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Relationship Between Procrastination and Self-Esteem among Young Adults

Vanshika Goswami[1], Dr. Ritu Raj[2]

[1]Student, BA (Hons.) Applied Psychology, Amity University, Noida
[2]Assistant Professor-I, Amity Institute of Psychology & Allied Sciences, Amity University Noida

Abstract

This study examines the relationship between self- esteem and procrastination among young adults aged 18- 25 years. With the help of structured questionnaire, the data of 104 participants was collected, with mostly women participants, using the Rosenberg Self- Esteem Scale (RSES) and the General Procrastination Scale (GPS). The analysis revealed a veritably weak positive correlation (0.01) between procrastination and self- esteem, suggesting nearly no direct relationship between these constructs in the sample studied. Gender differences indicated that women participants had slightly advanced procrastination and self- esteem scores compared to male participants. Age differences showed variations in scores, with young participants tending to have advanced procrastination and slightly advanced self-esteem scores. This finding is in conflict with the previous research work that has generally reported a negative correlation between procrastination and self- esteem, and have even highlighted the potential cultural differences causing the said findings. The research is limited due to factors such as reliance on self- reported data, the cross-sectional design of the survey, and a limited sample size. Therefore, caution is emphasized when interpreting the findings of this paper. It is future suggested that larger research without the above limitations be conducted with new variables, studies, and qualitative styles to gain deeper insights into the relationship between procrastination and self- esteem. This study also emphasizes the need of targeted interventions in young adults of the specified age, especially women, to overcome the challenge posed by lower self-esteem and its effect on tendencies to procrastinate amongst the targeted group.

Keywords: Procrastination, self-esteem, young adults.

Introduction

Procrastination is a common behavioral trend that has drawn a lot of attention in cerebral studies. Procrastination is the purposeful holdback of a planned action in malignancy of the anticipation of negative consequences (Steel, 2007). Procrastination is especially common in young adults who face a variety of academic, social, and particular issues. Procrastination tendency has the implicit to bring a variety of negative consequences similar as lower academic achievement, elevated stress, and lower overall well-being (Tice & Baumeister, 1997).

[1]Student, BA (Hons.) Applied Psychology, Amity University, Noida
[2] Assistant Professor-I, Amity Institute of Psychology & Allied Sciences, Amity University Noida

On the other hand, self-esteem is a core dimension of cerebral health, pertaining to a person's self-perception of their capability and worth (Rosenberg, 1965). Healthy self-esteem is largely linked with a range of outgrowth pointers, similar as better internal health, advanced academic attainment, and further fulfilling interpersonal connections (Orth & Robins, 2014). Poor self-esteem can, still, lead to cerebral pathology like depression, anxiety, and maladaptive behaviors (Baumeister, Campbell, Krueger, & Vohs, 2003).

The connection between procrastination and self-esteem has been of interest to experimenters. Exploration shows that procrastination can be both a cause and an effect of low self-esteem. Procrastinators feel guilt, shame, and self- mistrustfulness, and these passions undermine their self-esteem over time (Ferrari, 1991). On the other hand, people with low self-esteem might procrastinate as a way of avoiding failure and securing their negative self-conception (Burka & Yuen, 2008).

Research problem

Procrastination is a common problem among young adults, utmost constantly leading to adverse consequences like lower academic achievement, increased stress, and lower overall well- being. Although common, the etiology of procrastination and its impact on cerebral variables like self-esteem is not well studied. Self-esteem, an important variable in internal health, has an impact on numerous areas of life, including academic achievement and interpersonal connections. Once exploration indicates that there's a complementary relationship between procrastination and self-esteem in that procrastination has a negative impact on self-esteem, and low self-esteem can worsen procrastination actions.

Objectives of the study

The general end of this study is to explore the correlation between procrastination and self-esteem among young adults between 18 to 25 years of age. Further, through the provision of new empirical substantiation and findings, the study will enrich existing literature on procrastination and self-esteem. The study will punctuate gaps in former exploration and offer a clear sapience into the relationship between the two cerebral constructs.

Significance of the Study

The study of the relationship between self-esteem and procrastination among young adults between the age 18 and 25 remains largely important for a number of reasons:

Behavioral Dynamics: This exploration, by considering how procrastination is related to self-esteem, acquires precious perceptivity into the behavioral patterns of young adults. preceptors, internal health professionals, and policymakers need to be apprehensive of these patterns so they can develop effective intervention programs for prostrating procrastination and its consequences.

Mental Health Implications: The connection between procrastination and self-esteem is, of course, entwined with internal health. This study explains the processes through which procrastination negatively impacts self-esteem and emotional well- being. Through the identification of these correlations, the study hopes to offer perceptivity to internal health professionals about the worth of integrative styles of helping young adults manage with procrastination and improve self-esteem.

Academic Performance: Procrastination among scholars is a wide issue, generally leading to poor academic attainment and increased situations of stress. By exploring the causes of procrastination and how it impacts self-esteem, this exploration aims to help educational institutions in developing effective ways

to ameliorate scholars' time- operation and overall academic performance.

Development of Interventions: The exploration will advise effective strategies to reduce procrastination and enhance self-esteem. Interventions may be applied at academy, comforting interventions, and self-development shops in order to equip young adults with the capability to exceed academically and in life.

Contribution to Existing Literature: This study contributes to the existing literature on procrastination and self-esteem through the collection of new empirical data and theoretical knowledge. By filling gaps in existing literature, the study deepens our understanding of these cerebral generalities and how they relate to one another.

Scope of the Study

Population Focus: The study is targeting young adults aged between 18 and 25 years, which is a constructive period characterized by immense academic, social, and particular transformations. This age group is particularly well- suited for the study of self-esteem and procrastination due to the unique challenges faced by them.

Behavioral Analysis: This study will describe and examine the procrastination and self-esteem actions. It entails the understanding of the mechanisms through which procrastination is manifested in everyday situations and the relationship between procrastination and varying situations of self-esteem.

Psychological Impact: This study examines the psychological effect of procrastination on self- esteem, keeping in mind how procrastination affects individualities' self- worth, emotional health, and overall internal well- being.

Limitations of the Study

Sample Size and Diversity: The Validity of the study will be limited by sample size and diversity of participants. A small or homogenous sample can fail to represent the larger population of young adults and therefore compromise the generalizability of the findings.

Self-Reported Data: The study relies on self-reported data, which can be susceptible to social advisability bias and self-serving dimension impulses. Participants can underreport or overreport their procrastination behaviour and situations of self-esteem.

Cross-Sectional Design: In using cross-sectional design, the study takes data at a single point. This restriction hinders reason consequences and the interpretation of long- term procrastination effects on self-esteem.

Contextual Factors: The exploration might not include all the contextual factors that affect procrastination and self-esteem, e.g., artistic, profitable, and family variables. These vary significantly across individualities and could affect the results of the study.

Literature Review

Procrastination:

Several frameworks have been suggested to understand why people delay tasks. One well-known model is the integrated theory. This theory explains how motivation works with expectations. It includes ideas about how we feel about choices and how we value immediate rewards more than future ones (Steel & König, 2006). According to this model, we delay our tasks when we suppose they're less important than the fun we can have right now doing something else. Another model focuses on self-control. It says that delays happen because people struggle to manage their passions and conduct (Baumeister & Heatherton,

1996). This model shows that people occasionally vacillate because they find it hard to handle their feelings or urges.

Research has set up some internal factors that lead to putting things off. One big factor is fear of problems, which can make people stay to do tasks to avoid bad results (Solomon & Rothblum, 1984). Perfectionism is another crucial factor. Those who strive for perfection frequently hold back due to their fears about not reaching their own high standards (Flett, Blankstein, & Martin, 1995). Also, putting things off can be linked to low self-efficacy people who do not trust their capability to complete a task might feel doubtful about their skills(Bandura, 1997). Issues with handling feelings, like dealing with stress and fear, also help explain why some people defer tasks (Sirois & Pychyl, 2013).

The result of waiting is veritably dependent and can change numerous parts of a person's life. For academy, it's linked to lower grades, further stress, and advanced dropout rates(Tice & Baumeister, 1997). In work, detainments can cause lower work done, missed meetings, and strained professional ties (Ferrari, Johnson, & McCown, 1995). Habitual delaying tasks frequently leads to bad feelings like guilt and shame, and can make life's quality go down (Sirois, 2014). It can also worsen internal health problems, like sadness and solicitude (vantage, Shanahan & Neufeld, 2010).

Many methods were suggested to fix the delay. Cognitive behavioral therapy (CBT) is a good choice. It looks at unhealthy thinking and helps change behavior (Rozental & Carlbring, 2014). Time management training along with specific techniques can help people build better organization skills and lessen delays (Schraw, Wadkins & Olafson, 2007). Mindfulness programs focus on being aware and managing feelings in the present moment. They help people stop delaying tasks by teaching them to handle stress and fear (Sirois & Tosti, 2012). Moreover, these programs make tasks easier and safer. This happens because they support and boost people's confidence through practice that helps them become skilled (Bandura, 1997).

Business involves many thoughts and feelings. These things can affect how we act. To tackle the reasons behind putting things off, we need to understand why it happens. When we deal with these thoughts, people can manage their time better. They can also feel better and do better in their work and personal lives.

Self esteem

Richardson's feeling of self-esteem, which is how people view their values and skills (Rosenberg, 1965), is an important part of psychology. Studies in this field look at how self-esteem grows, what affects it, the results of it, and ways to improve self-esteem.

The idea of self-esteem was looked at closely using different frameworks. One well-known model looks at overall self-esteem by measuring both good and bad feelings about oneself using Rosenberg's self-esteem scale from 1965. Another key theory is Coopersmith's model from 1967. This model highlights how our own abilities and acceptance from others help shape our self-esteem.

Self-esteem grows through the mix of genetics, the environment, and social influences. Early experiences, especially the warmth and acceptance from parents, are key in building self-esteem (Harter, 1999). The main idea is that a strong bond with a caregiver leads to better self-esteem. On the other hand, a weak bond can cause lower self-esteem (Bowlby, 1988). The teenage years are a key time for building self-esteem. During this time, people go through many physical, emotional, and social changes. Relationships with friends and school success are very important. They can make self-esteem better or worse (Harter, 2012). Studies over time show that a person's self-esteem can go up or down based on life events (Orth, Robins, & Widaman, 2012).

Many things help build and keep self-esteem. This includes:

Parental Influence: Good educational habits like showing love, giving support, and proper guidance are linked to higher self-esteem in children (Baumrind, 1991).

Peer Relationships: Getting accepted and supported by peers is very important for self-esteem, especially for young people (Bukowski, Hoza, & Boivin, 1993).

Academic Achievement: Doing well in school and other activities can boost self-esteem. It helps people feel good about themselves and their abilities (Marsh & Craven, 2006).

Body Image: A good body image is linked to more self-esteem. On the other hand, feeling unhappy with your body can lower your self-esteem (Tiggemann, 2005).

Cultural Factors: Cultural norms and values can affect self-esteem. They shape how people view what is important and what leads to success (Heine, Lehman, Markus, & Kitayama, 1999).

Self-esteem can greatly affect different parts of life. Higher self-esteem is linked to better mental health, including low feelings of sadness and worry (Orth, Robins, & Roberts, 2008). It also comes with higher life satisfaction, better relationships with others, and a greater ability to handle stress (Diener & Diener, 1995). On the other hand, having low self-esteem is linked to many bad results. These include a higher chance of mental illness, lower success in school and work, and difficulty adjusting to maladaptive behaviour (Baumeister, Campbell, Krueger, & Vohs, 2003). It can also lead to problems like eating disorders, drug use, and other health issues (Stice, 2002).

Various interventions have been developed to enhance self-esteem. Cognitive- behavioral therapy (CBT) is one effective approach, fastening on changing negative study patterns and promoting positive self-comprehensions (Fennell, 1997). self- compassion training, which encourages individualities to treat themselves with kindness and understanding, has also been shown to ameliorate self- regard (Neff, 2011). Also, programs that promote social chops, academic capability, and body positivity can help boost self-regard in children and adolescents (Harter, 2012). Awareness- grounded interventions, which emphasize present- moment mindfulness and acceptance, have been set up to enhance self- regard by reducing self-review and adding self- acceptance (Brown & Ryan, 2003).

Procrastination among Indian Young Adults

Procrastination, defined as the voluntary delay of an intended course of action despite expecting to be worse off for the delay (Steel, 2007), is a common issue among Indian young adults. In a tough academy setting, high prospects from parents add to this problem (Deb, Strodl, & Sun, 2015). Studies show that Indian scholars frequently hold back because they fear failing, want to be perfect, and warrant confidence (Gupta & Sharma, 2016). Studies show that putting things off can lead to bad results in school. This includes lower grades and higher stress levels (Kaur & Kaur, 2018). The need to do well in school can cause some people to avoid tasks. They may delay their work because they fear failing (Singh & Jha, 2008).

Self-Esteem among Indian Young Adults

Self-esteem, defined as an individual's overall subjective evaluation of their worth and capabilities (Rosenberg, 1965). It is very important for the mental health of Indian adults. Things like culture, family, and society strongly affect how these adults feel about themselves (Verma & Saraswathi, 2002). Young Indian adults often feel torn between old values that focus on the group and modern ideas that support individual goals. This struggle affects their self-esteem (Saraswathi, 1999). Also, what parents expect

about school and work can help or harm a young adult's self-esteem, based on how much support or pressure they give (Kumar & Bhola, 2020).

Procrastination and Self-Esteem

The relationship between procrastination and self-esteem is complicated and goes both ways. Low self-esteem can cause people to procrastinate because they doubt their skills and fear failure (Ferrari, 1991). On the other hand, constantly postponing tasks can hurt self-esteem. This occurs because repeated procrastination can generate negative feelings about oneself (Burka & Yuen, 2008). In India, the link between procrastination and self- esteem is made more delicate by artistic and family issues. The strong focus on academic success and social acceptance can make the effect of procrastination on self- esteem indeed worse (Deb et al., 2015). Young adults who struggle to meet these high prospects might feel more shy and suppose lower of themselves (Gupta & Sharma, 2016).

Procrastination means the choice to wait before doing something, but it gets worse when there are delays (Steel, 2007). Self-esteem, however, is simply how a person feels about their own worth and talent (Rosenberg, 1965). The links between these ideas were looked at using different methods. A well-known theory is Self-Regulation Failure model. It shows that procrastination happen when a person struggles with self-regulation processes (Baumeister & Heatherton, 1996). The model says that people who lack self-esteem often procrastinate. This is because they find it hard to handle feelings, impulses, and actions. Also, Temporal Motivation Theory (TMT) integrates rudiments of expectation proposition, hyperbolic discounting, and need proposition to explain procrastination (Steel & König, 2006). TMT says that low self- esteem can lessen how important the task feels, which may beget procrastination.

Research shows a negative correlation between procrastination and self-esteem. People with low self-esteem often fall behind because of their fear of failure. They also don’t trust their skills fully and feel uncertain (Ferrari, 1991). On the other hand, constant procrastination can affect self- esteem in a negative way. People who procrastinate have more negative feelings about themselves. (Burka & Yuen, 2008). A study by Steel in 2007 found that procrastination was linked to low self-esteem, high stress, and less general fun. In the same way, Krawchuk and Rajani in 2008 reported that students with low self-esteem often struggle because they delay things. This can harm their school success and mental well-being.

There are many factors that affect the relationship between procrastination and self- esteem:

Fear of Failure: People having low self- esteem have a fear of being judge or failure. They tend to stayaway from situations that can cause this fear. (Solomon & Rothblum, 1984).

Perfectionism: Being a perfectionist can make delays worse. This happens when unrealistic high standards are set. To avoid not meeting these standards, people often hold off on tasks even longer (Flett, Blankstein & Martin, 1995).

Self-Efficacy: It is closely linked to putting things off and having good self-esteem. People who doubt their abilities often struggle to finish tasks. This lack of trust in what they can do holds them back (Bandura, 1997).

Emotional Regulation: It means how well we manage our feelings. If someone has trouble with emotions like stress and fear, they might put things off. People who do not feel good about themselves may struggle with emotional control. This can make them keep avoiding tasks (Sirois & Pychyl, 2013).

The link between procrastination and self-esteem can have serious consequences. It can lead to bad results in school and work, more stress, and feel less confident (Tice & Baumeister, 1997). Low self-esteem can

make these issues worse. It can start a cycle of delay and low self-worth that is hard to escape from (Stead, Shanahan & Neufeld, 2010).

Many solutions were suggested to fix procrastination and boost self-esteem. Cognitive behavioral therapy (CBT) helps with poorly adapted thoughts and behaviors. It helps people find better ways to cope with things (Rozental & Carlbring, 2014). Procrastination can be reduced by time management trainings and specific techniques. They help us improve organize tasks and set priorities. (Schraw, Wadkins, & Olafson, 2007). People can boost self- esteem by working on self- compassion, positive self- regard and resilience (Neff, 2011). Programs that help with self-reflection, being present, and controlling emotions can support people in forming better views of themselves. Also, creating friendly relationships and environments can give the emotional help needed to raise self-esteem (Chadda & Deb, 2013).

The link between procrastination and self-esteem is not simple. It is affected by many thoughts, feelings, and actions. It is important to understand this link so we can create good plans to help stop procrastination and build self-esteem. By putting these ideas into order, people can feel better overall and do better in their work and life.

Rosenberg Self-esteem Scale

The Rosenberg Self-Esteem Scale (RSES) is commonly used to check self-esteem in psychological studies. Morris Rosenberg created this scale in 1965. It has been looked at closely and used in many different groups and settings. This study looks at how RSE was developed, its key qualities, how it is used, and some criticism.

RSES started with Rosenberg's early study, "Society and the Adolescent Self-Image" (Rosenberg, 1965). The scale has 10 parts that show overall self-esteem. People respond on a 4-point Likert scale, from "strongly agree" to "strongly disagree." The parts show both good and bad feelings about the self, giving a balanced view of self-esteem.

RSES was used in many research areas, like clinical, education, and social psychology. Researchers looked at how self-esteem relates to mental health issues such as depression, anxiety, and life satisfaction (Orth, Robins & Roberts, 2008). This scale also helped to study how self-esteem affects academic success, relationships, and coping methods (Harter, 1999). In studies across different cultures, RSE has been translated and checked in many languages, showing it works in different cultural settings (Schmitt & Allik, 2005). This helped researchers look at cultural differences in self-esteem and its links, leading to a better understanding of the factors involved.

RSES is widely used, but there are still some criticisms and limits. One problem is that people might not trust the self-reports. These can be affected by how others see them and by not judging themselves accurately (Paulhus & Vazire, 2007). The focus on overall self-esteem may miss important parts, like how people feel about their academic or social self-esteem (Marsh, 1990). Some scientists also doubt that RSES measures only one thing. They believe that good and bad feelings can show different ideas instead of just one line (Tafarodi & Swann, 2001). This sparked talks about how to understand the scale's structure and its results.

Rosenberg's self-esteem scale is very important for checking self-esteem. It gives a trustworthy measure often used in psychological studies. Some people have criticized it, but his work helps us understand self-esteem and its connections. Future studies should keep looking at how well these scales work and fix any issues to make them better in different areas.

General Procrastination Scale

Procrastination is a common behavior issue studied in psychology. The General Procrastination Scale (GPS), created by Clary H. Ray in 1986, is a tool often used to measure delay in decision-making. This study looks at how GPS was developed, its effectiveness, its uses, and any concerns people have about it. Lay (1986) was first introduced to the general Procrastination Scale to show a good way of measuring procrastination behavior in different areas of life. The scale has 20 items that check how often a person shows slump behavior. It uses a 5-point Likert scale that ranges from "very uncharacteristic" to " extremely characteristic." This article talks about many activities, including school, work, and daily tasks.

GPS was often used in different research areas like clinical, educational, and organizational psychology. It looked at how mental health results are linked to feelings like stress and worry. This approach also studied how it affects school success, work output, and overall well-being (Orth, Robins, & Roberts, 2008). In cross-cultural studies, GPS is translated and checked in many languages. This shows that it can work in different cultural settings (Schmitt & Allik, 2005). This helped researchers look at cultural differences in procrastination and how it relates to other factors. This contributed to a better understanding of the parts involved.

Even though GPS is used a lot, there has been some criticism and limits. One problem is trust in the self-recording scale. This can be changed by what people think others want to see and wrong self-assessments (Paulhus & Vazire, 2007). Also, the scale mainly looks at general procrastionation behaviour. It can miss specific details about procrastination in different countries. This includes procrastination related to school and work (Steel, 2010). Some researchers also ask about the one-dimensionality of the GPS. They think procrastination might have many different parts that come together in various ways. This brought up talks about how the scale works and what the results mean.

The general procrastination scale is important for checking procrastination. It provides a reliable way to measure things in psychological studies. Although some people have criticized it, its role in helping us understand procrastination. Future research should keep looking at the qualities of scales. It should also solve problems to improve results in different situations.

Research Design

The study design for this study is a quantitative cross-section study aimed at examining the relationship between procrastination and self-esteem in young adults between the ages of 18 and 25. This study uses a structured questionnaire to collect data on participants' procrastination and self-esteem levels and demographic information.

Population and Sample

Participants in this study were young adults aged 18-25 years. This sample is selected using a convenient sample that is accessible and aims to be willing to participate in the study. All participants are students from Amity University, Noida. Participants live in Delhi NCR region, most of them have urban backgrounds. The survey records the following demographic details of participants:

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

Data Collection Instruments

Two standardized instruments are used in the questionnaire to measure the crucial variables of interest.

Rosenberg Self-Esteem Scale (RSES): The RSES is a extensively used instrument for assessing global self-esteem. It consists of ten questions rated on a four- point Likert scale ranging from" strongly agree" to" strongly disagree." The scale has demonstrated high reliability and validity in different populations (Rosenberg, 1965).

RSES shows strong qualities, like being reliable and valid. Many studies often show high internal consistency, with scores usually above 0.80 (Blascovich & Tomaka, 1991). The reliability from test retest is also proven to be strong. This shows the scale stays steady over time (Robins, Hendin & Trzesniewski, 2001). The validity of RSES is backed by links to related ideas, such as self-esteem, self-acceptance, and overall mental health (Rosenberg, 1979). Factor analysis usually finds one main factor, but some studies show two factors that separate positive and negative self-esteem (Marsh, 1996).

General Procrastination Scale (GPS): The GPS is used to measure the frequence of procrastination actions. It consists of 20 particulars rated on a five- point Likert scale ranging from" extremely uncharacteristic " to" extremely characteristic." The scale has shown strong psychometric properties, including high internal consistency and construct validity (Lay, 1986).

GPS shows strong testing qualities. It has high reliability and validity. Studies often reported high internal quality, with scores generally above 0.80 (Lay, 1986). The test-retest reliability of test results is also strong. This means the scale stays stable over time (Ferrari, Johnson & McCown, 1995). Construct validity of the RSES has been supported through its correlations with affiliated constructs similar as self- worth, self- acceptance, and overall cerebral well- being (Rosenberg, 1979). Factor analyses have generally linked a single- factor structure, although some studies suggest a two- factor model distinguishing between positive and negative self-regard (Marsh, 1996).

Data Collection Procedure

The data collection process involves managing surveys of participants either online or personally. Participants will be notified of the purpose of the survey and will receive consent before filling out the survey. Participants' anonymity and confidentiality are guaranteed throughout the investigation. A Google Form was created in the cloud, details were shared with the student community at Amity University in Noida, and requests were made to participate in the survey by completing a survey. A regular follow-up was performed to obtain a satisfactory number of participants.

Data Analysis Techniques

The collected data is analyzed using statistical SPSS software. The one-month trial of SPSS is downloaded from the IBM product website. Descriptive statistics are used to summarise participants' demographic characteristics and RSES and GPS scores. Pearson correlation analysis is conducted to examine the relationship between procrastination and self-esteem.

Analysis and Results

Demographic profile of Respondents: The demographic details of the research participants give an overview of the important traits of the people involved in the study. This study looks at the relationship between procrastination and self-esteem in young adults who are 18-25 years old.

Age Distribution: The ages of the participants vary from 18 to 25 years. Here is how they are distributed:

- 18 years: 4 participants
- 19 years: 8 participants
- 20 years: 37 participants
- 21 years: 21 participants
- 22 years: 9 participants
- 23 years: 10 participants
- 24 years: 8 participants
- 25 years: 6 participants

Most of the participants are 20 years old. They make up about 41% of the group.
Gender Distribution: The number of participants by gender is as follows:
Female: 85 participants
Male: 19 participants
The sample consists mostly of females. About 82% of the participants are women.
The email addresses of the participants were collected to facilitate communication and follow-up if necessary. This information ensures that participants can be contacted for any clarifications or additional data collection related to the study.
The demographic data shows that most of the group are young adults around the age of 20, with many being female. This information is important to understand the study better and to make sure the results reflect the group we want to learn about. We will look at the data to see how procrastination affects self-esteem. This will help us understand the behavior and mindset of young adults.

Analysis of Procrastination scores

The average scores for GPS were found for each person. Simple statistics were then created to look at the spread of procrastination scores.
Results: Descriptive statistics for procrastination (GPS) scores:

- Count: 111
- Mean: 3.13
- Standard Deviation: 0.35
- Minimum: 2.22
- 25th Percentile: 2.96
- Median (50th Percentile): 3.13
- 75th Percentile: 3.39
- Maximum: 4.09

Analysis of Self-esteem scores

The average scores for RSES were calculated for each person. Simple statistics were then created to look at how self-esteem scores were spread out.
Results: Descriptive statistics for self-esteem (RSES) scores:

- Count: 111
- Mean: 2.78
- Standard Deviation: 0.28
- Minimum: 2.00

- 25th Percentile: 2.60
- Median (50th Percentile): 2.80
- 75th Percentile: 3.00
- Maximum: 3.40

Correlation between Procrastination and Self-esteem

To test this idea, we calculated the average scores for procrastination and self-esteem for each person based on their answers to the General Procrastination Scale and the Rosenberg Self-Esteem Scale. Next, we did a Pearson correlation analysis to find out how these two things are related.

Results: Correlation Coefficient: 0.008. This value shows a very weak link between procrastination and self-esteem. P-Value: 0.933. This value is much higher than the level of 0.05. This shows that the connection is not statistically important.

Additional Findings

Data Analysis: The average scores for GPS and RSES were calculated for each person. More analyses were done to look at gender and age differences in procrastination and self-esteem scores.

Gender Differences:

- Female participants scored an average of 3.15 on the GPS and 2.83 on the RSES.
- Male participants scored an average of 3.11 on the GPS and 2.80 on the RSES.

Age Differences:

The average GPS and RSES scores based on age groups are shown here:

- 18 years: GPS = 3.21, RSES = 2.84
- 19 years: GPS = 3.17, RSES = 2.89
- 20 years: GPS = 3.14, RSES = 2.78
- 21 years: GPS = 3.21, RSES = 2.77
- 22 years: GPS = 2.86, RSES = 2.63
- 23 years: GPS = 3.10, RSES = 2.79
- 24 years: GPS = 3.24, RSES = 2.82
- 25 years: GPS = 2.92, RSES = 2.72

Discussion and Conclusion

Analysis of Procrastination scores: The analysis of procrastination scores shows that the average score for young adults in this group is 3.13, and the variation in scores is 0.35. The scores go from a low of 2.22 to a high of 4.09. The middle score is also 3.13. This means that half of the people in the study have scores lower than this value. The findings give useful information about procrastination scores in young adults. Knowing these patterns can help create specific solutions to tackle procrastination and boost self-esteem. More research is needed to look into other factors that might affect procrastination behaviour.

Analysis of self-esteem scores: The analysis of self-esteem scores shows that young adults in this sample have an average score of 2.78. The scores can vary by 0.28 from the average. The lowest score is 2.00, while the highest score is 3.40. The middle score is 2.80, which means that half of the people in the study scored below this number. The findings give helpful information about how self-esteem scores are spread

among young adults. Knowing these patterns can help create specific plans to improve self-esteem and deal with procrastination. More research is needed to look into other factors that may affect self-esteem.
Correlation between Procrastination and Self-esteem: This number is much higher than the chosen limit of 0.05. So, we cannot reject the idea that there is no relationship. This means that in this study, procrastination and self-esteem do not seem to connect for young adults. The analysis shows that there is no strong link between procrastination and self-esteem in the young adults who took part in this study. The correlation value is close to zero, and the p-value is well above the usual limit for importance in statistics.
Additional findings: The study shows that there are differences in procrastination and self-esteem based on gender and age. Female participants often have higher procrastination scores than male participants. On the other hand, male participants usually have higher self-esteem scores. Also, procrastination and self-esteem scores vary among different age groups. The findings give useful information about the demographic factors that may affect procrastination and self-esteem in young adults. Knowing these patterns can help in creating specific programs to tackle procrastination and improve self-esteem. More research is needed to look into other factors that may affect these thoughts and feelings.

Comparison with Previous Studies

Ferrari, J. R., Johnson, J. L., & McCown, W. G. (1995). Procrastination and task avoidance: Theory, research, and treatment. Springer: This study found a strong negative link between procrastination and self-esteem. It means that people who often procrastinate usually have lower self-esteem. The weak link (0.01) in the current study is different from these results. This shows that the connection may change in different groups of people.
Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. Psychological Bulletin, 133(1), 65-94: Steel's research showed a slight negative link between procrastination and self-esteem. The results of this study are different. This might be because of cultural or situational factors that relate to the group of people studied.
Klassen, R. M., Krawchuk, L. L., & Rajani, S. (2008). Academic procrastination of undergraduates: Low self-efficacy to self-regulate predicts higher levels of procrastination. Contemporary Educational Psychology, 33(4), 915-931: This study showed how self-belief connects procrastination and self-esteem. The results also suggest that other factors may have an important role in this connection.
Burka, J. B., & Yuen, L. M. (2008). Procrastination: Why you do it, what to do about it now. Da Capo Press: Burka and Yuen highlighted how the fear of failure and wanting everything to be perfect affect procrastination and self-esteem. The low connection in this study shows that these factors might not be as important in this group of people.
The findings of this study give useful information about how procrastination connects with self-esteem in young adults. However, the weak connection found is different from earlier studies, which showed a negative link. This difference shows that more research is needed to look at other factors and situations that may affect this relationship.

Implications of the Findings

The results from this study are important for understanding how procrastination is linked to self-esteem in young adults.

Weak Correlation Between Procrastination and Self-Esteem: Implication: The weak link (0.01) between procrastination and self-esteem shows that these two are not strongly connected in the group studied. This is different from past studies that showed a negative link. Programs that try to lessen procrastination may not lead to clear improvements in self-esteem, and the reverse might also be true. It is key to tackle these issues on their own and think about other aspects that could affect them.

Gender Differences: Women sounded to have a bit advanced procrastination scores and a bit advanced self-esteem scores than men. Different programs may be demanded for boys and girls to help with procrastination and self-esteem. For case, programs for girls could work on managing their time. Programs for boys could concentrate on boosting their self-worth and belief in themselves.

Age Differences: Procrastination and self-esteem scores differ across age groups. young people (periods 18- 21) generally have advanced procrastination scores and a bit advanced self-esteem than aged people (periods 22- 25). Interventions that are specific to age could be helpful. Young adults may need strategies to handle procrastination and ameliorate self-esteem as they go through important stages of life.

Need for Further Research: The difference between what this study set up and what earlier studies showed shows we need to look further into how procrastination affects self-esteem. Future studies should examine other factors that might impact this link. These factors could include confidence, fear of failing, wanting to be perfect, and control over feelings. Long- term studies could help us understand more how these issues connect as time goes on.

Educational and Counseling Programs: Education centers are important for helping young adults deal with procrastination and make their self-esteem. Schools and universities should introduce programs that give scholars the support they need for good time operation and self-confidence. Comforting services should be easy to pierce to meet particular requirements.

The results of this study give important information about how procrastination and self-esteem connect among young adults. The weak connection shows that these ideas are not nearly affiliated. Still, it highlights the need to look at other factors that might impact this and to take a well- rounded approach to results. Further exploration is demanded to understand the details of this connection and find good ways to help young adults grow both personally and in their studies.

Limitations of the Study

The study looking at how procrastination affects self-esteem in young adults has some limitations you should suppose about when looking at the results. Here are some important limitations:

Sample Size and Diversity: The study included only 104 participants, which might not be enough to apply the results to all young adults. utmost of the participant were women, which could produce a man versus woman issue. The findings may not show what all young adults go through, especially males or people from different backgrounds.

Self-Reported Data: This study uses data from self-reports. This can be affected by impulses like wanting to appear better and by how people see themselves. Participants might say they procrastinate less or more than they actually do. They may also misestimate their self-esteem. This could change the findings.

Cross-Sectional Design: The study uses a specific design that collects data at a single point in time. This design makes it hard to see clear cause- and- effect links and grasp how procrastination affects self-esteem in the long run. To look at these connections over time, we'd need to conduct studies that stretch out longer.

Measurement Tools: The tools we use for measuring procrastination and self-esteem might not always be accurate. This can change the outgrowth of the study. The General Procrastination Scale (GPS) and the

Rosenberg Self- Esteem Scale (RSES) might miss some important constructs of these ideas. If the dimension tools are not dependable or have problems, we could reach incorrect conclusions. These scales might also overlook differences that come from culture or environment, which can impact procrastination and self-esteem.

Contextual Factors: The study may not cover all the factors that affect procrastination and self-esteem. This includes effects like culture, economic, and family. These factors can differ greatly among people. They can change what the study finds. The results might not be true for young adults from different artistic or profitable backgrounds.

Lack of Control for Confounding Variables: The study does not consider some important factors that may affect how procrastination and self-esteem are related. These factors include internal health status, pressure from academy, or support from musketeers. If other factors are present, they can hide the real link between procrastination and self-esteem. This can affect in wrong conclusions.

Generalizability: The study takes place in a certain culture and education system. This could reduce how well the results apply to other groups of people. The findings might not relate to young adults in other societies, education situations, or places.

The study offers useful information about how procrastination affects self-esteem in young adults. Still, its limitations show that we should be careful when understanding the results. Future studies should ameliorate these issues by using larger and further varied groups of people. They should also look at the same people over time and manage other factors that might affect the results. Also, using different tools to measure effects and allowing about the environment can make the findings stronger and further useful.

Conclusion and Recommendations

The study explored how procrastination affects self- esteem among Indian young adults aging from 18 to 25 years. The results suggest a weak connection between self- esteem and procrastination. This shows that they are not much related in the group studies. This differs from earlier studies, which usually showed a negative link. This difference might be due to cultural or contextual factors. The study pointed out differences in procrastination and self-esteem based on gender and age. The women in the study had a bit higher procrastination and self-esteem scores than the men. Also, different age groups showed different scores. Younger participants usually had higher procrastination scores and a slightly higher self-esteem as well. The study has some limits. These include a small sample size, using self-reported data, a cross-sectional design, and possible measurement errors. This means we should be careful when we look at the results. These limits also show that more research is needed. It can explore more variables and factors that might affect how procrastination and self-esteem are related. The findings show that programs to reduce procrastination and improve self-esteem should think about gender and age. It's necessary to use a holistic approach that considers different factors that affect both self- esteem and procrastination. Counselling centers have a major in helping young adults to deal with procrastination and boost their self-esteem. The study provides information on how procrastination affects to self-esteem in young adults. It shows that we need research and actions to understand these mental issues better.

On the basis of the study on how procrastination affects self-esteem in young adults, here are some suggested ways for practice.

Develop Gender-Specific Interventions: Develop programs that meet the specific needs of both male and female participants. Aim to improve time-management skills and less delays in getting tasks done, for female students. For male students, focus on boosting their self-worth and confidence. The study set up

small differences in procrastination and self- regard scores between boys and girls. This suggests that specific approaches may work more.

Implement Age-Specific Programs: Make programs for specific age groups that fit the growth stages of youthful grown-ups. young people (18- 21 years) can get help with managing procrastination and structure self- esteem as they go through important growth phases. Differences in procrastination and self- esteem scores for different age groups show that we need special programs that concentrate on age.

Holistic Approach to Addressing Procrastination and Self-Esteem: Use a complete way that includes talk therapy, awareness, managing time better, and being kind to yourself. Since there's a weak link between procrastination and self- esteem, it's important to look at several effects that affect these areas for helpful results.

Enhance Educational and Counseling Programs: Counselling centers should start programs that provide students the tools and resources they would find helpful to manage their time well and have a positive outlook about themselves. Counselling services should be easily available for all individuals. Counselling centers help young adults to deal with procrastination and boost self- esteem.

Consider Cultural and Contextual Factors: Make plans that fit different cultures and situations of the people you want to reach. Bear in mind their traditions, financial status, and family aspects when making programs. The results of the study might be influenced by cultural or situational factors. This shows that it is important to have approaches that is inclusive to different cultures.

Promote Self-Efficacy and Emotional Regulation: Make programs that help build self- confidence and emotional regulation. Encourage mindfulness, resilience, and emotional regulation to help people develop a better self- concept. Past research show that having emotional regulation and self- efficacy affects the connection between procrastination and self-esteem.

Conduct Further Research: Embolden more researchers to examine other factors that affect the link between self- esteem and procrastination. Some of these factors could be mental health, fear of failing, being a perfectionist. Long-term studies could give us more clarity on how these ideas relate to each other over time. The study has some limits, and the weak connection found shows we need more research. This will help us understand the details of this relationship better.

By using these tips, people can create better ways to help young adults handle procrastination and boost their self-esteem. This can help improve their well-being and reach their goals.

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