RESEARCH PAPER

# The Relationship Between Procrastination and Perfectionism Among Young Adults

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**Abstract**
The present study aimed to examine the relationship between procrastination and perfectionism among college students, along with exploring gender differences in these variables. Procrastination is a common behaviour among students that involves delaying or postponing tasks, while perfectionism refers to the tendency to set high standards and strive for flawlessness. Understanding the relationship between these variables is important as both can significantly affect academic performance and psychological well-being.
The study was conducted on a sample of 137 college students. Standardized self-report measures were used to assess levels of procrastination and perfectionism, including its dimensions such as rigid perfectionism, self-critical perfectionism, and narcissistic perfectionism. The data was analysed using descriptive statistics, correlation analysis, and independent samples t-test. The results of the study revealed that students exhibited moderate to high levels of procrastination and perfectionism, with higher levels observed in self-critical perfectionism. The findings also indicated a significant positive relationship between procrastination and perfectionism, suggesting that higher levels of perfectionism are associated with increased procrastination. Among the dimensions, narcissistic perfectionism showed a stronger relationship with procrastination.
Further, the results showed that there was no significant gender difference in procrastination, whereas significant gender differences were found in certain dimensions of perfectionism, such as rigid and narcissistic perfectionism. In conclusion, the study highlights that perfectionism, particularly its maladaptive aspects, plays an important role in influencing procrastination among college students. The findings suggest the need for interventions aimed at reducing excessive perfectionism and promoting effective time management strategies to improve students' academic performance and well-being.
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## INTRODUCTION

### 1.1 BACKGROUND OF THE STUDY

Procrastination and perfectionism are two widely studied psychological constructs that have gained increasing attention in contemporary research, particularly in the context of young adulthood. Both tendencies play a significant role in shaping academic performance, emotional well-being, and overall functioning. Procrastination is commonly defined as the voluntary delay of an intended course of action despite anticipating negative consequences (Steel, 2007). In contrast, perfectionism refers to the tendency to set excessively high standards, strive for flawlessness, and engage in critical self-evaluation (Frost et al., 1990). Although these constructs appear distinct, research suggests that they are closely interconnected. In many cases, perfectionistic concerns—especially fear of failure and self-doubt—can contribute to procrastination (Flett et al., 1995).

**Young Adulthood According to Erikson**

Erik Erikson's psychosocial theory identifies young adulthood, typically between the ages of 18 and 29, as the stage characterized by the conflict of intimacy versus isolation (Erikson, 1968). During this period, individuals strive to establish meaningful relationships, develop emotional connections, and build stable personal and professional identities. Successful resolution of this stage leads to intimacy, a sense of belonging, and emotional security, whereas difficulties may result in isolation and loneliness.
Young adulthood is also marked by major life transitions, including higher education, career development, and increasing independence. These transitions often bring heightened expectations and responsibilities. As a result, individuals may develop perfectionistic tendencies in an attempt to meet personal, familial, or societal standards. At the same time, uncertainty and fear of failure may lead to avoidance behaviours such as procrastination. Viewing these patterns through Erikson's framework highlights how developmental challenges can influence both emotional and behavioural outcomes.

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In today's context, young adults are also navigating a highly competitive and digitally connected environment. Social media often presents idealized versions of success and achievement, which can lead individuals to set unrealistic standards for themselves. Continuous comparison with others may intensify self-doubt and increase the fear of making mistakes. As a result, tasks may be delayed as a way of avoiding perceived failure or criticism.

Cultural and familial expectations also play a crucial role. In many contexts, including collectivistic societies, achievement is closely linked to social approval and family expectations. Young adults may internalize these pressures, leading to a heightened need to succeed and avoid failure. This can create a cycle in which perfectionism and procrastination reinforce one another, ultimately affecting well-being and performance.

**Procrastination in Young Adults**

Procrastination is widely recognized as a self-regulatory failure that affects a large proportion of young adults, particularly students and early-career professionals (Steel & Klingsieck, 2016). It is associated with increased stress, guilt, reduced productivity, and lower psychological well-being (Sirois & Pychyl, 2013). Importantly, procrastination is not merely a problem of poor time management but is closely linked to emotional regulation. Individuals often delay tasks to cope with anxiety, uncertainty, or fear of failure (Svartdal et al., 2018).

One notable feature of procrastination is its cyclical nature. While postponing tasks may provide temporary relief, it often results in increased stress as deadlines approach. This leads to feelings of guilt and self-criticism, which can reinforce further avoidance. Over time, this cycle can negatively impact confidence and productivity.

Procrastination also extends beyond academic or occupational settings. It can influence daily responsibilities, decision-making, and interpersonal relationships. Delaying important tasks or conversations may lead to missed opportunities and misunderstandings. In many cases, individuals who procrastinate are capable of performing well but are hindered by delayed action and increased anxiety.

Both cognitive and environmental factors contribute to procrastination. Low self-efficacy, negative self-talk, and difficulty managing emotions can increase the likelihood of task delay.

At the same time, external distractions such as smartphones and social media make it easier to postpone responsibilities. In less structured environments, maintaining focus and discipline becomes even more challenging.

Understanding procrastination with empathy is essential. Rather than viewing it as laziness, it should be seen as a coping mechanism for dealing with uncomfortable emotions. Interventions such as breaking tasks into smaller steps, setting realistic goals, and practicing self-compassion can help individuals manage procrastination more effectively.

Additionally, the shift from structured environments, such as school, to more independent settings require strong self-regulation skills. Many young adults struggle with time management, prioritization, and sustained motivation. Perfectionism can make this process more difficult by creating rigid expectations, while procrastination may provide temporary relief from stress. However, this relief is often short-lived and may lead to increased pressure over time.

**Perfectionism in Young Adults**

Perfectionism is a multidimensional construct that includes both adaptive and maladaptive components. Frost et al. (1990) identified dimensions such as concern over mistakes, personal standards, parental expectations, and organization. Hewitt and Flett (1991) further categorized perfectionism into self-oriented, other-oriented, and socially prescribed forms.

Adaptive perfectionism, which involves high personal standards and organization, can be beneficial and is often associated with motivation and achievement. In contrast, maladaptive perfectionism is characterized by excessive self-criticism, fear of mistakes, and perceived external pressure. This form has been linked to anxiety, depression, and procrastination (Rice & Ashby, 2007).

In young adulthood, perfectionism is often shaped by earlier experiences, including parenting styles and academic environments. Individuals who receive conditional approval based on performance may develop a strong association between self-worth and achievement. This can create a constant need to meet high standards and avoid mistakes.

Cognitive patterns also play a role. Perfectionistic individuals often engage in all-or-nothing thinking, viewing outcomes as either perfect or unacceptable. This rigid mindset can limit flexibility and discourage risk-taking, ultimately hindering growth and learning.

Emotionally, maladaptive perfectionism is associated with increased stress, anxiety, and self-doubt. Individuals may spend excessive time refining tasks or hesitate to begin them due to fear of not meeting expectations. Over time, this can lead to burnout and dissatisfaction, even when goals are achieved.

Social influences further intensify perfectionistic tendencies. In competitive environments, young adults may feel pressured to meet both personal and societal expectations. Socially prescribed perfectionism, in particular, can create a constant fear of judgment and criticism.

## 1.2 THE RELATIONSHIP BETWEEN PROCRASTINATION AND PERFECTIONISM

A substantial body of research highlights a strong association between maladaptive perfectionism and procrastination. Individuals who are highly concerned about mistakes or doubt their abilities are more likely to delay tasks due to fear of failure (Flett et al., 1992). Similarly, socially prescribed perfectionism has been positively linked to procrastination, particularly in evaluative settings (Onwuegbuzie, 2000).

This relationship is often dynamic and self-reinforcing. Perfectionistic individuals may set unrealistically high standards, and when they perceive a gap between

expectations and their abilities, they experience anxiety. To cope with these feelings, they delay tasks. Although this avoidance provides short-term relief, it increases stress in the long run, reinforcing both procrastination and perfectionistic concerns.

Fear of evaluation is another key factor. In academic and professional settings, individuals may worry about how their performance will be judged. Procrastination can serve as a protective strategy, allowing individuals to attribute poor outcomes to lack of time rather than lack of ability.

Task characteristics also play a role. Tasks that are perceived as complex, important, or personally meaningful are more likely to trigger perfectionistic concerns, making them more likely to be postponed. Additionally, perfectionists often experience cognitive overload due to overthinking and excessive planning, which can lead to difficulty initiating tasks.

Emotional consequences such as guilt, shame, and frustration further strengthen this cycle. When procrastination results in suboptimal performance, individuals may engage in harsh self-criticism, reinforcing feelings of inadequacy and increasing the likelihood of future avoidance.

### 1.3 SIGNIFICANCE OF THE STUDY

This study is significant as it seeks to enhance the understanding of the relationship between perfectionism and procrastination among young adults, a population that is particularly vulnerable to academic, social, and career-related pressures. In contemporary settings characterized by high expectations and constant evaluation, many young adults experience difficulties in managing tasks effectively despite having the necessary abilities. By examining how maladaptive perfectionistic tendencies contribute to procrastination, this study provides insight into the underlying psychological mechanisms that influence self-regulation and behaviour.

Furthermore, the study highlights the role of emotional factors such as fear of failure, self-doubt, and anxiety in shaping procrastination. Rather than viewing procrastination solely as poor time management, this research emphasizes its connection to emotional regulation and cognitive patterns. This perspective allows for a more comprehensive and empathetic understanding of why individuals delay tasks, thereby moving beyond simplistic explanations.

The findings of this study have important practical implications. For educators and academic institutions, understanding the link between perfectionism and procrastination can help in designing supportive learning environments that reduce excessive performance pressure. For counsellors and mental health professionals, the results may inform the development of targeted interventions, such as cognitive-behavioural strategies, that focus on reducing self-criticism, promoting self-compassion, and improving emotional regulation skills.

In addition, this study contributes to the existing body of literature by integrating a developmental perspective, particularly Erikson's theory of young adulthood. By situating procrastination and perfectionism within this framework, the research provides a deeper understanding of how developmental challenges interact with psychological traits during a critical life stage.

Finally, the study may serve as a foundation for future research by encouraging further exploration of related variables such as self-efficacy, coping strategies, and environmental influences. Overall, it aims to support young adults in developing healthier behavioural patterns, improving productivity, and maintaining better psychological well-being.

## LITERATURE REVIEW

A literature review is a summary of what is available concerning a specific topic, a synthesis and analysis of the literature currently available on a given subject. It situates the current study within a framework of available literature and provides background information to the reader. A good literature review should have an adequate research question, theory, and/or selected research approach. It should critically examine sources to provide a clear picture of what is known concerning the subject matter.

REVIEW OF LITERATURE REGARDING THE RELATIONSHIP BETWEEN PROCASTINATION AND PERFECTIONISM AMONG YOUNG ADULTS

Chen (2026) investigated the relationship between self-esteem, perfectionism, and procrastination among young adults, with a particular focus on the mediating role of perfectionism. The study was conducted on university students using standardized psychological scales to measure levels of self-esteem, adaptive and maladaptive perfectionism, and procrastination behavior. The findings revealed that individuals with low self-esteem are more likely to develop maladaptive perfectionistic tendencies, such as excessive concern over mistakes, fear of failure, and self-critical evaluation. These maladaptive traits, in turn, significantly increase the likelihood of procrastination, as individuals tend to delay tasks to avoid the possibility of imperfection or negative judgment. Furthermore, the study highlighted that adaptive perfectionism, characterized by high personal standards and organization, does not contribute to procrastination and may even reduce it. Statistical analysis confirmed that perfectionism acts as a significant mediator between self-esteem and procrastination, indicating that the effect of self-esteem on procrastination operates largely through perfectionistic tendencies. The study emphasizes the importance of improving self-esteem and promoting adaptive forms of perfectionism as effective strategies to reduce procrastination and enhance academic performance among young adults.

Anwar (2024) examined the relationship between maladaptive perfectionism, academic procrastination, and psychological distress among university students, with a particular focus on the mediating role of procrastination. The study employed a correlational research design and collected data from a sample of undergraduate students using standardized scales measuring perfectionism, procrastination, and psychological distress (including stress, anxiety, and

depression). The findings indicated that maladaptive perfectionism—characterized by excessive concern over mistakes, fear of negative evaluation, and self-critical tendencies—was positively associated with both academic procrastination and psychological distress. Moreover, the results showed that procrastination partially mediates the relationship between perfectionism and distress, suggesting that students with high perfectionistic tendencies are more likely to delay academic tasks, which in turn increases their levels of stress and emotional difficulties. The study further highlighted that procrastination acts as a maladaptive coping strategy, allowing individuals to temporarily avoid anxiety-provoking tasks but ultimately worsening their psychological well-being. Overall, the research underscores the importance of addressing maladaptive perfectionism and reducing procrastination behaviors to improve mental health and academic functioning among young adults.

Sommantico et al. (2024) investigated the relationship between procrastination and multidimensional perfectionism among young adults, with particular emphasis on the role of socially prescribed perfectionism. The study was conducted on individuals aged between 18 and 35 years using standardized self-report measures to assess different dimensions of perfectionism and levels of procrastination. The findings revealed that socially prescribed perfectionism—where individuals perceive that others expect them to be perfect—was significantly and positively associated with procrastination. Participants who felt higher external pressure, especially from parents or society, were more likely to delay tasks due to fear of criticism, failure, or not meeting expectations. In contrast, self-oriented (adaptive) perfectionism showed either a weak or negative relationship with procrastination, indicating that internally motivated high standards may not necessarily lead to task delay. The study also suggested that procrastination in perfectionistic individuals may function as an avoidance strategy to cope with anxiety and fear of evaluation. Overall, the research highlights the significant impact of external expectations on procrastination behavior and emphasizes the need to address socially driven perfectionism to reduce procrastination among young adults.

Huang et al. (2023) examined the relationship between perfectionism and academic procrastination among students, with a particular focus on the mediating role of self-efficacy and the moderating role of resilience. The study was conducted using a sample of university students and employed standardized psychological scales to measure adaptive and maladaptive perfectionism, academic procrastination, self-efficacy, and resilience. The findings revealed that maladaptive perfectionism—characterized by excessive concern over mistakes, doubts about actions, and fear of failure—was positively associated with academic procrastination, as students tended to delay tasks to avoid potential errors or negative evaluation. In contrast, adaptive perfectionism, which includes high personal standards and organization, was negatively related to procrastination and often encouraged timely task completion. Furthermore, the study demonstrated that self-efficacy significantly mediates this relationship, meaning that students with higher confidence in their abilities are less likely to procrastinate even if they possess perfectionistic traits. Resilience was found to moderate the relationship by reducing the negative impact of maladaptive perfectionism on procrastination. Overall, the research highlights the complex interaction between personality traits and psychological resources, emphasizing that enhancing self-efficacy and resilience can help reduce procrastination among perfectionistic individuals.

Sederlund et al. (2020) explored the multidimensional relationship between perfectionism and procrastination, emphasizing that both constructs are complex and consist of several interacting components rather than being single traits. The study was conducted on a sample of young adults and utilized standardized scales to assess different dimensions of perfectionism, such as concern over mistakes, personal standards, and socially prescribed expectations, along with various forms of procrastination behavior. The findings revealed that maladaptive aspects of perfectionism, particularly concern over mistakes and doubts about actions, were positively associated with procrastination, as individuals tended to delay tasks due to fear of failure and negative evaluation. In contrast, adaptive aspects of perfectionism, such as high personal standards and organization, were either negatively related or not significantly related to procrastination. The study further highlighted those individual differences, such as motivation, emotional regulation, and coping strategies, play a crucial role in determining whether perfectionism leads to productive behavior or procrastination. Overall, the research underscores the importance of examining perfectionism and procrastination from a multidimensional perspective to better understand their interaction and impact on behavior among young adults.

Sirois et al. (2017) examined the relationship between perfectionism, procrastination, and health outcomes, focusing on how these factors influence stress and overall well-being among individuals, particularly young adults. The study utilized a correlational research design and collected data using standardized measures of perfectionism, procrastination, stress, and health-related variables. The findings revealed that maladaptive perfectionism, characterized by excessive self-criticism and fear of making mistakes, was significantly associated with higher levels of procrastination. This procrastination, in turn, was linked to increased stress, poorer mental health, and negative health behaviors such as delayed medical care and poor lifestyle habits. The study further suggested that procrastination acts as a self-regulation failure, where individuals prioritize short-term mood repair over long-term goals, thereby exacerbating stress and reducing well-being. Additionally, perfectionistic individuals were found to experience greater emotional distress due to their tendency to set unrealistic standards and engage in negative self-evaluation. Overall, the research highlights that the combination of maladaptive perfectionism and procrastination can have serious implications for both

psychological and physical health, emphasizing the need for interventions that improve self-regulation and reduce perfectionistic concerns.

Rozental and Carlbring (2014) examined the psychological mechanisms underlying chronic procrastination and its strong association with maladaptive perfectionism, particularly from a clinical perspective. The study highlighted that individuals with high levels of perfectionism often engage in procrastination as an avoidance strategy to cope with fear of failure, negative evaluation, and the pressure to meet unrealistically high standards. Using cognitive-behavioral frameworks, the researchers found that procrastination is maintained through dysfunctional beliefs such as fear of making mistakes, all-or-nothing thinking, and excessive self-criticism. These cognitive distortions lead individuals to delay tasks to temporarily reduce anxiety, but ultimately increase stress, guilt, and reduced productivity. The study also emphasized that perfectionistic concerns, rather than high personal standards alone, are the key contributors to chronic procrastination. Furthermore, the authors discussed intervention strategies, particularly cognitive-behavioral therapy (CBT), which aim to modify irrational beliefs, improve time management, and enhance self-regulation. Overall, the research underscores that procrastination is not merely a time management issue but a complex psychological problem closely linked with maladaptive perfectionism and emotional regulation difficulties.

Jadidi et al. (2011) investigated the relationship between perfectionism and academic procrastination among university students, focusing on different dimensions of perfectionism. The study used standardized questionnaires to measure levels of perfectionism and procrastination in a student sample. The findings revealed that maladaptive aspects of perfectionism, such as concern over mistakes, parental criticism, and doubts about actions, were significantly and positively correlated with academic procrastination. Students with these traits tended to delay academic tasks due to fear of failure, negative evaluation, and lack of confidence in their performance. In contrast, the organization dimension of perfectionism showed a negative relationship with procrastination, suggesting that students who are well-organized and structured are less likely to postpone their work. The study concluded that not all aspects of perfectionism contribute equally to procrastination, and it is primarily the maladaptive components that lead to task delay. Overall, the research highlights the importance of addressing unhealthy perfectionistic tendencies to reduce academic procrastination and improve student performance.

Seo (2008) investigated the relationship between self-efficacy, decision-making styles, and academic procrastination among students, with particular relevance to perfectionistic tendencies. The study was conducted using a sample of college students and employed standardized measures to assess levels of self-efficacy, procrastination, and decision-making patterns. The findings revealed that students with low self-efficacy were more likely to engage in procrastination due to a lack of confidence in their ability to successfully complete tasks. This tendency was especially prominent among individuals with perfectionistic traits, who often delayed tasks because of indecisiveness and fear of producing imperfect outcomes. The study further showed that perfectionistic individuals tend to adopt avoidant decision-making styles, which contribute to task delay and reduced academic performance. Additionally, higher levels of self-efficacy were associated with lower levels of procrastination, as confident individuals were more likely to take initiative and complete tasks on time. Overall, the research highlights that procrastination is influenced not only by perfectionism but also by cognitive factors such as self-belief and decision-making, emphasizing the importance of enhancing self-efficacy to reduce procrastination among students.

Sirois (2007) examined the relationship between procrastination, perfectionism, and emotional regulation, with a particular focus on how individuals use procrastination as a coping strategy to manage negative emotions. The study was conducted on a sample of students and utilized standardized measures to assess levels of procrastination, perfectionistic tendencies, stress, and emotional responses. The findings revealed that individuals with high levels of maladaptive perfectionism were more likely to engage in procrastination as a way to temporarily avoid anxiety, fear of failure, and self-critical thoughts. This avoidance behavior provided short-term relief but ultimately led to increased stress, guilt, and poorer performance outcomes. The study further emphasized that procrastination is not merely a time management issue but a failure in self-regulation, where individuals prioritize immediate mood repair over long-term goals. Additionally, perfectionistic concerns, such as excessive worry about making mistakes and negative evaluation, were found to significantly contribute to this pattern of behavior. Overall, the research highlights the role of emotional factors in the link between perfectionism and procrastination and suggests that improving emotional regulation skills can help reduce procrastination among individuals with perfectionistic tendencies.

Steel (2007) conducted a comprehensive meta-analysis to examine the nature, causes, and correlates of procrastination, integrating findings from a wide range of studies. The research identified procrastination as a self-regulation failure influenced by factors such as impulsiveness, task aversiveness, and low motivation. Importantly, the study highlighted that maladaptive perfectionism is a significant predictor of procrastination, as individuals with excessively high standards and fear of failure tend to delay tasks to avoid potential negative outcomes. Steel proposed the Temporal Motivation Theory (TMT), which explains procrastination as a function of expectancy, value, impulsiveness, and delay, suggesting that individuals are more likely to procrastinate when tasks have low immediate rewards or when they doubt their ability to succeed. The findings also indicated that procrastination is associated with negative consequences such as poor academic performance, increased stress, and reduced well-being. Furthermore, perfectionistic concerns were

found to contribute to procrastination through fear of evaluation and avoidance behavior. Overall, the study provided a strong theoretical and empirical foundation for understanding procrastination and emphasized the role of personality traits, including perfectionism, in influencing task delay among individuals.

Stoeber and Otto (2006) examined the concept of perfectionism by distinguishing between adaptive (positive) and maladaptive (negative) forms, and their differential relationship with behaviors such as procrastination. The study was based on a review of existing literature and empirical findings, focusing on how different dimensions of perfectionism influence motivation, performance, and psychological outcomes. The authors found that adaptive perfectionism, characterized by high personal standards, organization, and goal-oriented behavior, is generally associated with positive outcomes such as better performance, higher motivation, and lower levels of procrastination. In contrast, maladaptive perfectionism, which includes excessive concern over mistakes, fear of negative evaluation, and self-criticism, is strongly linked to procrastination, anxiety, and poor well-being. The study emphasized that individuals with maladaptive perfectionism tend to delay tasks due to fear of not meeting unrealistic standards, whereas adaptive perfectionists are more likely to engage in tasks efficiently. Overall, the research highlighted the importance of differentiating between the two forms of perfectionism to better understand their impact on procrastination and suggested that promoting adaptive perfectionism can help reduce procrastination among young adults.

Onwuegbuzie (2000) investigated the relationship between academic procrastination, perfectionism, and anxiety among graduate students, with a particular focus on how these variables interact to influence academic performance. The study employed a correlational research design and used standardized instruments to measure levels of procrastination, perfectionistic tendencies, and various forms of academic anxiety. The findings revealed that students who exhibited higher levels of maladaptive perfectionism—such as fear of failure, excessive concern over mistakes, and self-doubt—were significantly more likely to engage in academic procrastination. This procrastination was also strongly associated with increased levels of anxiety, particularly in tasks such as writing assignments and preparing for examinations. The study further suggested that perfectionistic students often delay tasks due to unrealistic expectations and fear of not meeting their own high standards, which ultimately leads to poor time management and increased academic stress. Additionally, procrastination was found to exacerbate anxiety, creating a negative cycle that hinders academic success. Overall, the research highlights the significant role of maladaptive perfectionism in contributing to procrastination and anxiety among students, emphasizing the need for interventions that address both perfectionistic thinking and procrastination behaviors.

Tice and Baumeister (1997) conducted a longitudinal study to examine the causes and consequences of procrastination among college students, with particular attention to its relationship with self-regulation and emotional coping. The study tracked students over time using self-report measures of procrastination, stress, and academic performance. The findings revealed that procrastination is often used as a short-term mood regulation strategy, where individuals delay tasks to avoid immediate feelings of anxiety, stress, or fear of failure—factors commonly associated with maladaptive perfectionism. While procrastinators initially experienced lower stress levels compared to non-procrastinators, their stress significantly increased as deadlines approached, leading to poorer academic performance and negative emotional outcomes. The study also found that procrastination reflects a failure of self-control, where individuals prioritize immediate emotional relief over long-term goals. Additionally, perfectionistic tendencies, such as fear of not meeting high standards, were identified as contributing factors to task delay. Overall, the research highlights that procrastination may provide temporary psychological comfort but ultimately results in increased stress, reduced performance, and diminished well-being.

Ferrari et al. (1995) examined chronic procrastination and its psychological underpinnings, particularly focusing on its relationship with perfectionism and task avoidance behavior. The study conceptualized procrastination as a consistent behavioral pattern rather than a situational issue and explored how personality traits influence this tendency. Using self-report measures and behavioral assessments, the findings indicated that individuals with high levels of maladaptive perfectionism are more likely to engage in chronic procrastination due to fear of failure, fear of success, and excessive self-criticism. These individuals often delay tasks to avoid evaluation or the possibility of not meeting their own unrealistic standards. The study also highlighted that procrastinators tend to engage in self-handicapping behaviors, such as delaying work intentionally to create excuses for potential failure. Additionally, perfectionistic individuals were found to experience higher levels of anxiety and indecisiveness, which further contribute to task delay. Overall, the research emphasized that procrastination is closely linked to perfectionistic concerns and avoidance motivation, suggesting that addressing these underlying psychological factors is essential for reducing chronic procrastination.

Flett et al. (1995) examined the relationship between different dimensions of perfectionism and procrastination, with a particular focus on how socially prescribed perfectionism influences task delay. The study utilized a multidimensional approach to perfectionism, including self-oriented, other-oriented, and socially prescribed perfectionism, and assessed their association with procrastination using standardized self-report measures among student samples. The findings revealed that socially prescribed perfectionism—where individuals believe that others expect them to be perfect—was most strongly and positively related to procrastination. Individuals with this trait tended to delay tasks due to fear of negative evaluation, criticism,

and pressure to meet unrealistic external expectations. In contrast, self-oriented perfectionism showed a weaker or mixed relationship with procrastination, as it may involve personal motivation along with high standards. The study concluded that external pressures and fear of judgment play a significant role in procrastination among perfectionistic individuals, highlighting that not all forms of perfectionism equally contribute to task delay. Overall, the research emphasized the importance of understanding the different dimensions of perfectionism to effectively address procrastination behavior.

Saddler and Sacks (1993) examined the relationship between multidimensional perfectionism and procrastination among students, focusing on how different perfectionistic traits influence task delay. The study utilized standardized measures to assess various dimensions of perfectionism, such as concern over mistakes, personal standards, and doubts about actions, along with levels of academic procrastination. The findings indicated that maladaptive aspects of perfectionism, particularly excessive concern over mistakes and unrealistic standards, were significantly associated with higher levels of procrastination. Students with these tendencies often delayed tasks due to fear of failure, anxiety about evaluation, and a desire to produce flawless work. In contrast, aspects such as organization and structured goal-setting were found to be negatively related to procrastination, suggesting that not all forms of perfectionism lead to task delay. The study concluded that procrastination among perfectionistic individuals is largely driven by self-doubt and fear of imperfection, highlighting the importance of distinguishing between adaptive and maladaptive perfectionism in understanding procrastination behavior.

Hewitt and Flett (1991) developed a multidimensional model of perfectionism, identifying three key types: self-oriented perfectionism, other-oriented perfectionism, and socially prescribed perfectionism, and examined their implications for psychological functioning and behaviors such as procrastination. The study used standardized assessment tools to measure these dimensions among individuals and analyzed their relationships with various emotional and behavioral outcomes. The findings revealed that socially prescribed perfectionism—characterized by the belief that others expect one to be perfect—was most strongly associated with procrastination, as individuals delayed tasks due to fear of criticism and negative evaluation. Self-oriented perfectionism, involving setting high personal standards, showed a more complex relationship, sometimes motivating individuals but also leading to procrastination when standards became unrealistic. Other-oriented perfectionism was less directly related to procrastination but contributed to interpersonal difficulties. Overall, the study highlighted those maladaptive aspects of perfectionism, particularly those driven by external pressures, play a significant role in procrastination, emphasizing the need to distinguish between different types of perfectionism when examining task delay behaviors.

Frost et al. (1990) developed a multidimensional model of perfectionism and examined its various components, including concern over mistakes, personal standards, parental expectations, parental criticism, doubts about actions, and organization. The study utilized standardized assessment tools to measure these dimensions among individuals and explored their relationship with psychological and behavioral outcomes such as procrastination. The findings revealed that maladaptive components of perfectionism—particularly concern over mistakes, doubts about actions, and parental criticism—were positively associated with procrastination, as individuals tended to delay tasks due to fear of failure and negative evaluation. In contrast, the organization dimension was found to be negatively related to procrastination, suggesting that individuals who are structured and systematic are less likely to postpone tasks. The study emphasized that perfectionism is not a single construct but consists of multiple dimensions, each having different effects on behavior. Overall, the research highlighted that maladaptive perfectionistic tendencies contribute significantly to procrastination, while adaptive aspects like organization may help reduce task delay.

Solomon and Rothblum (1984) conducted one of the earliest and most influential studies on academic procrastination among college students, aiming to identify its prevalence and underlying causes. Using a large sample of university students and self-report questionnaires, the study found that procrastination is highly common, particularly in academic tasks such as writing term papers, studying for exams, and completing assignments. The findings revealed that fear of failure, which is closely related to maladaptive perfectionism, was one of the primary reasons for procrastination. Students who set excessively high standards and feared negative evaluation were more likely to delay tasks to avoid the possibility of poor performance. Additionally, task aversiveness and lack of motivation were identified as contributing factors. The study also highlighted that procrastination is associated with anxiety, self-doubt, and low confidence, further reinforcing the role of perfectionistic concerns in delaying behavior. Overall, the research provided foundational evidence that procrastination is not merely due to laziness but is strongly linked to psychological factors such as fear of failure and perfectionism, making it a key area of interest in academic and counseling psychology.

## METHODOLOGY

In this chapter, the objectives of the study, the research hypotheses, and the variables are clearly framed, described and justified. Operational definitions of these variables are provided along with detailed explanations of the assessment tools used. The research design is outlined, along with sample selection, measures, data collection, procedures, and statistical methods that can be used in this study, which are explained in detail.

### 3.1 OPERATIONAL DEFINITIONS OF THE VARIABLES:

In the present study, the key variables are **perfectionism** and **procrastination**, which are defined both conceptually and in terms of how they are measured.

**PERFECTIONISM**

Perfectionism refers to a person's tendency to set very high standards for themselves, strive for flawlessness, and evaluate their own performance critically. Individuals with high levels of perfectionism often feel pressure to meet unrealistic expectations and may become overly concerned about making mistakes or being judged by others (Frost et al., 1990). While some aspects of perfectionism can motivate individuals to achieve, maladaptive perfectionism is often associated with stress, self-doubt, and fear of failure.

In this study, perfectionism is understood in terms of how strongly an individual strives for perfection and how critically they evaluate their own performance. It will be **operationally measured** using a standardized self-report scale (e.g., Frost Multidimensional Perfectionism Scale), where higher scores indicate higher levels of perfectionistic tendencies.

**PROCRASTINATION**

Procrastination is commonly understood as the habit of delaying or postponing tasks even when one knows that doing so may lead to negative outcomes. It is not simply poor time management, but often reflects difficulties in self-regulation and emotional coping. Individuals who procrastinate may avoid tasks due to fear of failure, lack of motivation, or feelings of anxiety (Steel, 2007). This delay often results in stress, guilt, and reduced productivity (Sirois & Pychyl, 2013).

In the context of this study, procrastination refers to the extent to which young adults delay academic or daily tasks unnecessarily.

It will be **operationally measured** using a standardized procrastination scale (e.g., General Procrastination Scale), where higher scores represent a greater tendency to procrastinate.

**2. Objective (Aim) of the Study**

The main aim of this study is:

- To examine the relationship between perfectionism and procrastination among young adults.

Additional objectives:

- To assess the level of perfectionism in young adults.
- To assess the level of procrastination in young adults.
- To determine whether perfectionism significantly predicts procrastination

**3. Hypotheses**

- **Null Hypotheses ($H_0$)**

1. There is no significant relationship between procrastination and perfectionism among college students.
2. There is no significant relationship between procrastination and the dimensions of perfectionism (rigid, self-critical, and narcissistic perfectionism).
3. There is no significant gender difference in procrastination among college students.
4. There is no significant gender difference in perfectionism and its dimensions among college students.

- **Alternative Hypotheses ($H_1$)**

1. There is a significant relationship between procrastination and perfectionism among college students.
2. There is a significant relationship between procrastination and the dimensions of perfectionism.
3. There is a significant gender difference in procrastination among college students.
4. There is a significant gender difference in perfectionism and its dimensions among college students.

**4. Sample**

**a. Area**

The study will be conducted among young adults from colleges/universities in Kolkata, West Bengal.

**b. Sampling Technique**

A **convenience sampling, and snowball sampling technique** will be used to select participants based on accessibility and willingness to participate.

**c. Sample Size**

The sample will consist of **137 young adults**.

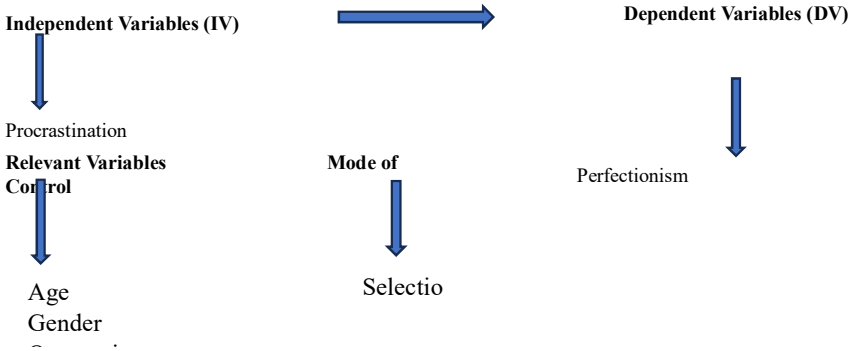
**d. Inclusion Criteria**

- Individuals aged between 18–29 years
- Students or young adults currently engaged in academic or professional activities
- Willing to participate voluntarily

**e. Exclusion Criteria**

- Individuals outside the specified age range
- Participants with incomplete responses
- Individuals unwilling to give consent

**5. Research Design**



**6. Tools Used**

**a. General Information Sheet**

A self-constructed questionnaire will be used to collect demographic details such as:

- Age
- Gender
- Educational status
- Occupation

**b. Standardized Scales**

- **PROCASTINATION SCALE**

**DESCRIPTION**- The **General Procrastination Scale (GPS)** is a self-report psychological instrument developed by **Pragya Lodha, Ahana Sharma, Gale Dsouza, Ishwari Marathe, Shanaya Dsouza, Shivani Rawal, Vidhi Pandya, and Avinash De Sousa (2019)**. The scale is designed to measure the tendency of procrastination among individuals, particularly young adults.

The test consists of statements that reflect everyday behaviours and thought patterns related to delaying tasks. It assesses procrastination across different areas of life, including academic activities, workplace responsibilities, civic duties, and health-related behaviours. Respondents are required to indicate how frequently each statement applies to them using a Likert-type response format ranging from "Never" to "Always."

The scale is simple to administer, does not require a fixed time limit, and can be used in both academic and research settings. It is particularly suitable for assessing procrastination tendencies in students and young working individuals.

**RELIABILITY AND VALIDITY**

**Reliability** refers to the consistency and stability of a measuring instrument. A scale is considered reliable if it produces similar results under consistent conditions over time and across items. In the present scale, reliability was established using internal consistency methods. The Split-Half reliability coefficient was found to be **0.711**, and Cronbach's Alpha was **0.714**, indicating satisfactory internal consistency of the scale. These values suggest that the items of the scale are moderately consistent in measuring the construct of procrastination.

**Validity** refers to the extent to which a tool actually measures what it is intended to measure. It indicates the accuracy and appropriateness of the instrument in assessing the given construct.

In the present scale, validity was established through both content and construct validity.

Content validity was ensured using expert evaluation based on Lawshe's Content Validity Ratio (CVR), where the retained items showed acceptable values, indicating that they were relevant to the construct of procrastination. Construct validity was established through convergent validity by correlating the scores of the scale with Lay's Procrastination Scale, yielding a correlation coefficient of **0.76**, which indicates high validity.

**SCORING-** The General Procrastination Scale (GPS) is scored using a 5-point Likert format, where responses are assigned values as follows:

1 = Never,
2 = Rarely,
3 = Sometimes,
4 = Often,
5 = Always.

The scale contains both positively and negatively worded items. To ensure uniform interpretation, certain items are reverse scored. These include items 5, 8, 12, 16, 18, 21, and 23. For these items, the scoring is reversed (i.e., 1 becomes 5, 2 becomes 4, 3 remains 3, 4 becomes 2, and 5 becomes 1).

After applying reverse scoring to the specified items, all item scores are summed to obtain a total score. Higher scores indicate a greater tendency toward procrastination, while lower scores indicate lesser procrastination.

- **PERFECTIONISM SCALE-**

**DESCRIPTION-** The **Big Three Perfectionism Scale (BTPS)** was developed by **Martin M. Smith, Donald H. Saklofske, Joachim Stoeber, and Simon B. Sherry (2016)** to measure multidimensional perfectionism.

It is a 45-item self-report questionnaire designed to assess perfectionism across three major dimensions (global factors):

- Rigid Perfectionism – strong need to be perfect and base self-worth on perfection
- Self-Critical Perfectionism – excessive concern over mistakes, doubts, and harsh self-evaluation
- Narcissistic Perfectionism – expecting perfection from others and seeing oneself as superior

These three dimensions are further divided into 10 specific facets:

- Self-oriented perfectionism
- Self-worth contingencies
- Concern over mistakes
- Doubts about actions
- Self-criticism
- Socially prescribed perfectionism
- Other-oriented perfectionism
- Hypercriticism
- Entitlement
- Grandiosity

The scale uses a 5-point Likert format (1 = strongly disagree, 2 = disagree, 3=neutral, 4=agree, 5= strongly agree).

**RELIABILITY AND VALIDITY**

**Reliability: -** The BTPS demonstrates high reliability across different samples. Internal consistency, measured through Cronbach's alpha, ranges from approximately **0.79** to **0.90** for the ten facets and from **0.92** to **0.96** for the three global factors. These values indicate strong internal consistency. Additionally, results from multiple studies, including both student and community samples, show that the scale maintains stable and consistent

measurement properties, confirming that it is a reliable tool for assessing perfectionism.

**VALIDITY: -** The BTPS shows strong validity in multiple forms. Construct validity is supported through factor analyses, which consistently confirm the three-factor structure of rigid, self-critical, and narcissistic perfectionism. Convergent validity is demonstrated by significant correlations with established perfectionism measures such as the Frost Multidimensional Perfectionism Scale and the Hewitt–Flett Multidimensional Perfectionism Scale. Furthermore, divergent validity is evident through its distinct relationships with personality traits, such as self-critical perfectionism being associated with neuroticism, rigid perfectionism with conscientiousness, and narcissistic perfectionism with low agreeableness. These findings indicate that the scale accurately measures the intended construct of perfectionism.

**SCORING** is based on sum of item scores:

**A. Facet Scores**

Each facet = sum of specific items

Example:

- Self-oriented perfectionism = Items 1, 10, 27, 29, 42
- Concern over mistakes = Items 8, 17, 24, 35, 44

(There are 10 such facet scores)

**B. Global Scores**

- Rigid perfectionism = SOP + SWC
- Self-critical perfectionism = COM + DAA + SC + SPP
- Narcissistic perfectionism = OOP + HC + ENT + GRAN

**C. Interpretation**

- Higher scores = higher level of perfectionism
- Scores can be analysed:
  - Facet-wise (detailed)
  - Global level (broad)

**7. Statistical Analysis**

The collected data will be analysed using appropriate statistical methods:

- **Mean** – The **mean**, commonly known as the average, is a simple way of understanding the overall tendency of a set of scores. It tells us what a "typical" value looks like by combining all the individual scores into one representative number. In research, the mean helps summarize large amounts of data in a clear and meaningful way.

➢ **Formula of Mean** $\bar{X} = \frac{\sum X}{N}$

- **Standard Deviation (SD)** – Standard deviation is a statistical measure that helps us understand how spread out or clustered the data is around the mean (average). In simple terms, it shows whether most of the scores are close to the average or whether they are widely scattered. If the standard deviation is **low**, it means the scores are very similar and close to the mean. On the other hand, a **high** standard deviation indicates that the scores vary a lot and are spread out over a wider range. In research, standard deviation helps in understanding the consistency or variability of responses.

➢ **Formula of Standard Deviation** $SD = \sqrt{\frac{\sum(X-\bar{X})^2}{N}}$

- **Correlation (Pearson's r)** – Correlation is a statistical method used to understand the relationship between two variables. It helps us determine whether changes in one variable are associated with changes in another. In simple terms, it answers questions like: *"If one thing increases, does the other also increase, decrease, or stay unrelated?"*

The value of correlation ranges from **-1 to +1**:

✓ A **positive correlation (+1)** means that as one variable increases, the other also increases.

✓ A **negative correlation (-1)** means that as one variable increases, the other decreases.

✓ A **zero correlation (0)** indicates that there is no relationship between the variables.

In this study, correlation will be used to examine how perfectionism and procrastination are related among young adults.

➢ **Formula of Correlation (Pearson's r)** $r = \frac{\sum(X-\bar{X})(Y-\bar{Y})}{\sqrt{\sum(X-\bar{X})^2 \cdot \sum(Y-\bar{Y})^2}}$

**8. Procedure**

- Permission will be obtained from relevant authorities before data collection.
- Participants will be approached and informed about the purpose of the study.
- Informed consent will be taken prior to participation.
- Questionnaires will be distributed in **online mode**.
- Participants will be instructed to respond honestly and assured of confidentiality.
- Completed responses will be collected and analysed statistically.

**RESULT**

In this chapter, the data were analysed to examine procrastination and perfectionism among college students, along with gender differences. The collected data were analysed using descriptive statistics like mean and standard deviation, as well as inferential statistics like Pearson correlation, and independent sample t-test**.**

**DESCRIPTIVE STATISTICS**

**Table 4.1: Descriptive Statistics of Variables**

| VARIABLES | N | MEAN | SD | MIN | MAX |
|---|---|---|---|---|---|
| AGE | 137 | 21.45 | 2.64 | 17 | 31 |
| TOT_PC | 137 | 62.33 | 8.84 | 31 | 81 |

| | | | | | |
|---|---|---|---|---|---|
| **TOT_PR** | **137** | **28.47** | **6.79** | **10** | **50** |
| **RIGID_PR** | **137** | **34.10** | **7.29** | **12** | **49** |
| **SELF_CR_PR** | **137** | **56.96** | **12.46** | **21** | **87** |
| **NARCI_PR** | **137** | **47.52** | **10.08** | **20** | **83** |

As shown in Table 4.1, the mean scores of procrastination and perfectionism variables indicate the levels of these constructs among the participants.
The mean score of procrastination suggests that students exhibit (low/moderate/high) levels of procrastination.
Similarly, the mean scores of perfectionism dimensions indicate varying levels of rigid, self-critical, and narcissistic perfectionism among participants.
The standard deviation values are relatively (low/moderate), indicating that the scores are (consistent/slightly varied) across the sample.
Overall, the descriptive statistics suggest that participants demonstrate (moderate/high) levels of procrastination and perfectionism.

**MEAN SCORES OF PROCASTINATION AND PERFECTIONISM VARIABLES**

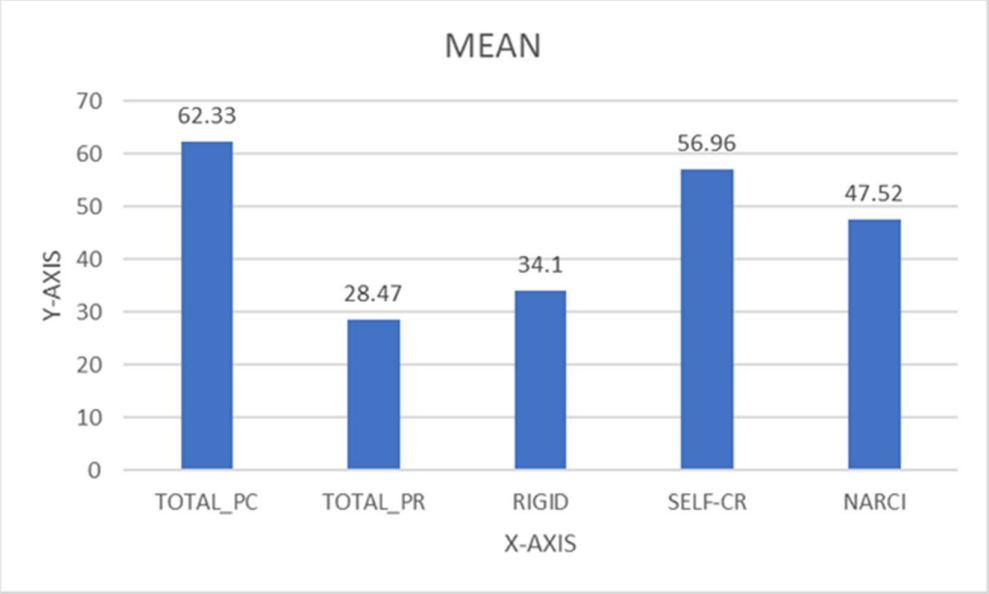



**Figure 4. 1: Mean Scores of Variables**

As shown in Figure 4.1, the mean scores of procrastination and perfectionism variables are presented. It can be observed that __ has the highest mean score, followed by __. This indicates the relative levels of these variables among the participants.

**CORRELATIONAL ANALYSIS OF VARIABLES**

**Table 4.2: Correlation Matrix among Variables**

| VARIABLES | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| **TOTAL_PC** | **1** | | | | |
| **TOTAL_PR** | **.270**** | **1** | | | |
| **RIGID** | **.036** | **.691**** | **1** | | |
| **SELF-CR** | **.087** | **.674**** | **.735**** | **1** | |
| **NARCI** | **.362**** | **.861**** | **.636**** | **.547**** | **1** |

Note: - <.01, p<.05

As shown in Table 4.2, correlation analysis was conducted to examine the relationship between procrastination and perfectionism.
The results revealed that procrastination is (positively/negatively) correlated with total perfectionism and its dimensions.

A significant (positive/negative) correlation was found between procrastination and self-critical perfectionism, indicating that higher self-criticism is associated with higher procrastination.

Similarly, relationships were observed between procrastination and rigid as well as narcissistic perfectionism.

Since the correlations were (significant/not significant), the null hypothesis stating no relationship between the variables is (rejected/accepted).

## GENDER DIFFERENCES IN PROCASTINATION AND PERFECTIONISM

**Table 4.3: Independent Samples t-test for Gender Differences**

| VARIABLES | T-VALUE | P-VALUE |
|---|---|---|
| TOTAL_PC | 0.143 | 0.886 |
| TOTAL_PR | -2.213 | 0.029 |
| RIGID | -2.793 | 0.006 |
| SELF_CR | -1.297 | 0.197 |
| NARCIS | -1.319 | 0.028 |

As shown in Table 4.3, an independent samples t-test was conducted to examine gender differences in procrastination and perfectionism.

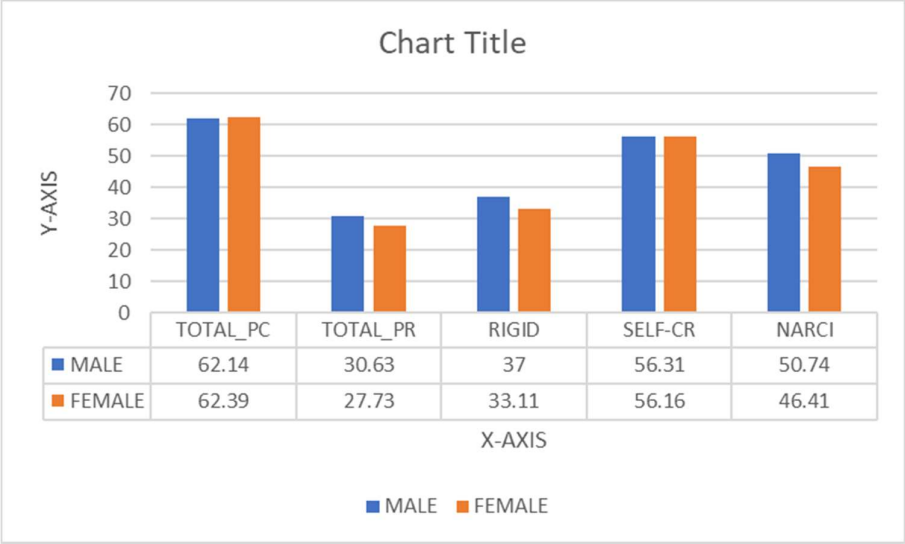
The results indicate that the p-values for all variables are (greater/less) than 0.05, suggesting that there are (no/significant) differences between males and females.

This implies that gender does not significantly influence procrastination and perfectionism among college students.

Therefore, the null hypothesis is (accepted/rejected).

## GENDER COMPARISONS OF VARIABLES

**Figure 4.3 Gender Comparisons of Variables (Nature Connectedness)**




The independent samples t-test revealed that there was no significant difference in procrastination ($t = 0.143$, $p = 0.886$) and self-critical perfectionism ($t = -1.297$, $p = 0.197$). However, significant differences were found in total perfectionism ($t = -2.213$, $p = 0.029$), rigid perfectionism ($t = -2.793$, $p = 0.006$), and narcissistic perfectionism ($t = -2.223$, $p = 0.028$).

## DISCUSSION

The present study was conducted to examine the relationship between procrastination and perfectionism among college students and to explore whether gender differences exist in these variables. The findings obtained from descriptive statistics, correlation analysis, and independent samples t-test provide important insights into the behavioural patterns of students in academic settings. The results are discussed in detail below in relation to the objectives and hypotheses of the study.

As shown in Table 4.1, the mean scores of procrastination and perfectionism variables indicate the levels of these constructs among the participants.

The mean score of procrastination ($M = 62.33$) suggests that students exhibit moderate to high levels of procrastination. This indicates that students tend to delay their academic tasks and responsibilities to a certain extent. This behaviour may be due to academic pressure, lack of motivation, or fear of failure.

Similarly, the mean score of total perfectionism (M = 28.47) indicates a moderate level of perfectionism among the participants.

Further, the dimensions of perfectionism show varying levels. The mean score of rigid perfectionism (M = 34.10) suggests a moderate level, indicating that students tend to follow certain standards and rules in their work.

The mean score of self-critical perfectionism (M = 56.96) is relatively higher, indicating that students experience high levels of self-criticism and internal pressure. This suggests that students are more likely to judge themselves harshly and feel dissatisfied with their performance.

The mean score of narcissistic perfectionism (M = 47.52) indicates a moderate to high level, suggesting that some students may seek validation and recognition from others. The standard deviation values are moderate across all variables, indicating that the scores are relatively consistent with slight variation among participants.

Overall, the descriptive statistics suggest that students demonstrate moderate to high levels of procrastination and perfectionism, particularly self-critical perfectionism.

As shown in Figure 4.1, the mean scores of procrastination and perfectionism variables are presented.

It can be observed that procrastination (TOTAL_PC) has the highest mean score (62.33), followed by self-critical perfectionism (56.96) and narcissistic perfectionism (47.52). Rigid perfectionism (34.10) and total perfectionism (28.47) show comparatively lower mean scores.

This indicates that procrastination is more prominent among students compared to perfectionism dimensions, while self-critical tendencies are also highly present.

**Correlation Analysis**

As shown in Table 4.2, correlation analysis was conducted to examine the relationship between procrastination and perfectionism.

The results revealed that procrastination is positively correlated with total perfectionism ($r = .270$, $p < .01$). This indicates that as perfectionism increases, procrastination also increases.

A significant positive correlation was also found between procrastination and narcissistic perfectionism ($r = .362$, $p < .01$), indicating that students who seek validation or have higher self-image concerns tend to procrastinate more.

However, procrastination showed a very weak relationship with rigid perfectionism ($r = .036$) and self-critical perfectionism ($r = .087$), indicating that these dimensions are less strongly associated with procrastination in this study.

Further, strong positive correlations were observed among perfectionism dimensions:

Rigid perfectionism and total perfectionism ($r = .691$, $p < .01$)

Self-critical perfectionism and total perfectionism ($r = .674$, $p < .01$)

Self-critical and rigid perfectionism ($r = .735$, $p < .01$)

These results indicate that different forms of perfectionism are interrelated.

Since most of the correlations are significant ($p < .01$), the null hypothesis stating that there is no relationship between procrastination and perfectionism is rejected.

**Gender Differences (t-test Analysis)**

As shown in Table 4.3, an independent samples t-test was conducted to examine gender differences in procrastination and perfectionism.

The results indicate that the p-value for procrastination ($p = 0.886$) is greater than 0.05, suggesting that there is no significant difference between males and females in procrastination.

Similarly, self-critical perfectionism ($p = 0.197$) also shows no significant difference between genders.

However, significant differences were found in:

Total perfectionism ($p = 0.029$)

Rigid perfectionism ($p = 0.006$)

Narcissistic perfectionism ($p = 0.028$)

Since these p-values are less than 0.05, it indicates that there are significant gender differences in these variables.

As shown in Figure 4.2, males tend to score higher in rigid and narcissistic perfectionism, whereas females show slightly higher or similar scores in self-critical perfectionism.

This suggests that males may be more externally oriented in their perfectionistic traits, while females may be more internally focused.

Since some variables show significant differences and others do not, the null hypothesis is partially accepted and partially rejected.

The overall Interpretation based on the findings of the study, it can be concluded that procrastination and perfectionism are present among college students at moderate to high levels.

The positive relationship between procrastination and perfectionism indicates that higher perfectionism may lead to increased procrastination. This may be due to fear of failure, high expectations, and self-doubt, which prevent students from completing tasks on time.

Although gender differences exist in certain dimensions of perfectionism, procrastination appears to be similar across both males and females.

In conclusion, the study highlights that perfectionism, particularly narcissistic aspects, is associated with procrastination among students. While students strive for high standards, this may sometimes lead to delay in task completion.

Therefore, it is important to help students manage perfectionistic tendencies and develop better coping strategies to reduce procrastination and improve their academic performance.

**CONCLUSION**

The present study was conducted to examine procrastination and perfectionism among college students and to understand the relationship between these variables along with gender differences.

The findings of the study revealed that students exhibit moderate to high levels of procrastination and perfectionism, with higher levels observed in self-critical perfectionism. A positive relationship was found between procrastination and perfectionism, indicating that higher perfectionism is associated with higher procrastination. The study also found no significant gender difference in procrastination, while certain dimensions of perfectionism showed significant differences.

Overall, the study highlights that perfectionism plays an important role in influencing procrastination among students.

## IMPLICATIONS OF THE STUDY

The findings of the study have several important implications:

1. The study helps in understanding that procrastination is not just a behavioural issue but is also linked to psychological factors like perfectionism.
2. It highlights the need for awareness among students about how excessive perfectionism can negatively affect their academic performance.
3. The findings can be useful for counsellors and educators in identifying students who are at risk of procrastination due to perfectionistic tendencies.
4. Educational institutions can develop intervention programs and workshops focusing on time management, goal setting, and reducing self-criticism.
5. The study encourages students to adopt healthy coping strategies such as self-acceptance and realistic goal setting.
6. It also provides a base for developing mental health support systems within colleges.
7. The findings can help in designing gender-sensitive approaches, especially in dealing with different types of perfectionism.

Overall, the study contributes to improving academic performance and well-being of students.

## LIMITATIONS OF THE STUDY

The present study has certain limitations:

1. The study was conducted on a limited sample size, which may not represent the entire population.
2. The sample was restricted to college students only, limiting generalization to other groups.
3. The study used self-report questionnaires, which may lead to response bias.
4. The data was collected at a single point in time, so changes over time were not examined.
5. Other important variables like stress, anxiety, and motivation were not included in the study.
6. Participants may not have answered all questions with complete honesty or understanding.
7. The study did not consider cultural and environmental influences.
8. The analysis was limited to basic statistical methods, and more advanced techniques were not used.

## RECOMMENDATIONS FOR THE FUTURE RESEARCH

From the limitations and results obtained from this current research study, the following recommendations are made for future research:

1. Future studies can include a larger and more diverse sample for better generalization.
2. Research can be extended to different age groups and educational levels.
3. Future studies can include additional variables such as stress, anxiety, self-esteem, and motivation.
4. Longitudinal research can be conducted to study changes over time.
5. Advanced statistical methods like regression analysis can be used for deeper understanding.
6. Studies can focus on developing and testing intervention strategies to reduce procrastination.
7. Comparative studies can be conducted across different cultures or regions.
8. Future research can explore the impact of technology and social media on procrastination behaviour.

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