

# Why We Delay: A Study on Anxiety, Self-Regulation, and Time Management in Procrastination

Sabnam M

M. Sc. Psychology (Clinical Psychology), Jain (Deemed to be) University, Bengaluru, Karnataka, India

Email: [sabnam.sab\[at\]gmail.com](mailto:sabnam.sab[at]gmail.com)

**Abstract:** *Procrastination is usually seen as a behaviour in which important tasks are delayed despite awareness of negative consequences. It is a very common experience for most people, particularly in situations involving academic work, professional responsibilities, and everyday tasks. Although procrastination is seen as simply postponing tasks, psychological research suggests that it may be affected by many factors related to emotional and self-management processes. The present study examined the relationship between procrastination and selected psychological variables such as anxiety, self-regulation, and time management. The study was conducted among adults aged 18 to 40 years. Data were collected using questionnaires adapted from standardized scales designed to measure levels of procrastination, anxiety, self-regulation, and time management. Participants completed the questionnaires online and provided responses based on their personal experiences and behavioural patterns. The collected data were analysed using statistical methods to examine the relationships among the variables. The findings of the study contribute to a better understanding of procrastination as a psychological and behavioural phenomenon. By examining the associations between these variables, the research provides insight into the factors that may be linked to the tendency to delay important tasks.*

**Keywords:** Procrastination, Anxiety, Self-Regulation, Time Management, Psychological factors

## 1. Introduction

Procrastination is a common behaviour experienced by almost everyone at some point in life. It refers to the intentional delay of important tasks despite knowing that postponement may lead to negative consequences (Steel, 2007). Although often mistaken for laziness or poor self-discipline, research suggests that procrastination is a complex psychological behaviour influenced by emotional, cognitive, and behavioural factors. People may delay tasks due to fear of failure, perfectionism, anxiety, feeling overwhelmed, or the desire to avoid temporary discomfort. While postponing a task may provide short-term relief, it often increases stress, anxiety, guilt, and pressure as deadlines approach, creating a cycle that becomes difficult to break.

Previous research has identified several psychological factors associated with procrastination. Anxiety has been shown to increase avoidance behaviours, while poor time management often results in delayed task completion. Similarly, individuals with weaker self-regulation skills may find it difficult to control impulses and remain committed to long-term goals. On the other hand, effective time management, and self-control are considered protective factors that help reduce procrastination. Research suggests that procrastination is a modifiable behavioural pattern influenced by psychological and situational factors.

The present study examines procrastination by exploring its relationship with three important psychological variables: anxiety, self-regulation, and time management among adults. By studying these factors together, the research seeks to provide a better understanding of the psychological processes underlying procrastination and contribute to the existing literature on factors influencing delayed task completion.

## 2. Literature Survey

Procrastination is commonly understood as the intentional postponement of an intended task despite awareness of potential negative consequences. However, research indicates that procrastination is a complex phenomenon involving emotional, cognitive, behavioural, and contextual factors.

### 1) Concept and Nature of Procrastination

Generally, procrastination is the act of postponing a task purposefully even though one is aware of the negative consequences. Klingsieck (2013) found that procrastination is intentionally delaying major tasks while being aware that this delay may cause difficulties in the future. Usually, this kind of behaviour starts when one feels emotionally uncomfortable, unmotivated, or indecisive rather than having poor time management skills.

In fact, theoretically Piers Steel (2007) presented the Temporal Motivation Theory to explain why a person procrastinates. He stated that a person would procrastinate if they decided to get a short-term (immediate) reward even if it is at the expense of a long-term (main) goal due to some reasons such as impulsiveness, low self-efficacy, task aversiveness, and low conscientiousness.

Dan Ariely and Klaus Wertenbroch (2002) reached the conclusion that deadlines affect procrastination behaviour. In their research, they demonstrated that externally imposed deadlines were more effective in encouraging task completion and enhancing performance compared with self-imposed deadlines, thus highlighting the role of accountability and structure in reducing procrastination.

## 2) Psychological Factors Related to Procrastination

A number of psychological factors have been found to contribute to procrastination, particularly emotional distress, personality traits and cognitive processes. Stress is a key contributor to procrastination. For instance, Fuschia M. Sirois (2023) found that people often procrastinate when they feel overwhelmed or stressed, as delaying tasks temporarily helps them avoid negative emotions. Fuschia M. Sirois and Timothy A. Pychyl (2013) explain that this focus on short-term mood repair leads to negative consequences for the future self. They further suggest that procrastination reflects a disconnect between present and future goals, where immediate emotional relief is prioritized over long-term well-being.

Emotional difficulties such as anxiety and depression are also connected to procrastination. Research by Kaytlin Constantin, Megan M. English, and Dwight Mazmanian (2018) found that students with high levels of anxiety and depression were more likely to procrastinate. Their findings further indicated that rumination, or repeatedly thinking about negative thoughts or experiences, played a stronger mediating role than worry in explaining procrastination.

Similarly, Karin Wäschle and colleagues (2014) found that students with lower levels of self-efficacy often question their ability to achieve goals, which increases the chances of delaying tasks. In addition, Deborah M. Glick and Susan M. Orsillo (2015) suggested that psychological interventions such as acceptance-based behavioural therapy may help reduce procrastination by addressing emotional avoidance and improving individuals' ability to cope with uncomfortable thoughts and feelings.

## 3) Self-Regulation and Time Management

Self-regulation and time management skills are important factors that help reduce procrastination. Students who are able to plan, monitor, and regulate their learning activities are generally less likely to delay tasks. For instance, Christopher A. Wolters, Sungjun Won, and Maryam Hussain (2017) found that self-efficacy, metacognitive strategies, and effective time management significantly predicted lower levels of procrastination in college students. Similarly, Alexander Häfner and colleagues (2014) found that students who received time management training distributed their tasks more evenly and avoided last-minute work than those who did not receive such training.

Van Eerde (2003), through a meta-analytically derived nomological network, identified several factors associated with procrastination, highlighting the role of self-regulatory and motivational processes. Findings were reported by Selin Aribas (2021), who found that students with stronger time management skills showed lower levels of procrastination. Similarly, Gurhan Ocak and Serkan Boyraz (2016) reported a negative connection between time management and academic procrastination. In addition, Sajjad Haider and colleagues (2022) found that self-regulated learning strategies, such as goal setting and monitoring progress, help students stay organized and reduce procrastination.

## 4) Demographic, Social, and Technological Factors

In addition to psychological and behavioural factors, demographic and contextual influences have also been researched in relation to procrastination. Gafni and Geri (2010) examined procrastination in individual and collaborative tasks among MBA students in an online learning environment. Their findings showed that while students generally completed individual tasks on time, collaborative assignments were often delayed until the final weeks of the semester.

Research by Cristian González-Brignardello and colleagues (2023) suggested that procrastination habits can begin early in life, even during childhood and adolescence, and may persist into adulthood if not addressed.

A large-scale study conducted by Jian-Bing Lu, Qi He, and Xiao-Long Tan (2021) involving more than 100,000 participants found that men tend to procrastinate slightly more than women, although procrastination occurs across different age groups and backgrounds.

Technological factors have also been linked to procrastination. For example, Gökalp et al. (2023) reported that excessive screen use combined with low self-control can increase procrastination among adolescents.

A study by Lukas and Berking (2018) showed that digital applications designed to encourage task engagement and provide reminders can help individuals overcome procrastination.

In simple terms, procrastination is a complex interplay of emotions, habits, personality, and situational factors. Understanding these influences can help develop more effective strategies for reducing procrastination.

## 3. Problem Definition

Although previous research has explored procrastination and its relationship with factors such as stress, anxiety, time management, self-efficacy, and self-regulation (Steel, 2007; Sirois, 2023; Wäschle et al., 2014), many studies have primarily focused on student populations or specific academic settings. Some studies have also analysed the role of time management in reducing procrastination (Wolters et al., 2017; Häfner et al., 2014), but these findings are often limited to educational settings. As a result, there is limited research examining how multiple factors such as anxiety, self-regulation, and time management are associated with procrastination in a broader adult population. Therefore, further research is needed to better understand procrastination among individuals aged 18–40, a stage of life where academic, professional, and personal responsibilities often overlap.

## 4. Objectives of the Study

- 1) To analyze the relationship between Anxiety and Procrastination.
- 2) To analyze the relationship between Self-Regulation and Procrastination.
- 3) To analyze the relationship between Time Management

and Procrastination.

- 4) To find differences in Procrastination across different age groups (18–25 years, 26–30 years, 31–40 years).

### Hypotheses

- H1-There is a significant relationship between Anxiety and Procrastination.
- H2-There is a significant relationship between Self-Regulation and Procrastination.
- H3-There is a significant relationship between Time Management skills and Procrastination.
- H4-There is a significant difference in Procrastination across different age groups (e.g., 18-25 years, 26-30 years, 31-40 years)

## 5. Research Methodology

The present study adopted a quantitative, correlational, and comparative research design to examine the relationship between procrastination and selected psychological variables, namely anxiety, self-regulation, and time management.

### 5.1 Research Variables

- 1) **Procrastination:** The primary outcome variable, defined as the tendency to delay or postpone tasks despite knowing their negative consequences.
- 2) **Anxiety:** Feelings of worry, nervousness, or fear that may affect behaviour and task completion.
- 3) **Self-regulation:** The ability to control and manage thoughts, emotions, and behaviours effectively.
- 4) **Time management:** The ability to plan, organize, and utilize time efficiently to complete tasks before deadlines.

### 5.2 Participants and Sampling

The study included 251 participants aged 18–40 years, grouped into three age categories: 18–25, 26–30, and 31–40 years. Participants represented different genders. Participation was voluntary, and participants were selected using convenience sampling based on accessibility, availability, willingness to participate, and eligibility.

### 5.3 Tools/Measures

Data were collected using a structured questionnaire adapted from standardized psychological scales measuring the study variables.

- General Procrastination Scale by Clarry Lay (1986) was adapted to assess procrastination.
- Self-Control Scale by Tangney, Baumeister, and Boone (2004) was adapted to measure self-regulation.
- Time Management Behaviour Scale by Therese H. Macan (1990) was adapted to assess planning, organization, and effective use of time.
- State-Trait Anxiety Inventory by Charles Spielberger (1983) was adapted to measure anxiety.

The questionnaire included adapted items from these standardized scales, with 8 items for procrastination, 7 items for self-regulation, 6 items for time management, and 5 items for anxiety. A Likert scale was used, and the questionnaire was reviewed for clarity and relevance before administration.

### 5.4 Data Collection Procedure

Data were collected through Google Forms (online) using the structured questionnaire covering procrastination, self-regulation, anxiety, and time management. Informed consent was obtained before participation, and participants were assured of voluntary participation, anonymity, and confidentiality. Clear instructions were provided, and the questionnaire required approximately 15–25 minutes to complete. Participants included students, working adults, and non-working adults aged 18–40 years. Data collection was conducted over three months, and participants were requested to respond honestly. The collected data were used solely for research purposes.

### 5.5 Data Analysis

The collected data were analysed using SPSS. Descriptive statistics (mean, standard deviation, frequency distribution, and percentage) were used to summarize demographic and study variables. Pearson's correlation was used to examine the relationship between procrastination, anxiety, self-regulation, and time management, while One-way ANOVA was used to compare procrastination across groups.

## 6. Results and Discussion

### 6.1 Demographic Profile

**Table 1:** Demographic Profile of Participants (N = 251)

| Variable    | Category             | f   | %    |
|-------------|----------------------|-----|------|
| Age (years) | 18–25                | 180 | 71.7 |
|             | 26–30                | 35  | 13.9 |
|             | 31–40                | 36  | 14.3 |
| Gender      | Female               | 194 | 77.3 |
|             | Male                 | 55  | 21.9 |
|             | Undisclosed          | 2   | 0.8  |
| Education   | Postgraduate         | 160 | 63.7 |
|             | Undergraduate        | 87  | 34.7 |
|             | Other                | 4   | 1.6  |
| Occupation  | Student              | 182 | 72.5 |
|             | Working professional | 52  | 20.7 |
|             | Not working          | 17  | 6.8  |

The sample was dominated by young adults aged 18–25 years 71.7%, was predominantly female 77.3% and predominantly postgraduate 63.7%. Students constituted 72.5% of respondents. The composition reflects the online recruitment channels used and should be borne in mind when interpreting the findings.

### 6.2 Descriptive Statistics

**Table 2:** Descriptive Statistics of Procrastination by Age Group

| Age group | N   | Mean  | SD   | SE   |
|-----------|-----|-------|------|------|
| 18–25     | 180 | 25.87 | 7.44 | 0.56 |
| 26–30     | 35  | 25.29 | 7.33 | 1.24 |
| 31–40     | 36  | 24.92 | 6.94 | 1.16 |
| Total     | 251 | 25.65 | 7.34 | 0.46 |

The overall mean procrastination score was 25.65 (SD = 7.34). Participants aged 18–25 years recorded the highest mean (M = 25.87, SD = 7.44), followed by the 26–30

group ( $M = 25.29$ ,  $SD = 7.33$ ) and the 31–40 group ( $M = 24.92$ ,  $SD = 6.94$ ). The means were closely clustered, suggesting only marginal differences across the age bands.

### 6.3 Correlation Analysis

**Table 3:** Correlations of Study Variables with

| Variable        | r     | p      | N   |
|-----------------|-------|--------|-----|
| Anxiety         | 0.534 | < .001 | 251 |
| Self-Regulation | -.373 | < .001 | 251 |
| Time Management | -.438 | < .001 | 251 |

### 6.4 Procrastination

Pearson's correlation revealed a moderate positive association between procrastination and anxiety ( $r = .534$ ,  $p < .001$ ), indicating that participants reporting higher anxiety also reported greater procrastination. Moderate negative associations were obtained for self-regulation ( $r = -.373$ ,  $p < .001$ ) and time management ( $r = -.438$ ,  $p < .001$ ), indicating that stronger self-management skills accompanied lower procrastination. Hypotheses  $H_1$ ,  $H_2$  and  $H_3$  were therefore supported.

The anxiety finding is consistent with Constantin et al. (2018), who reported that anxious individuals were more likely to delay important tasks, and with Sirois and Pychyl (2013), who framed procrastination as a short-term mood-regulation strategy that produces greater stress downstream. Sirois (2023) similarly argued that individuals delay in order to escape the unpleasant emotions associated with demanding work. The present results support this interpretation: anxiety appears to be associated with temporary avoidance as a coping mechanism rather than reflecting poor scheduling alone.

The time management finding is consistent with Häfner et al. (2014), who demonstrated that time management training can reduce procrastination and improve task organization.

### 6.5 Difference Across Age Groups

**Table 4:** Test for homogeneity of variances

| Test of Homogeneity of Variances |                  |     |     |      |
|----------------------------------|------------------|-----|-----|------|
| Test                             | Levene Statistic | df1 | df2 | Sig. |
| Procrastination                  | 0.128            | 2   | 248 | 0.88 |

Levene's test indicated that the assumption of homogeneity of variances was satisfied,  $F(2, 248) = 0.128$ ,  $p = .880$ . Therefore, the assumption was met and one-way ANOVA was considered appropriate.

One-way Analysis of Variance (ANOVA) was used to compare the mean scores of three or more independent groups and determine whether the differences were statistically significant. In the present study, one-way ANOVA was used to examine differences in procrastination scores among the three age groups (18–25, 26–30, and 31–40 years). The results are presented in the following table.

**Table 5:** Difference across age

| One Way ANOVA   |                |     |             |       |       |
|-----------------|----------------|-----|-------------|-------|-------|
| Procrastination |                |     |             |       |       |
|                 | Sum of Squares | df  | Mean Square | F     | Sig.  |
| Between Groups  | 32.891         | 2   | 16.445      | 0.304 | 0.738 |
| Within Groups   | 13419.954      | 248 | 54.113      |       |       |
| Total           | 13452.845      | 250 |             |       |       |

The analysis revealed no significant difference in procrastination across the three age groups,  $F(2, 248) = 0.304$ ,  $p = .738$ .

**Table 6:** Tukey HSD

| Tukey HSD     |   |                       |            |       |                         |             |
|---------------|---|-----------------------|------------|-------|-------------------------|-------------|
| (I) Age Group |   | Mean Difference (I-J) | Std. Error | Sig.  | 95% Confidence Interval |             |
|               |   |                       |            |       | Lower Bound             | Upper Bound |
| 1             | 2 | 0.587                 | 1.359      | 0.902 | -2.62                   | 3.79        |
|               | 3 | 0.956                 | 1.343      | 0.757 | -2.21                   | 4.12        |
| 2             | 1 | -0.587                | 1.359      | 0.902 | -3.79                   | 2.62        |
|               | 3 | 0.369                 | 1.746      | 0.976 | -3.75                   | 4.49        |
| 3             | 1 | -0.956                | 1.343      | 0.757 | -4.12                   | 2.21        |
|               | 2 | -0.369                | 1.746      | 0.976 | -4.49                   | 3.75        |

The Tukey HSD post hoc analysis showed no significant pairwise differences among the three age groups, and all groups were included in a single homogeneous subset.

**Table 7:** Homogeneous subsets

| Tukey HSD       |     |                         |
|-----------------|-----|-------------------------|
| Procrastination |     |                         |
|                 |     | Subset for alpha = 0.05 |
| Age Group       | N   | 1                       |
| 3               | 36  | 24.92                   |
| 2               | 35  | 25.29                   |
| 1               | 180 | 25.87                   |
| Sig.            |     | 0.799                   |

The homogeneous subsets analysis showed that all three age groups were included in a single homogeneous subset, indicating no significant differences in procrastination among the age groups. Therefore, Hypothesis  $H_4$  was not supported.

A plausible explanation is that procrastination is governed more by individual psychological characteristics such as anxiety, self-regulation and time management, than by chronological age. Adults across the 18–40 range face overlapping academic, occupational and domestic demands, which may produce comparable patterns of delay. This is broadly consistent with Lu et al. (2021), whose meta-analysis found demographic factors insufficient to explain procrastinatory behaviour, and with González-Brignardello et al. (2023), who argued that procrastination often develops early and persists into adulthood.

### 6.6 Summary of Hypothesis Testing

**Table 8:** Summary of Hypothesis Testing

| Hypothesis                                         | Test          | Result                             | Decision      |
|----------------------------------------------------|---------------|------------------------------------|---------------|
| H <sub>1</sub> : Anxiety – Procrastination         | Pearson r     | $r = .534$<br>$p < .001$           | Supported     |
| H <sub>2</sub> : Self-Regulation – Procrastination | Pearson r     | $r = -.373$ ,<br>$p < .001$        | Supported     |
| H <sub>3</sub> : Time Management – Procrastination | Pearson r     | $r = -.438$ ,<br>$p < .001$        | Supported     |
| H <sub>4</sub> : Age-group difference              | One-way ANOVA | $F(2,248) = 0.304$ ,<br>$p = .738$ | Not Supported |

## 7. Conclusion

This study examined procrastination in relation to anxiety, self-regulation and time management among 251 adults aged 18–40 years, and tested for differences across age groups. Procrastination was significantly and positively associated with Anxiety. Procrastination was significantly and negatively associated with both Self-Regulation and Time management. Within the present sample, no statistically significant differences in procrastination were observed across the three age groups.

Taken together, the findings support the view that procrastination is a multifaceted behaviour associated with emotional and self-management processes rather than with demographic characteristics. Anxiety had the strongest relationship with procrastination, suggesting that treating procrastination only as a time-management problem may not be enough because anxiety may be an important underlying factor. Reducing procrastination may be more effective when anxiety, self-regulation, and time management skills are improved together. This approach can be useful in counselling, education, and workplace training.

## 8. Future Scope

Future research would benefit from larger and more diverse samples selected through probability sampling, so that findings can be generalised to a wider population. Longitudinal designs would clarify how procrastination develops and changes over time and would permit stronger causal inference than the present cross-sectional approach allows. Other psychological factors such as perfectionism, emotional intelligence, resilience, motivation, self-esteem, mindfulness, life satisfaction, sleep quality, decision-making skills, executive functioning, and coping styles can also be studied as possible predictors or mediators.

Comparative studies across educational levels, occupations and cultural backgrounds would help identify contextual influences on delay. Intervention research evaluating self-regulation training, structured time management programmes and anxiety-reduction techniques would be of particular practical value, given that the present results point towards the emotional pathway. Finally, qualitative or mixed-methods designs would yield a richer understanding of the lived experience of procrastination and the reasons individuals themselves give for delaying.

## References

- [1] Ariely, D., & Wertenbroch, K. (2002). Procrastination, deadlines, and performance: Self-control by precommitment. *Psychological Science*, 13(3), 219–224. <https://doi.org/10.1111/1467-9280.00441>
- [2] Arıbaş, A. N. (2021). The relationship of time management and academic procrastination: A case of university students. *Süleyman Demirel University Journal of Social Sciences Institute*, 46, 214–224. <https://doi.org/10.52642/susbed.909737>
- [3] Constantin, K., English, M. M., & Mazmanian, D. (2018). Anxiety, depression, and procrastination among students: Rumination plays a larger mediating role than worry. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, 36, 15–27. <https://doi.org/10.1007/s10942-017-0271-5>
- [4] Gafni, R., & Geri, N. (2010). Time management: Procrastination tendencies in individual and collaborative tasks. *Interdisciplinary Journal of Information, Knowledge, and Management*, 5, 115–125. <https://www.ijikm.org/Volume5/IJIKMv5p115-125Gafni448.pdf>
- [5] Glick, D. M., & Orsillo, S. M. (2015). An investigation of the efficacy of acceptance-based behavioral therapy for academic procrastination. *Journal of Experimental Psychology: General*, 144(2), 400–409. <https://doi.org/10.1037/xge0000050>
- [6] Gökalp, Z. Ş., Saritepeci, M., & Durak, H. Y. (2023). The relationship between self-control and procrastination among adolescents: The mediating role of multi-screen addiction. *Current Psychology*, 42, 13192–13203. <https://doi.org/10.1007/s12144-021-02472-2>
- [7] González-Brignardello, M., Dominguez-Lara, S., & Pérez, J. C. (2023). Academic procrastination in children and adolescents: A scoping review. *Children*, 10(6), 1016. <https://doi.org/10.3390/children10061016>
- [8] Haider, S. A., Kausar, R., & Batool, A. (2022). Role of self-regulated learning in academic procrastination among e-learners: Gender and regional differences. *Pakistan Journal of Psychological Research*, 37(2), 275–296. <https://www.researchgate.net/publication/368690259>
- [9] Häfner, A., Oberst, V., & Stock, A. (2014). Avoiding procrastination through time management: An experimental intervention study. *Educational Studies*, 40(3), 352–360. <https://doi.org/10.1080/03055698.2014.899487>
- [10] Klingsieck, K. B. (2013). Procrastination: When good things don't come to those who wait. *European Psychologist*, 18(1), 24–34. <https://doi.org/10.1027/1016-9040/a000138>
- [11] Lu, D., He, Y., & Tan, Y. (2021). Gender, socioeconomic status, cultural differences, education, family size, and procrastination: A sociodemographic meta-analysis. *Frontiers in Psychology*, 12, 719425. <https://doi.org/10.3389/fpsyg.2021.719425>
- [12] Lukas, C. A., & Berking, M. (2018). Reducing procrastination using a smartphone-based treatment program: A randomized controlled pilot study. *Internet Interventions*, 12, 83–90. <https://doi.org/10.1016/j.invent.2017.07.002>

- [13] Ocak, G., & Boyraz, S. (2016). Examination of the relationship between academic procrastination and time management skills of undergraduate students. *Journal of Education and Training Studies*, 4(6), 1–9. <https://doi.org/10.11114/jets.v4i5.1313>
- [14] Sirois, F. M. (2023). Procrastination and stress: A conceptual review of why context matters. *International Journal of Environmental Research and Public Health*, 20(6), 5031. <https://doi.org/10.3390/ijerph20065031>
- [15] Sirois, F. M., & Pychyl, T. A. (2013). Procrastination and the priority of short-term mood regulation: Consequences for the future self. *Social and Personality Psychology Compass*, 7(2), 115–127. <https://doi.org/10.1111/spc3.12011>
- [16] Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological Bulletin*, 133(1), 65–94. <https://doi.org/10.1037/0033-2909.133.1.65>
- [17] Van Eerde, W. (2003). A meta-analytically derived nomological network of procrastination. *Personality and Individual Differences*, 35(6), 1401–1418. [https://doi.org/10.1016/S0191-8869\(02\)00358-6](https://doi.org/10.1016/S0191-8869(02)00358-6)
- [18] Wäschle, K., Allgaier, A., Lachner, A., Fink, S., & Nückles, M. (2014). Procrastination and self-efficacy: Tracing vicious and virtuous circles in self-regulated learning. *Learning and Instruction*, 29, 103–114. <https://doi.org/10.1016/j.learninstruc.2013.09.005>
- [19] Wolters, C. A., Won, S., & Hussain, M. (2017). Examining the relations of time management and procrastination within a model of self-regulated learning. *Metacognition and Learning*, 12, 381–399. <https://doi.org/10.1007/s11409-017-9174-1>

## Author Profile



**Sabnam M** is pursuing MSc in Psychology at the Centre for Distance and Online Education, Jain (Deemed-to-be) University, Bengaluru, India. Her research interests include behavioural psychology, anxiety, self-regulation, time management, and procrastination. She is particularly interested in exploring the psychological factors that influence everyday behaviour, emotional well-being, and effective self-management. Her academic interests also extend to counselling and the practical application of psychological knowledge in everyday life.