding the means of the Likert scale scores:* By dividing the total scores by the total number of respondents, the mean score is determined. $(f_i \times \text{Likert Item Score}) \div \text{Number of Respondents} = \text{Mean Score}$. For example, the first statement's mean score, as displayed in the table, is as follows: Average Score is 1.44. Let's take an example where the questionnaire evaluates user satisfaction with a school, and you are attempting to determine if the website is "acceptable." Let's say it has five things and each one has a three-point rating system (1 being agree, 0 being neutral, and 1 being disagree). The items will be averaged to determine the final scores. Consequently: The mean score for the whole is 2.54.

8	Self-control	232	349	0.42
9	Social anxiety	249	621	0.75
	Total No. of Respondents	828		7.63
	Overall Mean score			2.54

Table 6 Academic Procrastination Indicators

Below is an indication of the high customer satisfaction score (CSAT): 1.1% of the population is unfavorable. 2. In contrast, the promoter performed exceptionally well, with a score of 1.71%. 3. The average score, or overall score, is 2, a positive figure. 4. A score above 2.3 is considered excellent overall. The null hypothesis, or H_0 , is the first step in every significance test. H_0 is a hypothesis that has been put up but not tested, either because it is assumed to be true or because it is intended to provide support for a claim. The total score value is 2.54, which is higher than 2. According to the results of this exam, procrastination affects most ICSCCE 12th standard students, to varying degrees. The theory is important. The total score value is 2.54, which is higher than 2. According to the results of this exam, procrastination affects most ICSCCE 12th standard students, to varying degrees. The theory is Important for H_a . The tendency to procrastinate will grow daily. After the test is completed, the researcher's conclusion from this research survey is always provided in terms of the null hypothesis. We never conclude that we "reject H_0 " or even "accept H_a "—we either "reject H_0 in Favour of H_a " or do not reject H_0 . $H_0=H_a$.

X. OUTPUT OF THE RESEARCH

Findings: Researchers call the final product they produce a finding. These findings imply that students can develop their time management abilities through instruction and practice. During times or sessions, provide the kids with more positive and encouraging instruction. 2. Redesigned to make it easier to understand academic papers that can provide them with creative, fun, and relaxing thoughts. 3. Organisations are set up to prevent this kind of procrastination by offering constructive guest lectures from subject matter experts in psychology and neuroscience. 4. Respectable establishments train staff members using practical time management techniques through workshops. 5. To prevent these kinds of

No	Procrastination Indicators	%	Total Score	Mean Score
1	Avoidance of failure	571	1193	1.44
2	Challenge	795	885	1.06
3	Frequency of procrastination	704	984	1.18
4	Impulsivity	630	1108	1.33
5	Laziness	762	926	1.11
6	Organization	125	125	0.15
7	Poor perfectionism	100	161	0.19

detrimental actions to their scholastic and life-learning growth, all institutions must offer primary- and secondary-level procrastination correction programmes based on individual intake.

XI. THE ROLE OF THE GOVERNMENT IN OFFERING SCHOOLCHILDREN PROCRASTINATION REMEDIES

Based on society's requirements for the development of the next generation, every state and federal government should offer the public the facilities that are required. 1. Through the appropriate regularity organizations and advisory boards, the government will enact new regulations to incorporate these technologies. 2. Procrastination support systems, counselling services, and a 24-hour helpline for school students at their level of study are framed by state, central, or federal boards through the Higher Education Board. 3. The provision of primary-level software databases and online and offline self-motivation tools linked to procrastination correction is the government's mandated duty. 4. Periodically, the relevant government will screen and oversee the institution. The relevant body is required to physically inspect any institution at any time to verify that procrastination facilities are present. 5. All instructors, tutors, and teachers must have frequent training and workshops from Statutory organisations, and each board must receive an efficient psychological programme each year. 6. All national governments introduce courses in universities about procrastination as a means of promoting the development and well-being of the younger generation. 7. All universities implement survey-based methods and offer training canters, Research and Development Cells, and Discussion Forums to help students, from elementary school to university level, prevent procrastination issues. 8. Made use of non-governmental organizations (NGOs) activities and requested that they address the pressures associated with procrastination on all fronts. 9. Establish distinct Procrastination Rectification Centres (PRC) in each state, region, zone, district, and taluka. 10. All national and state authorities must offer public and self-service community services to the public as a means of delivering awareness programmes to the public.

XII. FUTURE RESEARCH SCOPE

The research projects and documents must be preserved for use as future research instruments, and the relevant state and federal governments must fund research programmes at all levels, from elementary to university. These changes can be used by the UGC and other mandated educational authorities to develop and offer high-quality educational, environmental, and improvement programmes as well as training facilities for state and national development. Senior secondary CICSE students participated in the current study. As such, it can be held in Maharashtra and the surrounding areas of Mumbai at the state level. The focus of this study is academic procrastination among ICSE 12th standard students and how it affects their academic performance in different settings. Specifically, procrastination indicators linked to social anxiety, academic records, academic performance, and anxiety are examined, along with the reasons behind the procrastination, the area in which it occurs, and its level. In a particular discipline within educational institutions, more research can be carried out using the same variables as examined in this study or separately. In the future, there is potential to carry out comparison research between various specialties and streams. Replica table research of this kind may be conducted abroad, in other parts of the nation, or multiple nations.

XIII. DISCUSSION

This study looks at nine factors that are common to student study environments and that, when considered independently or in combination, increase the risk of procrastination. These factors are covered in nine tables. Given the prevalence of academic procrastination, a better knowledge of these risk factors and strategies for managing them is necessary to prevent and reduce procrastination. Although we cannot control what kids do, we do have some say in how schools encourage behaviour that is better for students' academic achievement. We now briefly review the problem-solving strategies that legislators, educators, and colleges should employ. A list of variables that encourage procrastination: The next sections will address the situational, social, contextual, cultural, and organizational factors that have been found to encourage procrastination. Before selecting a

few, the researchers considered a larger variety of factors and evaluated how they linked to the academic setting. Next, they selected nine elements that met the following criteria by applying their expert judgment: They stand for different levels of specification depending on the areas, that is: 1. Proven scientific results around procrastination. 2. Describe circumstances related to the classroom that are beyond the student's control, such as extended deadlines. 3. Indicate elements that require task aversion or institutional, social, and educational interventions for the learner to effectively address them on their own. 4. Suggest that taking steps to address the cause will probably lead to less procrastination¹⁰.

We ought to be cognizant of the diversity of the elements. While some aspects, such as a lot of freedom in the study space and prolonged deadlines, point to the structural and organizational features of the academic environment, other aspects, such as task aversiveness, place more emphasis on subjective assessments. It should be highlighted that the elements under investigation might exhibit "main effects," which could affect the majority of students, as well as "interaction effects," in which features act as moderators. For example, most students might experience temptations and distractions in the classroom, but highly impulsive and easily distracted individuals might be particularly at risk⁹.

Furthermore, the discussion's order of criteria does not imply that they are differentiable in significance. Measuring the relative influences of each component in academic contexts may be difficult. Finally, some guidance on how to use the term "factor." This expression is used in academic contexts to characterize traits or features that are known to be strongly associated with procrastination. Since they are exogenous variables in the procrastination equation, they suggest possible circumstances that might be altered to alter the likelihood of procrastination¹¹. Rather than making strong assumptions about causality in the current context, we think that future research should focus more on these potential causal relationships. The discussion of each component is not meant to be a complete examination, as a review at this stage of the research would be premature. Rather, we highlight important discoveries that connect every facet to procrastination research, its relationship to the

academic environment, and possible ways to mitigate the adverse effects of a certain problem¹².

CONCLUSION

The topics that are covered by the current study sample are constrained to some extent. It is hoped that more research in this field will be able to resolve this constraint, however, caution should be exercised when extrapolating the results to other groups. Additionally, given the prevalence of negligence among the graduating class, it is imperative that educational authorities, planners, and practitioners pay the necessary attention, evaluate, and take appropriate action to stop, lessen, or prevent anomalous behaviours.

Every national government and Ministry of Education should set aside one hour each week in the curriculum for formal self-care instruction and family communication pattern modification by qualified experts. Using the findings of this study, educators and tutors should arrange social, psychological, and cultural preventive sessions for pupils which may help the school students to rectify the procrastination problems through respective psychologists will be present.

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