

# The Relationship Between Procrastination and Perfectionism in Student Population of Delhi NCR

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## ABSTRACT

Procrastination involves purposefully delaying tasks, often choosing less important activities and avoiding planned actions despite knowing the possible negative consequences. Factors such as low motivation, fear of failure, and difficulties in managing time contribute to this behaviour. Procrastinators often experience heightened stress as deadlines approach, resulting in rushed work and diminished quality. While common among humans, overcoming procrastination entails enhancing time management skills and addressing underlying psychological challenges. The present study was done to study the relationship between Procrastination and Perfectionism in student population. For this purpose, 110 men and women between the ages of 18 to 30 were taken from urban areas of Delhi NCR, India. Procrastination Scale by Lay (1986) and Frost Multidimensional Perfectionism Scale were employed as tools to collect data and these questionnaires were given to participants, and they were asked to fill them honestly. The results depicted that individuals with higher levels of perfectionism are more prone to procrastination, as the fear of not meeting their high standards may lead to avoidance of tasks.

## CHAPTER I: INTRODUCTION

### Procrastination

Procrastination, a widespread behaviour, refers to the conscious delay or avoidance of tasks despite awareness of potential negative consequences. It's a deliberate choice to postpone planned activities, often in favour of more immediate and enjoyable tasks. While occasional procrastination is common and may not lead to significant harm, persistent procrastination can severely affect various aspects of life, such as academic performance, work productivity, and personal fulfilment.

The origins of procrastination are multifaceted, stemming from psychological, behavioural, and situational factors. One fundamental psychological aspect is the tendency to prioritize immediate rewards over long-term goals. This inclination, combined with discomfort associated with tasks perceived as challenging, tedious, or anxiety-inducing, frequently leads individuals to procrastinate as a means of avoiding unpleasant feelings. Additionally, procrastination often arises from underlying issues such as perfectionism, fear of failure, low self-esteem, and inadequate time management. For instance, perfectionists may delay tasks due to fear of not meeting high standards, while individuals with low self-esteem may procrastinate due to doubt or fear of criticism. Moreover, poor time management exacerbates procrastination by hindering effective task prioritization and allocation of sufficient time for completion.

Behavioural theories highlight reinforcement and conditioning in shaping procrastinatory behaviour. Individuals may learn to associate procrastination with temporary relief from stress or anxiety, reinforcing a cycle of procrastination driven by short-term rewards. Over time, this pattern becomes habitual, making it challenging to break free from procrastination.

Situational factors also significantly contribute to procrastination. Environmental cues, such as distractions or lack of structure, make it easier to justify task delay. Additionally, unclear goals, ambiguous expectations, and overwhelming workloads contribute to feelings of overwhelm, leading to procrastination rather than task engagement. The consequences of procrastination are diverse and far-reaching. In academic settings, it is associated with lower grades, increased stress, and reduced academic performance. In the workplace, it leads to missed deadlines, decreased productivity, and strained professional relationships. Chronic procrastination also correlates with heightened levels of stress, anxiety, and depression, as individuals struggle with feelings of guilt, shame, and self-criticism. Addressing procrastination requires a comprehensive approach targeting psychological, behavioural, and situational factors. Cognitive-behavioural therapy (CBT) challenges maladaptive thought patterns and introduces constructive coping strategies to replace procrastination. Time management techniques, such as setting goals and breaking tasks into smaller steps, promote control and accountability. Ultimately, overcoming procrastination demands self-awareness, motivation, and a willingness to confront uncomfortable emotions and behaviours. By understanding its underlying causes and implementing effective strategies, individuals can regain control of their time, enhance productivity, and improve overall well-being.

Procrastination involves purposefully delaying tasks, often choosing less important activities and avoiding planned actions despite knowing the possible negative consequences. Factors such as low motivation, fear of failure, and difficulties in managing time contribute to this behaviour. Procrastinators often experience heightened stress as deadlines approach, resulting in rushed work and diminished quality. Procrastination involves purposefully delaying tasks, often choosing less important activities and avoiding planned actions despite

knowing the possible negative consequences. Factors such as low motivation, fear of failure, and difficulties in managing time contribute to this behaviour. Procrastinators often experience heightened stress as deadlines approach, resulting in rushed work and diminished quality. While common among humans, overcoming procrastination entails enhancing time management skills and addressing underlying psychological challenges. While common among humans, overcoming procrastination entails enhancing time management skills and addressing underlying psychological challenges. The procrastination scale, which was introduced by Lay in 1986 and subsequently developed by psychologist Joseph R. Ferrari and his team, has emerged as a crucial instrument for assessing individuals' propensity to procrastinate. This tool has found widespread application in research across a spectrum of domains, including academia, professional settings, and personal spheres. Comprising a series of items that gauge different dimensions of procrastination, such as delaying tasks, struggling with concentration, and deferring deadlines, the scale is esteemed for its comprehensive approach. It intricately probes into both the behavioural and emotional facets of procrastination, delving into cognitive processes like harbouring unrealistic beliefs about task completion, as well as the emotional ramifications such as feelings of guilt and anxiety stemming from postponing tasks. By employing this scale, researchers have unearthed a multitude of factors that influence procrastination tendencies. These encompass a range of elements, including individual personality traits, levels of self-discipline, and the contextual circumstances in which tasks are performed. For instance, individuals characterized by high levels of impulsivity or low self-efficacy are predisposed to

procrastinate, as are those who grapple with overwhelming workloads or ambiguous objectives. Furthermore, the scale has served as a vehicle for illuminating the adverse consequences associated with procrastination. Studies leveraging this tool have consistently linked chronic procrastination to a slew of detrimental outcomes, such as diminished academic achievement, heightened stress levels, and decreased overall productivity.

Nevertheless, it is imperative to acknowledge that the procrastination scale is not devoid of limitations. Like any self-report measure, it is susceptible to biases inherent in individuals' self-perceptions and introspective accuracy. Moreover, the scale may not fully encapsulate the complexity of procrastination, as it relies heavily on participants' subjective evaluations and may overlook certain situational determinants that shape behaviour. Despite these shortcomings, the procrastination scale remains an indispensable instrument for researchers and practitioners alike, providing valuable insights into the nature of procrastination and facilitating the development of targeted interventions aimed at ameliorating time management skills.

In essence, the procrastination scale serves as a valuable tool for evaluating and comprehending individuals' tendencies to procrastinate. Its utilization across diverse contexts has enabled researchers to gain a nuanced understanding of procrastination, encompassing both its behavioural manifestations and underlying emotional processes. By identifying the myriad factors that contribute to procrastination and elucidating its detrimental effects, the scale has paved the way for the implementation of interventions aimed at mitigating procrastination and enhancing productivity. While it is not without its limitations, the procrastination scale remains an indispensable asset in the arsenal of tools available to researchers seeking to unravel the complexities of human behaviour.

### **Perfectionism**

Perfectionism embodies a personality trait marked by an unwavering pursuit of flawlessness and the establishment of exceptionally high standards for oneself. Individuals showcasing perfectionistic tendencies often harbour an incessant desire to attain perfection across various facets of life, including professional endeavours, relationships, and personal pursuits. Although this relentless quest for excellence can serve as a driving force and contribute to notable achievements, it can also lead to detrimental effects on mental well-being, interpersonal relationships, and overall life satisfaction.

Perfectionism is multi-dimensional, encompassing several facets that shed light on different aspects of this intricate trait:

1. **Self-oriented perfectionism:** This dimension revolves around setting unattainable standards for oneself and a tendency to excessively criticize one's own performance. Individuals characterized by self-oriented perfectionism often grapple with feelings of discontent and self-doubt, even in the wake of significant accomplishments.
2. **Other-oriented perfectionism:** This aspect pertains to imposing lofty standards on others and exhibiting a tendency to critique their performance. Individuals displaying other-oriented perfectionism may harbour unrealistic expectations of those around them, making it challenging to extend acceptance and forgiveness when others fail to meet their standards.
3. **Socially-prescribed perfectionism:** This dimension involves experiencing pressure from external sources, such as societal norms, familial expectations, or peer standards, to meet impossibly high benchmarks. Individuals influenced by socially prescribed perfectionism may perceive their self-worth

as contingent upon meeting these standards, leading to heightened feelings of anxiety, stress, and diminished self-esteem.

The development of perfectionism is intricate and can be influenced by genetic predispositions, environmental factors, and psychological dynamics. Research suggests a genetic component to perfectionism, with certain personality traits such as conscientiousness and neuroticism correlating with an increased likelihood of developing perfectionistic tendencies. Additionally, environmental factors such as parental expectations, societal pressures, and cultural norms significantly contribute to the formation of perfectionism.

Perfectionism can yield both positive and negative outcomes across various aspects of life. While perfectionists may excel in academic or professional domains due to their unwavering pursuit of excellence, this pursuit can also lead to heightened levels of stress, anxiety, and burnout. In response to the fear of failure or disapproval, perfectionists may resort to maladaptive coping mechanisms such as procrastination, avoidance, or self-criticism. Moreover, perfectionism can strain interpersonal relationships, as perfectionists often maintain unrealistic expectations of others. This dynamic may result in conflict, resentment, and feelings of inadequacy within relationships. Additionally, perfectionists may struggle to accept feedback or criticism, interpreting it as a reflection of their worth or competence.

Addressing perfectionism necessitates fostering self-awareness and adopting healthy coping strategies. Cognitive-behavioural therapy (CBT) serves as an effective intervention, empowering individuals to challenge and reframe maladaptive thoughts and beliefs associated with perfectionism. Mindfulness-based approaches, such as meditation and relaxation techniques, assist individuals in cultivating self-compassion and embracing imperfection.

Ultimately, overcoming perfectionism requires a shift in mind set and a willingness to accept vulnerability, uncertainty, and failure as inherent aspects of the human experience. By relinquishing the unrealistic pursuit of perfection and prioritizing growth, progress, and self-compassion, individuals can cultivate a more fulfilling and balanced life.

Perfectionism involves a continual quest for excellence, a longing for flawlessness in one's endeavours, often paired with self-evaluation and apprehension of making mistakes. Frost's Multidimensional Perfectionism Scale (FMPS, 1990) outlines a conceptual model of perfectionism with five distinct components: (1) Personal Standards (high self-expectations); (2) Organization (emphasis on neatness and orderliness); (3) Concern over Mistakes (interpreting mistakes as failures); (4) Doubting of Actions (belief that task performance is rarely satisfactory); (5) Parental Expectations (perceiving strict goal expectations from parents); and (6) Parental Criticism (feeling negatively evaluated by parents). Frost et al.

(1990) identified Parental Expectations and Parental Criticism as factors contributing to perfectionism. Doubting of Actions and Concern over Mistakes were found to be correlated with various psychopathological symptoms, suggesting maladaptive outcomes. Frost and colleagues (1990) highlight Concern over Mistakes as the most representative component of perfectionism, while distinguishing between adaptive (Personal Standards; Organization) and maladaptive (Concern over Mistakes; Doubting of Actions) aspects. The Frost Multidimensional Perfectionism Scale (FMPS) is a notable tool in the field of perfectionism research, devised by Randy O. Frost and colleagues in 1990. Its reputation stems from its thorough exploration of various facets of perfectionism, rendering it indispensable for both researchers and clinicians. Offering a structured approach, the FMPS furnishes valuable insights into individuals' perfectionistic inclinations and their impact on mental well-being. Consisting of six distinct subscales, the FMPS captures the intricate nature of perfectionism: Concern over Mistakes (CM): This aspect gauges

individuals' fixation on avoiding errors and pursuing flawlessness. Elevated scores indicate a tendency towards self-criticism and fear of making mistakes.

1. Doubts about Actions (DA): This subscale measures individuals' uncertainties about the correctness of their decisions and actions. It reflects a proclivity for seeking reassurance and engaging in indecisive behaviours.
2. Personal Standards (PS): Assessing the extent to which individuals set lofty standards for themselves, this dimension delves into the pursuit of excellence and the establishment of rigid goals.
3. Parental Expectations (PE): Focused on individuals' perceptions of their parents' expectations regarding achievement, this subscale explores the influence of parental pressure on perfectionistic tendencies.
4. Parental Criticism (PC): This component evaluates individuals' perceptions of their parents' critical demeanour. It examines the impact of negative feedback on the development of perfectionistic traits.
5. Organization (O): This subscale assesses individuals' inclination towards orderliness and precision in daily life, encompassing behaviours such as meticulous list-making and adherence to routines.

Respondents express their agreement or disagreement with statements reflecting different aspects of perfectionism on a Likert scale within each subscale. Composite scores across subscales offer a comprehensive portrayal of an individual's perfectionistic tendencies. The FMPS has been widely employed across diverse populations, including students, athletes, and clinical groups. Research employing the FMPS has unveiled significant associations between perfectionism and various psychological outcomes, such as heightened anxiety, depression, and disordered eating behaviours. Additionally, the scale has shed light on factors contributing to the emergence and perpetuation of perfectionism, such as parental influences and societal pressures.

Despite its utility, the FMPS has limitations. Like any self-report measure, it may be susceptible to response biases, and its ability to fully capture the intricacies of perfectionism may be constrained. Additionally, cultural differences in the interpretation of perfectionism may influence respondents' reactions, necessitating careful consideration of findings across diverse cultural contexts. In summary, the Frost Multidimensional Perfectionism Scale is an invaluable tool for comprehensively assessing perfectionistic tendencies. By delineating specific dimensions of perfectionism, the FMPS aids in identifying areas for targeted interventions to address maladaptive behaviours and promote adaptive coping strategies, thereby enhancing psychological well-being.

## CHAPTER II: REVIEW OF LITERATURE

Rice (2012) conducted a study that examined the stability of maladaptive perfectionism, procrastination, and psychological distress across three time points within a college semester using a cross-panel design and data from two successive cohorts of college students. The findings revealed that each construct remained substantially stable over time, with procrastination showing particularly high stability. The researchers also tested a mediational model, hypothesizing that procrastination at mid-semester would mediate the relationship between perfectionism at early-semester and psychological distress at end-semester. However, this model was not supported by the data. Additionally, an alternative model proposing perfectionism at mid-semester as a mediator of the procrastination-distress association was also not supported. The within-time analyses indicated consistently strong correlations between the three constructs throughout the semester. Specifically, high levels of perfectionism at the start of the semester



seemed to buffer the detrimental effects of procrastination on psychological distress by the end of the semester. However, among students with low levels of perfectionism at the beginning of the semester, those who engaged in more procrastination tended to experience higher levels of psychological distress by the end of the term.

Allison P. Sederlund (2020). The present study delves into the intricate relationship between perfectionism and procrastination, shedding light on their interplay through shared negative characteristics such as fear of failure, temporal orientation, and emotional aspects like depression, stress, and anxiety. While both traits exhibit negative associations with adaptive constructs like conscientiousness and satisfaction with life, the study found limited evidence for the existence of adaptive procrastination, although a positive correlation was observed between euthymia and adaptive procrastination, hinting at a more nuanced understanding of procrastination. Moreover, the study contributes to the understanding of the multidimensional nature of perfectionism, particularly by elucidating the characteristics of adaptive perfectionists within the dual-process model. However, it also highlights the potential for achievement-related stressors to disrupt the adaptive nature of perfectionism. Additionally, the investigation into the relationship between perfectionism and time perspectives unveils intriguing findings, with adaptive perfectionists aligning with future orientation, past-positive, and present-hedonistic perspectives, yet displaying no connection with the maladaptive past-negative perspective. Overall, this study enriches the literature on perfectionism and procrastination by uncovering nuanced dimensions and relationships, prompting further exploration into the complexities of these constructs and their implications for individual well-being and achievement.

Akpur (2019) This study aimed to establish a model based on the structural relationship among motivation, procrastination, and perfectionism. Conducted with 210 students from a state university in Istanbul, the study utilized the Academic Motivation Scale, Frost Multidimensional Perfectionism Scale, and Aitken Academic Procrastination Inventory as data collection tools. Results revealed that maladaptive perfectionism, akin to procrastination, was influenced by intrinsic and extrinsic motivation. Conversely, adaptive perfectionism was primarily influenced by intrinsic and extrinsic motivation. Drawing on theoretical frameworks, the proposed model underwent testing, and subsequent path analysis led to revisions, ultimately suggesting a structural relationship pattern among motivation, procrastination, and perfectionism. This study contributes to the literature by elucidating the interconnectedness of motivation, procrastination, and perfectionism within the context of learning processes. By delineating the influence of different motivational factors on both maladaptive and adaptive aspects of perfectionism and procrastination, the findings provide valuable insights for educators, psychologists, and researchers seeking to enhance our understanding of student learning behaviours and inform interventions aimed at fostering more effective learning environments.

Murat Boysan, et. Al. (2016) The study aimed to address a significant gap in the literature by investigating the intricate relationships among procrastination, perfectionism, big five personality traits, locus of control, and self-esteem. Results revealed that parental criticism emerged as a notable correlate of procrastination, underscoring the influence of familial dynamics on procrastination behaviour. Additionally, personality traits such as conscientiousness, agreeableness, and organization demonstrated inverse associations with procrastination, suggesting their potential protective role against procrastination tendencies. These findings emphasize the importance of considering personality-based intervention approaches, incorporating family dynamics, in the prevention and treatment of procrastination.

Leanna M, Closson, et. Al (2017) In this study, the intricate relationships between perfectionism, procrastination, and academic engagement among undergraduate students were investigated. The primary objective was to assess the predictive power of perfectionism on both procrastination and academic engagement, while controlling for the effects of conscientiousness and neuroticism. As anticipated, results revealed significant associations: Self-Oriented Perfectionism (SOP) demonstrated a positive correlation with academic engagement and a negative correlation with procrastination. Conversely, Socially Prescribed Perfectionism (SPP) exhibited a negative association with academic engagement and a positive association with procrastination.

Martin M. Smith (2017) The Perfectionism Social Disconnection Model (PSDM) has been instrumental in elucidating the association between socially prescribed perfectionism and depression, primarily through its emphasis on the erosion of social self-esteem. However, recent investigations have underscored notable gaps within this model, particularly in its neglect of self-oriented and other-oriented perfectionism dimensions, as well as its exclusive focus on dispositional factors in understanding depression etiology, disregarding interpersonal dynamics. Results from this study revealed compelling evidence supporting the extended PSDM framework. Specifically, both daughters' socially prescribed and self-oriented perfectionism, along with mothers' other-oriented perfectionism, were found to significantly contribute to daughters' vulnerability to depression by diminishing their social self-esteem over time. This study contributes to the existing literature by not only validating the relevance of the PSDM in understanding depression within the context of mother-daughter relationships but also by highlighting the importance of considering multiple dimensions of perfectionism and interpersonal influences in conceptualizing depressive symptomatology. These findings have implications for both theoretical models of depression and clinical interventions aimed at addressing perfectionism-related distress, emphasizing the need for a multifaceted approach that integrates individual and relational factors.

Bong M. et. Al (2014) The investigation of self-oriented and socially prescribed perfectionism among adolescents has garnered significant attention in understanding their motivation and academic achievement. In a study involving 306 Korean 7th graders, researchers explored the intricate relationships between perfectionism and various achievement-related outcomes, particularly in the domains of math and English. The findings from this study elucidated distinct patterns associated with self-oriented and socially prescribed perfectionism. Self-oriented perfectionism exhibited positive associations with academic achievement while demonstrating negative correlations with the acceptance of cheating and academic procrastination. Conversely, socially prescribed perfectionism was linked positively to test anxiety, acceptance of cheating, and academic procrastination. This study underscores the importance of considering domain-specific motivation in understanding the impact of perfectionism on academic outcomes among adolescents. By delineating the pathways through which different dimensions of perfectionism influence achievement-related behaviors, this research contributes valuable insights to the literature on adolescent motivation and academic performance. Such insights are crucial for informing educational interventions aimed at promoting adaptive perfectionism and fostering positive academic outcomes among youth.

Ghosh R. (2017) This study delves into the influence of multidimensional perfectionism on academic procrastination among university students in India, with a specific focus on exploring potential gender differences in this relationship. The results unveiled significant associations between academic procrastination and all three dimensions of perfectionism—self-oriented, other-oriented, and socially prescribed. Findings indicated positive correlations between academic procrastination and each dimension

of perfectionism, suggesting that individuals who exhibit higher levels of perfectionistic tendencies are more prone to engaging in academic procrastination behaviours. The study revealed that the various dimensions of perfectionism significantly predict academic procrastination, further emphasizing the role of perfectionism in shaping students' procrastination tendencies. By shedding light on the intricate interplay between perfectionism and academic procrastination, as well as the moderating effect of gender, this study contributes valuable insights to the existing literature on student motivation and performance. Such insights are vital for informing targeted interventions aimed at addressing perfectionism-related challenges and promoting effective academic strategies, particularly within the context of diverse cultural and gender dynamics present in university settings in India.

Abbas Abdollahi, et. Al (2020) The study involved 410 high school students in grades 9 to 12, who completed measures assessing perfectionism, academic hardiness, and academic procrastination. Results unveiled significant associations between perfectionism dimensions and academic procrastination. Specifically, personal standards perfectionism and academic hardiness demonstrated negative relationships with procrastination, indicating that students with higher personal standards and greater academic hardiness were less likely to procrastinate academically. Evaluative concerns perfectionism exhibited a positive relationship with academic procrastination, suggesting that students experiencing higher levels of evaluative concerns perfectionism were more prone to procrastination. These findings shed light on the nuanced dynamics underlying academic procrastination among high school students, emphasizing the differential impact of perfectionism dimensions and the protective role of academic hardiness. The implications of these findings for educators and psychologists are significant, suggesting the importance of fostering academic hardiness and promoting healthy perfectionism tendencies to mitigate academic procrastination and enhance student well-being and academic performance. Such insights contribute to the development of targeted interventions aimed at addressing procrastination-related challenges and supporting students in cultivating adaptive coping strategies for academic success.

Richard E. Hicks, et. Al (2015) The intersection of perfectionism and procrastination has garnered increasing attention in research, given their well-established associations with negative outcomes. However, the exploration of different forms of perfectionism—namely maladaptive and adaptive—has remained relatively limited. While existing studies have hinted at the mediating role of self-efficacy in mitigating procrastination tendencies among individuals with adaptive perfectionism (Seo, 2008), further investigation into additional positive factors is warranted to aid individuals in managing perfectionism and procrastination effectively. The implication of these results is profound: students exhibiting perfectionistic tendencies may harness PsyCap to mitigate negative outcomes such as procrastination. By developing skills in PsyCap, individuals can effectively navigate the challenges associated with perfectionism, thereby fostering greater academic productivity and well-being.

Champika K. Soysa, et. Al (2014) The literature underscores the importance of parenting styles in shaping psychological traits and behaviours that influence academic performance and well-being in young adults. Further research is warranted to explore additional factors and potential interventions aimed at mitigating the negative effects of maladaptive behaviours associated with certain parenting styles.

Lital Yosopov (2020) The relationship between perfectionism and procrastination has been established in the literature; however, findings regarding the magnitude of this correlation are inconsistent. Some studies found small-to-medium effects between trait-perfectionism and trait-procrastination, while others found large effects between perfectionistic cognitions and procrastinatory cognitions, suggesting that the association may be stronger when assessed from a cognitive perspective. The present study addressed this



inconsistency, by exploring this association using both trait and cognitive measures. There was a significant and positive correlation between perfectionism and procrastination, and the largest effect size was observed between perfectionism (trait and cognitive measures) and procrastinatory cognitions, suggesting that perfectionists are not necessarily procrastinating more but are rather more cognitively distressed by their procrastinatory tendencies.

Yan Zhang, et. Al (2022) the review highlights the importance of considering both individual differences and contextual factors in elucidating the mechanisms through which negative perfectionism contributes to procrastination. By advancing a theoretical framework grounded in ego depletion theory, this review contributes to a deeper understanding of the psychological processes underlying procrastination behaviour, with implications for intervention strategies aimed at mitigating its negative consequences.

Ladan Hashemi, et. Al (2014) The study involved 480 students from a mid-sized Iranian university who completed measures assessing perfectionism, test anxiety, and academic procrastination. Sequential simultaneous regression analyses were conducted to test the hypothetical model proposed by Baron and Kenny (1986), which delineated the direct and mediated effects of perfectionism on procrastination through test anxiety. Results revealed several noteworthy findings. Firstly, both self-oriented perfectionism (SOP) and socially-prescribed perfectionism (SPP) were identified as direct predictors of academic procrastination, indicating that individuals high in perfectionistic tendencies are more likely to engage in procrastinatory behaviours. Secondly, SOP emerged as a stronger and negatively associated predictor of procrastination compared to SPP, suggesting that the internal standards and self-imposed pressures associated with SOP may exert a more pronounced influence on procrastination tendencies. Lastly, test anxiety was found to partially mediate the relationship between both types of perfectionism and procrastination, indicating that the heightened anxiety experienced in evaluative situations serves as a mechanism through which perfectionistic tendencies.

Coutinho, et. Al (2022). A convenience sample of 175 undergraduate students participated in the study, completing measures assessing perfectionism and active procrastination. Specifically, the Almost Perfect Scale-Revised (APS-R) was used to assess perfectionistic tendencies, while the Active Procrastination Scale (APS) measured tendencies toward actively delaying tasks. Results indicated a negative correlation between discrepancy, a component of perfectionism reflecting the gap between individuals' performance goals and their actual performance, and active procrastination. Students who perceived a larger gap between their desired performance standards and their actual achievements were less likely to engage in active procrastination. This suggests that the influence of perfectionism on procrastination may extend beyond passive forms of procrastination to include active procrastination.

Shu-Shen Shih (2016) Academic procrastination among adolescents is a concerning issue that warrants investigation, yet there remains a scarcity of studies exploring this phenomenon, particularly within the Taiwanese context. This review aims to address this gap by examining the intricate interplay between parental expectations, classroom structure, perfectionism, time management, and academic procrastination among eighth-grade Taiwanese students. The findings from this review underscore the multifaceted nature of adolescent academic procrastination and highlight the intricate interplay between parental influences, classroom dynamics, perfectionism, time management, and procrastination behaviours among Taiwanese eighth-grade students. Understanding these mechanisms is essential for developing targeted interventions aimed at mitigating academic procrastination and promoting academic success among adolescents. Further research is warranted to explore additional contextual factors and potential interventions to address this pervasive issue effectively.

Chang, Henry K. (2014) The adaptive-maladaptive debate in perfectionism research remains a focal point, particularly concerning its implications for academic performance. Previous studies have demonstrated a positive association between maladaptive perfectionism and academic procrastination, while adaptive perfectionism has been linked to lower levels of procrastination. Furthermore, trait anxiety has shown a positive correlation with academic procrastination, but this relationship may vary based on levels of adaptive and maladaptive perfectionism. This review extends the findings of prior research by investigating the indirect relationships between perfectionism and procrastination, mediated by intrinsic and extrinsic motivation, and explores the moderating effect of motivation on the relationship between anxiety and procrastination. This review elucidates the complex interplay between perfectionism, motivation, and anxiety in shaping academic procrastination behaviors. The proposed model underscores the importance of considering both adaptive and maladaptive dimensions of perfectionism, as well as intrinsic and extrinsic motivational factors, in understanding procrastination dynamics among students. Future studies should employ longitudinal designs and explore additional contextual variables to further elucidate these relationships and inform targeted interventions aimed at reducing academic procrastination.

Haitao Huang, et. Al, (2023) Academic procrastination among undergraduate nursing students is a significant concern, with potential implications for academic success and future professional practice. This review aims to investigate the associations between perfectionism and academic procrastination among nursing undergraduates, considering the mediating effects of self-efficacy and the moderating role of resilience. Specifically, the review explores how maladaptive perfectionism, coupled with low levels of resilience and self-efficacy, may exacerbate the risk of academic procrastination in this population. This review underscores the importance of understanding the complex interplay between perfectionism, self-efficacy, resilience, and academic procrastination among nursing undergraduate students. By recognizing these associations, nursing educators can implement targeted interventions and support mechanisms to promote students' academic performance and professional development. Further research is needed to explore additional factors influencing procrastination behaviours in this population and to develop effective strategies for prevention and intervention.

Iwanna Sepiadou & Panayiota Metallidou (2022) This review investigates the predictive value of adaptive and maladaptive dimensions of perfectionism for academic procrastination, while also exploring the moderating role of different dimensions of academic hardiness. By synthesizing findings from a study involving 966 undergraduate students, this review sheds light on the complex interplay between perfectionism, academic hardiness, and procrastination behaviours. By integrating findings from a multidimensional study, this review enhances our understanding of the complex dynamics underlying academic procrastination among university students. The differential effects of adaptive and maladaptive perfectionism, along with the moderating role of academic hardiness, highlight the need for comprehensive interventions that address both individual and contextual factors influencing procrastination behaviours.

Mohammed, Adel Abdulla, et. Al (2013) This review examines the relationship between positive and negative self-oriented perfectionism and academic procrastination among this population, as well as the influence of demographic variables on procrastination tendencies. Based on a study involving 80 undergraduate students from Zagazig Faculty of Education, Egypt, this review provides insights into the predictors of academic procrastination and the potential implications for educational practice. The findings underscore the importance of considering individual differences and demographic variables in designing

effective interventions to support students' academic success and mitigate procrastination tendencies. Further research is needed to explore additional factors influencing procrastination behaviours and to develop tailored interventions for diverse student populations.

Forjaz, Pedro (2018) This review examines the relationship between these constructs and explores the prevalence of procrastination on specific academic tasks. Based on a small-scale study involving 77 college students, this review provides insights into the factors influencing procrastination behaviours and their implications for academic practice. This review contributes to our understanding of the factors influencing academic procrastination among college students. While the study did not find significant correlations between motivation, perfectionism, self-efficacy, and procrastination, the identification of common procrastinated tasks provides valuable insights for educational practitioners. Future research should aim to replicate these findings in larger and more diverse samples and explore additional factors contributing to procrastination behaviours in academic settings.

### Chapter 3: METHODOLOGY

**Aim:** To assess and study the relationship between Procrastination and Perfectionism amongst student population in Delhi NCR.

#### Objectives

1. To study and assess the Procrastination levels in students
2. To study and assess the Perfectionism levels in students.
3. To study and assess the relationship between Procrastination and Perfectionism.

#### Rationale

The reason behind choosing such topic of research was the rare research done on the cause of Procrastination and Perfectionism in student population. Most researches done on this topic were

#### Hypothesis

H01: There is a significant relationship between Procrastination and Perfectionism.

HA1: There is no significant relationship between Procrastination and Perfectionism.

#### Research design

To lessen the biases in the replies to the surveys, a cross-sectional close ended, Likert scale based survey design was used and the questionnaires based on the same design were provided to participants to answer.

**Sample size:** A convenient sampling approach was used for the resolution of the sample. The complete research about sample consisted of 110 college students from Delhi NCR region of India in the age vary of 18 -28 years.

**Procedure:** Data collection was carried out whilst visiting colleges, institutions of students. At the preliminary phase the cause of research used was well defined and willingness to participate in the study was sought whilst emphasizing that the participation in research used was not binding and the members have been free to decline and withdraw from the find out about any time. It was made clear to the individuals that no financial benefits will be given. After searching for the consent to participate, an appropriate day and time were asked. Questionnaires were provided to the participants via Google forms and hard copy, too, and they were free to choose any of the medium to fill the questionnaire.

The questionnaire consisted of a no objection certificate, which was to be signed by the participant, as proof that they were never forced to fill items, and they did it willingly. Then, the instructions were given, and they filled the forms.

**Tools**

Following psychometric equipment had been employed to verify the extent stage of the variables blanketed in this study:

The Procrastination scale by Lay (1986)

Frost Multidimensional Perfectionism Scale (FMPS)

Socio-demographic file sheet: The Socio- demographic sheet was developed for the study, which blanketed name, age, gender, educational qualification, occupation, geographical location, and revenue ( if receiving) .

**Tools used for data analysis:**

The collected data was analysed with the help of correlational analysis by Sir Francis Galton, mean and Standard deviation.

Correlation evaluation in research is a statistical method used to measure the energy of the linear relationship between two variables and compute their affiliation.

In Mathematics and statistics analysis, the arithmetic mean, arithmetic average, or just the imply of average, is the sum total of a series of numbers divided with the aid of the matter of numbers in the collection. The collection is often a set of outcomes from an experiment, an observational study, or a survey.

The widespread or standard deviation is a measure of the quantity of variation or dispersion of a set of values. A low general deviation suggests that the values have a tendency to be shut to imply of the set, whilst a high preferred deviation indicates that the values are unfold out over a wider range.

**Chapter 4: RESULT**

Topic: To Study the relationship between procrastination and perfectionism

Hypothesis: individuals with higher levels of perfectionism are more prone to procrastination, as the fear of not meeting their high standards may lead to avoidance of tasks.

Sample size: total 110 sample were taken (65 females, 41 males and 4 other categories) for data collection and analysis.

[(Males were found to be most truthful while filling the questionnaire)

**Table 1: Mean scores of participants on procrastination and perfectionism**

	Procrastination	Perfectionism
Female	20.31	98.15
Male	23.34	87.51
Other	23.75	97.25

**Table 2: correlational analysis scores on procrastination and perfectionism**

	Procrastination	Perfectionism
Female	0.12	

Male	-0.015
Other	0.89
Total	0.013
T test total score	1.94

### Interpretation

No score for perfectionism was found dysfunctional or problematic. Males and people with other sexual preferences procrastinated work more than females as the average score for males and others on procrastination was 23.34 and 23.75 respectively, whereas for females it was 20.31. Females and individuals with other sexual preferences were found to be more perfectionist as their average scores were 98.15 and 97.25 respectively, whereas males were found to be less perfectionist with an average score of 87.51 on perfectionism. Correlational analysis- there is a positive Correlation between scores of procrastination and perfectionism for all college students as the correlational score was 0.013. Which further interprets that change in one will lead to change in other I.e. if procrastination/ perfectionism increases/ decreases then perfectionism/ procrastination also increases / decreases, inferring a direct relation between the two variables. Hence hypothesis gets accepted that individuals with higher levels of perfectionism are more prone to procrastination, as the fear of not meeting their high standards may lead to avoidance of tasks.

T test score for total sample on procrastination and perfectionism came out as 1.94 which is smaller than T test two tailed table value I.e. 1.96 which further interprets and concludes that the hypothesis is accepted.

### Chapter 5: DISCUSSION

Aim of the following primary, quantitative, analytical research was to assess and study the relationship between Procrastination and Perfectionism among College Students. At the preliminary phase the cause of research used was well defined and willingness to participate in the study was sought whilst emphasizing that the participation in research used was not binding and the members have been free to decline and withdraw from the find out about any time. It was made clear to the individuals that no financial benefits will be given. After searching for the consent to participate, an appropriate day and time were asked. Questionnaires were provided to the participants via Google forms and hard copy, too, and they were free to choose any of the medium to fill the questionnaire.

The questionnaire consisted of a no objection certificate, which was to be signed by the participant, as proof that they were never forced to fill items, and they did it willingly. Then, the instructions were given, and they filled the forms.

110 sample were taken (65 females, 41 males and 4 other categories) was taken among age range of 18 to 28 year old from bachelors and masters college students from urban areas / colleges of Delhi NCR region. Males and people with other sexual preferences procrastinated work more than females as the average score for males and others on procrastination was 23.34 and 23.75 respectively, whereas for females it was 20.31. Females and individuals with other sexual preferences were found to be more perfectionist as their average scores were 98.15 and 97.25 respectively, whereas males were found to be less perfectionist with an average score of 87.51 on perfectionism. From the above provided result table, it can be interpreted that Males and people with other sexual preferences procrastinated work more than females. Females and individuals with other sexual preferences were found to be more perfectionist.



## Chapter 6: RECOMMENDATION / FUTURE IMPLICATIONS

These interventions should encourage healthy perfectionism while addressing harmful beliefs that contribute to procrastination:

1. Improve students' skills in time management, goal setting, and task prioritization through practical tools and workshops. Emphasize the enhancement of self-regulation skills and the cultivation of a growth mind set to assist students in overcoming perfectionistic tendencies and reducing procrastination.
2. Incorporate mindfulness techniques and stress management practices into academic support programs, urging students to develop self-awareness and effective coping mechanisms to handle stress related to perfectionism and minimize procrastination. Adopt a comprehensive approach to student support by integrating academic, psychological, and social resources. Collaborate with counselling services, academic advisors, and faculty members to provide holistic support that addresses students' academic, personal, and emotional needs.
3. Encourage activities that promote resilience to equip students with the skills to navigate academic challenges effectively. Foster the development of coping mechanisms, resilience mindsets, and self-compassion practices to mitigate the negative effects of perfectionism and procrastination.

By implementing these recommendations and prioritizing proactive measures, educational institutions can cultivate an inclusive and supportive environment that facilitates students' academic success, well-being, and personal growth.

## Chapter 7: CONCLUSION

Hence, it can be concluded that there is a positive Correlation between scores of procrastination and perfectionism for all college students as the correlational score was 0.013. Which further interprets that change in one will lead to change in other I.e. if procrastination/perfectionism increases/ decreases then perfectionism/ procrastination also increases / decreases, inferring a direct relation between the two variables.

Males and people with other sexual preferences procrastinated work more than females as the average score for males and others on procrastination was 23.34 and 23.75 respectively, whereas for females it was 20.31. Females and individuals with other sexual preferences were found to be more perfectionist as there average scores were 98.15 and 97.25 respectively, whereas males were found to be less perfectionist with an average score of 87.51 on perfectionism. From the above provided result table, it can be interpreted that Males and people with other sexual preferences procrastinated work more than females. Females and individuals with other sexual preferences were found to be more perfectionist.

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**Appendix**
**Weekly Progress Report**
**Name of the Student:** Ms. Jasmine Kaur Saini

**Course:** B.A. (Hons). Applied Psycholog

**Topic of the study:** The relationship between Procrastination and Perfectionism

**Faculty guide name:** Ms. Meenakshi Singh

S. No.	Week	Work done	Remark	Signature
1.		Short listed topics and discussed with guide.		
2.		Finalized topic and got approval letter signed by him.		
3.		Started finding appropriate questionnaires for research.		
4.		Got appropriate questionnaire finalized by guide.		
5.		Selected sample size and location for study.		
6.		Started distributing questionnaires to part- icipants after getting their signatures on confidential and no objection letters.		
7.		Started reading and collected theoretical data for writing report.		
8.		30% data collection done.		
9.		Started writing and formatting review of literatures.		
10.		70% data collection and calculation done.		
11.		Completed writing introduction, ROLs, aim.		
12.		90% data collection and calculations done.		
13.		Did statistical analysis for whole data.		
14.		Completed discussion and conclusion too.		
15.		Completed final document and taken approval from guide.		

16.		<b>Report gone for Plagiarism check.</b>	
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**Questionnaires used for data collection**

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

Instructions:

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

Extremely Uncharacteristic	Moderately Uncharacteristic	Neutral	Moderately Characteristic	Extremely Characteristic
1	2	3	4	5

- 1. I often find myself performing tasks that I had intended to do days before.
- 2.\* I do not do assignments until just before they are to be handed in.
- 3.\* When I am finished with a library book, I return it right away regardless of the date it is due.
- 4. When it is time to get up in the morning, I most often get right out of bed.
- 5. A letter may sit for days after I write it before mailing it.
- 6. I generally return phone calls promptly.
- 7. Even with jobs that require little else except sitting down and doing them, I find they seldom get done for days.
- 8. I usually make decisions as soon as possible.
- 9. I generally delay before starting on work I have to do.
- 10.\* I usually have to rush to complete a task on time.
- 11. When preparing to go out, I am seldom caught having to do something at the last minute.
- 12. In preparing for some deadline, I often waste time by doing other things.
- 13.\* I prefer to leave early for an appointment.
- 14.\* I usually start an assignment shortly after it is assigned.
- 15. I often have a task finished sooner than necessary.
- 16. I always seem to end up shopping for birthday or Christmas gifts at the last minute.
- 17. I usually buy even an essential item at the last minute.
- 18. I usually accomplish all the things I plan to do in a day.
- 19. I am continually saying "I'll do it tomorrow".
- 20. I usually take care of all the tasks I have to do before I settle down and relax for the evening.

## Frost Multidimensional Perfectionism Scale (FMPS)

### Instructions:

Please answer the following questions in relation to how much they apply to you. Do not spend too much time on any one question.

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	My parents set very high standards for me.	1	2	3	4	5
2	Organization is very important to me.	1	2	3	4	5
3	As a child, I was punished for doing things less than perfectly.	1	2	3	4	5
4	If I do not set the highest standards for myself, I am likely to end up a second-rate person.	1	2	3	4	5
5	My parents never tried to understand my mistakes.	1	2	3	4	5
6	It is important to me that I be thoroughly competent in what I do.	1	2	3	4	5
7	I am a neat person.	1	2	3	4	5
8	I try to be an organized person.	1	2	3	4	5
9	If I fail at work/school, I am a failure as a person.	1	2	3	4	5
10	I should be upset if I make a mistake.	1	2	3	4	5
11	My parents wanted me to be the best at everything.	1	2	3	4	5
12	I set higher goals than most people.	1	2	3	4	5
13	If someone does a task at work/school better than I do, then I feel as if I failed the whole task.	1	2	3	4	5
14	If I fail partly, it is as bad as being a complete failure.	1	2	3	4	5
15	Only outstanding performance is good enough in my family.	1	2	3	4	5
16	I am very good at focusing my efforts on attaining a goal.	1	2	3	4	5



		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
17	Even when I do something very carefully, I often feel that it is not quite right.	1	2	3	4	5
18	I hate being less than the best at things.	1	2	3	4	5
19	I have extremely high goals.	1	2	3	4	5
20	My parents expect excellence from me.	1	2	3	4	5
21	People will probably think less of me if I make a mistake.	1	2	3	4	5
22	I never feel that I can meet my parents' expectations.	1	2	3	4	5
23	If I do not do as well as other people, it means I am an inferior being.	1	2	3	4	5
24	Other people seem to accept lower standards from themselves than I do.	1	2	3	4	5
25	If I do not do well all the time, people will not respect me.	1	2	3	4	5
26	My parents have always had higher expectations for my future than I have.	1	2	3	4	5
27	I try to be a neat person.	1	2	3	4	5
28	I usually have doubts about the simple everyday things that I do.	1	2	3	4	5
29	Neatness is very important to me.	1	2	3	4	5
30	I expect higher performance in my daily tasks than most people.	1	2	3	4	5
31	I am an organized person.	1	2	3	4	5
32	I tend to get behind in my work because I repeat things over and over.	1	2	3	4	5
33	It takes me a long time to do something "right".	1	2	3	4	5
34	The fewer mistakes I make, the more people will like me.	1	2	3	4	5
35	I never feel that I can meet my parents' standards.	1	2	3	4	5