

ROLE OF ACADEMIC ANXIETY IN ACADEMIC PROCRASTINATION: A THEORETICAL PERSPECTIVE

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ABSTRACT

Academic procrastination is significantly influenced by academic anxiety, which also affects students' capacity to do assignments efficiently. Avoidance behaviours are frequently the result of high levels of concern among students about their academic achievement. This nervousness may be caused by a lack of trust in one's own skills, perfectionism, or a fear of failing. Students put off beginning or completing homework as a result, thinking that doing so may momentarily reduce their stress. But this anxiousness is sometimes made worse by the procrastination, leading to a vicious cycle. There's more pressure to meet deadlines and less time to do projects when they draw near, which causes stress and lower-quality work. Procrastination also causes guilt and frustration, which can impair one's self-esteem and exacerbate academic anxiety. Reducing procrastination requires effective handling of academic anxiety. Students can overcome anxiety and form better study habits by using techniques like time management, talking to teachers or counselors for support, and engaging in mindfulness exercises. Taking care of academic anxiety promotes general wellbeing, academic success, and task completion.

Keywords: *Academic Procrastination, Academic Anxiety, Avoidance Behaviors, Perfectionism, Fear of Failure, Stress, Time Management, Mindfulness Exercises.*

Introduction

Students who have academic worry perform much worse, frequently putting off tasks and being less productive. To improve student success and well-being, it is imperative to comprehend the connection between procrastination and academic worry. Nivedeta (2023) states that among pupils in senior secondary school, "academic anxiety" is a major predictor of "academic procrastination". They emphasise how procrastination is a common result of pupils who are anxious and postpone their academic assignments. Students' dread of failing and the intense pressure to achieve well academically can cause them to procrastinate. Students who are worried about their ability to satisfy academic standards often avoid work in the hopes that this may momentarily calm their fears. In the long run, though, this avoidance behaviour makes them more anxious and feeds a vicious cycle of stress and procrastination.

Ghosh and Vohra (2021) looked at college students in India and further investigated the connection between procrastination and academic concern. They suggest that important factors in this dynamic include self-efficacy, locus of control, and perceived parenting methods. Pupils are more prone to suffer higher levels of academic anxiety and procrastinate when they believe their parents are too restrictive or demanding. Further contributing to procrastination is a weaker feeling of self-efficacy, or the conviction that one cannot successfully handle academic activities. According to the study, kids who have a strong "external locus of control" sometimes put off doing their work because they believe that other people, not themselves, decide how well they will do in school. They become more anxious and less motivated as a result of this thinking, which makes them use procrastination as a coping strategy to postpone the inevitable consequences of their poor academic performance. There are different reasons of academic procrastination. Figure 1 presents a few:

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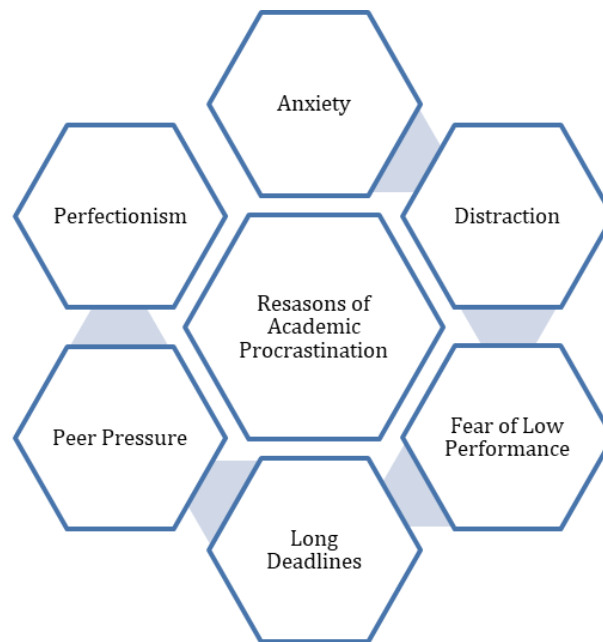


Figure 1 Reasons of Academic Procrastination

Rehman (2016) asserts that a number of variables, such as “academic pressure,” “fear of negative evaluation,” and “lack of preparation,” might affect academic anxiety. These elements cause students a great deal of stress, which makes them put off dealing with their academic problems. Students may find it challenging to concentrate and perform well due to the extreme stress levels brought on by these factors. High expectations that parents, teachers, and students themselves have of them can lead to academic pressure. Anxiety levels may rise as a result of this pressure since it may cause a feeling of urgency and failure-related fear. Furthermore, the anxiety of receiving a poor review can be crippling. Pupils could worry unduly about how they will be seen by peers, teachers, and even themselves. This anxiety may cause a person to lack confidence and be reluctant to give their all when completing academic assignments. Moreover, these problems are made worse by a lack of planning. Students’ anxiety levels may rise when they feel unprepared for assignments and tests, which may cause them to put off completing them even longer in an attempt to escape the stress and failure they fear. It stresses the significance of taking proactive action in order to handle academic anxiety and lessen procrastination. Providing academic help is one strategy that works well. This can involve offering resources, mentorship, and tutoring to students in order to assist them comprehend the subject matter and acquire the skills they need to be successful. Academic guidance can help students feel more confident and less anxious about their lack of preparation.

Literature Review

Academic procrastination is greatly influenced by academic anxiety, a common occurrence among students. Ghosh and Roy (2017) assessed that “multidimensional perfectionism” is a significant contributing element to Indian university students’ academic procrastination. An overwhelming drive to satisfy ideals characterises perfectionism, which frequently leads to increased anxiety. As a coping strategy to lessen the stress of possible failure, students who are having difficulty meeting these criteria often put off tasks. They draw attention to the fact that this propensity is not only widespread but also shows a gender gap, with female students showing higher levels of academic anxiety and, as a result, more procrastinating tendencies. This gender-based disparity highlights how intricately self-imposed demands, societal expectations, and academic achievement interact.

Academic anxiety plays, Munda and Tiwari (2024) stressed how procrastination affects students’ performance in the Indian school system. It is suggested that students who suffer from “academic anxiety” frequently put off doing their assignments in order to relieve the immediate pressure of having to do them. Nevertheless, this avoidance behaviour creates a vicious cycle whereby procrastination increases worry, which in turn impairs scholastic achievement. The state of education in 2045 made clear

the necessity of systemic treatments to deal with the underlying reasons of academic anxiety. They endorse measures like curriculum revisions, time management training, and mental health help to lessen the academic pressure that causes procrastination.

College students who are experiencing significant levels of worry are known to "procrastinate as a common behavioural response," according to Govindan et al. (2024). They note that "procrastination" may be a sign of "anxiety disorders," implying a clear connection between the two. When faced with academic pressure, students tend to put off chores in order to alleviate the stress that comes with having to do them. This "avoidance behaviour" exacerbates anxiety and results in chronic procrastination since it is based on a "fear of failure" or an overpowering sense of "inadequacy." They assessed that procrastinating worsens academic performance and feeds a vicious cycle of growing anxiety as assignments mount and due dates draw near. Since academic anxiety has a direct impact on students' capacity to successfully manage time and their academic workload, treating it is essential to reducing procrastination tendencies among students.

According to Kaur and Jena (2022), the educational environment has an impact on the relationship between academic anxiety and procrastination. They stress that senior secondary school students' anxiety and procrastination might be reduced in a "supportive and well-structured school environment." They maintained that schools are essential in forming kids' attitudes and behaviours in the classroom. Procrastination is less likely to occur when kids feel "supported and understood" by their professors and peers. This is because lower anxiety levels are associated with lower anxiety levels. In contrast, a "stressful and unsupportive school environment" might make students feel more anxious and make them procrastinate more because they find it difficult to meet their academic obligations. In order to reduce procrastination and assist students manage their anxiety, they emphasised the significance of establishing a "positive and encouraging school atmosphere" and teaching them efficient time management techniques.

Saha et al. (2024) have shown that procrastination and academic anxiety are mediated by self-confidence. They assessed that "academic procrastination is significantly correlated with low self-confidence." Students who are unconfident in their academic skills are more likely to experience worry, which frequently results in procrastination. It was discovered that pupils who had greater self-confidence were able to control their worry better, which reduced their tendency to put things off. This shows that one useful tactic for decreasing academic procrastination may be to boost one's self-confidence. Teachers can assist students get over their fear and anxiety related to academic work by helping them develop a sense of "competence" and "self-efficacy." Interventions designed to boost self-esteem, such as "positive reinforcement," "goal-setting," and "constructive feedback," can enable students to take on their academic obstacles head-on and decrease the probability that they would put them off.

Adolescent academic procrastination is examined from a wider angle by Xu (2021), who points to "academic anxiety" as a major contributing element. Teenagers are frequently under a great deal of pressure to achieve well in school, which can cause serious worry. Peers, instructors, and parents' expectations are other sources of anxiety in addition to the dread of failing. Procrastination is a common coping tactic used by teenagers who suffer from high levels of academic anxiety. When you put off doing academic work, you might momentarily relieve the tension and anxiety that comes with it. As deadlines draw near, though, this avoidance tactic may accumulate unfinished work and increase worry. The statement underscores the connection between academic anxiety and procrastination, whereby anxiety fuels procrastination, which in turn fuels further anxiety. This vicious cycle can have an adverse effect on students' academic achievement and general well-being.

Brahma and Saikia (2023) explored the significant relationship between "academic anxiety" and "academic procrastination," with a focus on the moderating effect of "self-regulated learning." "Academic anxiety" is a common problem that affects many college students. It is defined by tension, trepidation, and worry about grades and academic performance. Fear of failing, pressure to perform, and the strain of juggling several academic responsibilities are common causes of this type of anxiety. Procrastination is a common temporary stress reliever that students resort to while experiencing worry that substantially impairs their ability to perform well. However, by delaying academic work, procrastinating frequently makes the issue worse by causing a vicious cycle of anxiety. The detrimental impacts of "academic anxiety" are said to be exacerbated by a lack of "self-regulated learning" abilities. The capacity of pupils to organise, oversee, and manage their educational endeavours is referred to as "self-regulated learning". Goal-setting, time management, and motivation maintenance are all included. Students who are skilled in "self-regulated learning" will be better equipped to handle the demands of school and less

likely to experience "academic anxiety." On the other hand, kids who struggle with "self-regulation" can feel overburdened by schoolwork, which makes them more anxious and more likely to put things off. It was shown that "self-regulated learning" acts as a protective barrier against "academic anxiety," assisting students in controlling their stress levels and preventing procrastination by maintaining organisation and initiative in their academic work.

The relationship between "fear of failure," "academic self-efficacy," and "academic performance," Nair and Sutar (2023) provide light on the ways in which these elements influence "academic anxiety" and "academic procrastination." One important aspect of "academic anxiety" is "fear of failure," which is defined as uneasiness and concern over falling short of academic standards. It is possible for this dread to result in a lack of self-confidence in one's skills, which lowers "academic self-efficacy." Excessive worry is more common among kids who doubt their capacity to perform academically. Because they are afraid of failing, students who experience elevated anxiety frequently put off beginning or finishing assignments.

According to Dami et al. (2020), "academic anxiety" affects the relationship between "academic hope" and "academic procrastination," which is why this association is observed. It is said that "academic hope" refers to the drive and confidence one has in their abilities to come up with plans for accomplishing academic goals. Proactive behaviours and less procrastination are more common among students who exhibit high levels of "academic hope." But by creating doubts and anxieties about one's academic future, "academic anxiety" can undercut this optimism. High "academic anxiety" pupils frequently have lower "academic hope," which increases procrastination, according to the study. Academic assignments are delayed as a result of their anxiousness, which makes it difficult for them to make wise plans and set reasonable goals.

Maji et al. (2024) looked at the association between "punishment sensitivity" and "depression," as well as the mediating roles of "procrastination" and "academic satisfaction." They emphasised the complex relationship between "procrastination in the classroom" and "academic anxiety." The term "punishment sensitivity" describes the increased awareness and worry of unfavourable consequences, which can worsen "academic anxiety." Procrastination is more common among students who have a strong sensitivity to punishment because it helps them escape the perceived negative effects of their academic assignments. Consequently, students who procrastinate experience a decline in "academic satisfaction," feeling less accomplished and more anxious about their grades.

Mohammadi Bytamar et al. (2020) show how "academic anxiety" is a key factor in this dynamic. The problems people encounter in properly controlling and reacting to their emotional experiences are referred to as "emotion regulation difficulties". The inability to handle anxiety, stress, or other negative emotions can be one of these issues, and it can have a big effect on academic achievement. High expectations, a fear of failing, and pressure to succeed are common causes of "academic anxiety," a particular type of anxiety linked to academic tasks and performance. Those who have trouble controlling their emotions are more likely to suffer from elevated "academic anxiety." Procrastination and other avoidance behaviours are examples of how this concern might become excessive. If students can't control their "academic anxiety," they can put off beginning or finishing assignments in order to momentarily avoid the discomfort these activities cause. However, this procrastination just makes them more anxious as deadlines draw near, leading to a vicious cycle of avoidance and anxiety. It was discovered that students who struggle with "emotion regulation" are more prone to use "academic procrastination" as a harmful coping strategy. In addition to impeding their academic performance, this procrastination makes their anxiety worse, which lowers their self-esteem and produces worse academic results. In order to control "academic anxiety" and lessen procrastination, they emphasise the significance of creating efficient emotion regulating techniques.

The causes of undergraduate students' academic procrastination were investigated by Pradhan et al. (2018). According to them, procrastinating behaviours and academic anxiety are significantly correlated. They specifically indicated that procrastination is more common among students who suffer from significant levels of academic anxiety. This propensity is strongly associated with the idea of self-efficacy, which denotes a person's confidence in their own capacity to achieve goals or succeed in particular circumstances. Students' academic behaviours and results are significantly influenced by their level of self-efficacy. Students who have a high sense of their own abilities are more likely to approach their academic work with perseverance and confidence. On the other hand, students who have poor self-efficacy could question their own talents, which could raise worries and anxieties about their academic achievement. Students' confidence in their potential to succeed might be further undermined by this

concern, which can intensify worries about their academic performance. They assessed a direct link between academic procrastination and this decreased self-efficacy. Because they are afraid of failing or feel overburdened by the responsibilities of their homework, students who lack confidence in their academic abilities are more likely to put off assignments. By prolonging a cycle of avoidance and anxiety, procrastination can further damage a person's sense of self-worth and academic confidence. In order to lessen undergraduate students' procrastination tendencies, they stress the significance of resolving academic concern and self-efficacy. Interventions designed to disrupt this pattern can include teaching students coping mechanisms for handling academic anxiety and increasing their sense of self-efficacy. Teachers can assist students in conquering procrastination and attaining higher academic results by helping them develop a more positive self-perception and providing them with useful coping strategies.

In a professional education environment, Bolbolian et al. (2021) investigated the connection between "test anxiety" and "academic procrastination" among dental students. They found that students with high levels of "test anxiety" often put off studying and getting ready for tests in order to deal with the stress involved. Although this behaviour temporarily relieves tension, when deadlines draw near and planning falters, stress levels eventually rise. They draw attention to the fact that "academic procrastination" frequently results from students delaying necessary study tasks in order to avoid the uncomfortable feeling of tension brought on by impending tests. However, this avoidance tactic backfires since the impending deadlines increase stress and aggravate the initial concern, which starts a vicious cycle of procrastination and poor planning. They stress the necessity of targeted therapies to properly manage "test anxiety" in order to solve this problem. They recommend using "cognitive-behavioral methods" and "stress management classes" as essential tactics to interrupt the procrastinating tendency. Students who take "stress management classes" can learn more efficient coping mechanisms for worry, which will lessen their immediate tendency to put off tasks. In the meantime, "cognitive-behavioral methods" try to change the anxious-related negative thought patterns in order to promote more productive study habits and enhance academic achievement in general. These interventions can help students improve their time management skills and academic achievements by addressing the root causes of "test anxiety" and providing workable alternatives. In order to encourage a more positive and productive approach to studying and exam preparation, the study emphasises the significance of tackling both "test anxiety" and "academic procrastination" through structured help.

The causes of "academic procrastination" in college students, Gohain and Gogoi (2021) showed the critical role that anxiety plays. Academic worry is the main cause of procrastination, however there are other factors as well. They clarify that "academic procrastination" is a coping strategy used by students who experience excessive pressure to achieve well. Procrastination stems from a fear of failing and the anxiety that comes with having high expectations for oneself academically, rather than just being a result of bad time management. Procrastination rates can be dramatically decreased, they proposed, by treating the underlying worry through support networks and counselling. Educational institutions can create focused initiatives to reduce anxiety and encourage timely completion of academic assignments by recognising the psychological hurdles that students confront.

The intricate interactions between these variables and academic anxiety, Vijay and Kadiravan (2016) assessed the impact of "personality and self-esteem" on academic procrastination. According to their theories, students who possess particular personality traits—like neuroticism, for example—are more likely to struggle with academic anxiety, which then causes them to put off tasks. Furthermore, students with poor self-esteem are more likely to delay academic assignments in an attempt to prevent possible failure since they have a negative self-image and mistrust their own talents. The significance of cultivating a good self-concept and resilience in pupils is emphasised in order to counteract "academic procrastination." Teachers can assist pupils in better managing their anxiety and lowering the frequency of procrastination by building self-esteem and addressing personality-related weaknesses. Students in India may have greater academic success and general well-being as a result of this comprehensive approach.

The concept of "ego depletion," as addressed by Fan et al. (2024), focused into the function that academic anxiety plays in academic procrastination. The association between "state anxiety" and "academic procrastination" among university students is highlighted by their research as being mediated by ego depletion. When a person's resources for self-control run out, they are less able to effectively control their behaviour, a condition known as ego depletion. In Indian educational environments, students who exhibit high levels of state anxiety—which are frequently brought on by demands and expectations related to their academic performance—are more prone to experience ego depletion. Their ability to

handle things effectively is diminished by this exhaustion, which increases their procrastination. When students experience anxiety, their concerns and fears regarding their academic performance take up all of their mental energy, making it harder for them to take the initiative and finish activities. This phenomena clarifies why even well-meaning students succumb to procrastination, knowing how important it is to complete assignments on time. By preserving resources for self-regulation, they propose that therapies targeted at lowering academic anxiety may also indirectly reduce procrastination. By minimising anxiety, students can maintain self-control and lessen their propensity to delay. Strategies like mindfulness, stress management, and creating a supportive academic atmosphere can all help. Such treatments can improve students' productivity and general well-being by concentrating on the psychological components of academic achievement.

Conclusion

Academic procrastination is largely caused by academic anxiety, which feeds a vicious cycle that impairs both academic achievement and personal development. Anxiety, which is defined as sensations of concern, unease, and trepidation, is frequently brought on by pressure to meet high academic standards, a fear of failing, or a lack of trust in one's own skills. Procrastination is a coping strategy used by people with anxiety to momentarily reduce tension. The act of delaying or postponing work, or procrastination, increases anxiety by instilling a sense of urgency and dread as deadlines draw near. This vicious loop can lead to poor academic performance, poor marks, and a bad self-image, which will further increase worry and prolong the procrastination cycle. To end this cycle, it is imperative to treat the underlying reasons of academic anxiety. Using time management tactics that work, asking for help from peers and teachers, and engaging in stress-reduction exercises like mindfulness can all help lessen anxiety and cut down on procrastination. Furthermore, encouraging a development attitude in students—where obstacles are seen as chances for learning rather than as threats—can give them the confidence and fortitude to take on academic responsibilities. In conclusion, creating ways to improve academic performance and well-being requires a knowledge of the interaction between academic anxiety and procrastination. Students can break free from the procrastination loop and have a more enjoyable and productive learning experience by addressing their anxieties and taking proactive steps.

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