Research Paper

Procrastination, Time Management and Self Control Among Young Adults

Nayana Mohan[1], Athira P.V.[2]*

ABSTRACT

Procrastination is the tendency to delay a task or avoid it in a way that has negative effects on the individual (Tuckman, 1991). Time management can be defined as clusters of behavioral skills that are important in the organization of study and course load (Lay & Schouwenburg, 1993). Self-control has been defined as the ability to delay immediate gratification of a smaller reward for a larger reward later in time (Ainslie, 1975). The study aimed to investigate the procrastination, time management and self-control among young adults across gender and to assess the relationship between variables. Methods: The study was conducted on 200 participants between the ages of 18 and 25; out of 100 were females and 100 were males, through purposive sampling techniques. A social demographic questionnaire, General Procrastination Scale (Clarry Lay, 1986), Time Management Questionnaire (Britton and Tesser, 1991) and Self-Control Questionnaire (Lynn P. Rehm, 1977) were used to gather information. Data were analyzed by using Shapiro-Wilk Test, Spearman Rank Correlation, Regression Analysis and Mann Whitney U Test. Result: The result shows that there exists a relationship between procrastination, time management and self-control among young adults and Self-control is an important predictor of procrastination. And there is no difference in procrastination, time management and self- control among young adults on the basis of gender.

***Keywords:** Procrastination, Time Management, Self-Control, Young Adults*

Nowadays, stressed-out college students exhibit procrastination tendencies. In this study, the impact of procrastination on young adults' time management and self-control was examined. Over the past few decades, the science of psychology has paid more empirical attention to the study of procrastination and its effects. Procrastinators see their conduct as a problem they wish to solve because of the major negative consequences that come with it, and procrastination has generally been classified as a negative behaviour for a long time (Ferrari, 1991; Solomon & Rothblum, 1984). Researchers typically classify procrastination as a negative conduct when describing the activity in general.

[1]II MSc psychology student, Yuvakshetra Institute of Management Studies, Mundur, Palakkad, Kerala
[2]Assistant Professor, Department of Psychology, Yuvakshetra Institute of Management Studies, Mundur, Palakkad, Kerala
*Corresponding Author

The tendency to put off or avoid a task in a way that has a negative impact on the person is known as procrastination (Tuckman, 1991). Time management is a group of behavioural abilities that are crucial for planning your studies and course load (Lay & Schouwenburg, 1993). The capacity to postpone immediate pleasure of a smaller benefit in favour of a bigger payoff later on is the definition of self-control (Ainslie, 1975). The study's objectives were to examine procrastination, time management, and self-control in young people of both sexes and to determine how these factors related to one another.

This study also aims to:
1. To determine the predictors of procrastination among young adults.
2. To examine the difference in procrastination, time management and self control among young adults on the basis of gender.
3. To identify the relationship among procrastination, time management and self-control in young adults.

Procrastination
The tendency to put off or avoid a task in a way that has a negative impact on the person is known as procrastination (Tuckman, 1991). According to Tuckman (1991), procrastination is the propensity to put off or put off beginning duties due to the absence or lack of self-regulation (Tuckman, 1991). Another definition of procrastination is the deliberate postponement of decisions in the face of predicted worsening circumstances, according to Steel (2007). (Steel, 2007). In other words, procrastination is the overall tendency to put off activities until later (Lay, 1986). Procrastination, or the tendency to put off performing an action that is within one's control until the very last minute or not at all, is a very common and harmful form of self-regulatory failure. Delaying actions or tasks to a later time or even infinity is known as procrastination. It is the avoidance or postponement of an anticipated or scheduled action without a valid justification. The word itself derives from the Latin word procrastinates, which is composed of the prefix pro and the suffix crustiness (Brown, 1991). Procrastination is the act of putting off things you deem urgent or important in favour of anything else, usually something less important or of lesser priority. And the greatest definition of procrastination is delaying a task despite anticipating that it will be worse off as a result of the delay (Thakkar, 2010).

The practise of delaying or postponing things until the very last minute or after their due date is known as procrastination. Procrastination, according to some academics, is a "type of self-regulation failure characterised by the willful postponing of tasks despite possibly detrimental effects." (2018) Prem et al. It has been discovered that procrastination is multidimensional and contains a variety of components. Time-related concerns, such as mistakes in time management and challenges with effectively anticipating time, are some of the most important ones (Milgram, 1991). Chronic procrastinators frequently misjudge how long a task will take to finish (Aitken, 1982). It is a typical human experience to procrastinate on mundane tasks or even important ones like going to an appointment, turning in a report for work or school, or talking to a partner about a difficult subject.

Despite being frequently seen as a negative trait since it interferes with productivity and is frequently linked to melancholy, low self-esteem, guilt, and inadequacies (Duru, et.al , 2017). It can also be viewed as a prudent answer to some demands that might have risky or unfavourable consequences or necessitate waiting for fresh facts to become available (Bernstein, 1996).

In order to avoid doing what we know we should be doing, we procrastinate.

Sometimes our avoidance tactics can be inventive. The best definition of procrastination is delaying a task despite anticipating that it will be worse off as a result of the delay (Van Eerde, 2003). All definitions of procrastination, which derive from the Latin pro, which means "forth, forth, or in favour of," and crastinus, which means "of tomorrow," clearly acknowledge that there must be a work or choice that is postponed, delayed, or put off (Kleoin, 1971).

Using this as a foundation, one procrastinates when they put off starting or finishing a planned course of action (Beswick & Mann, 1994, Ferrari, 1993a; Lay & Silverman, 1996; Milgram, 1991; Silver & Sobini; 1981) Procrastination occurs frequently, mostly in academic settings. The word "procrastinate" is derived from the Latin verb "procrastinare," which means to postpone, prolong, defer, or delay doing something. It suggests engaging in a different activity than what is intended, which is not the same as being inactive (Schouwenburg, 2004).

Although procrastination permeates all spheres of behaviour and action, academic procrastination, which takes place in the academic setting, is the most prevalent. It is about knowing that a student must complete one or more tasks or administer any activity, such as finishing a term paper, getting ready for an exam, finishing a class project, or finishing a reading assignment, but lacking the motivation to do so within a given time frame (Ackerman & Grass 2007).

Although procrastination is a phenomenon that is widely observed but is also probably unfavourable everywhere, it negatively impacts people's everyday routines (Letham, 2004; Hoover, 2005; Morelli, 2008; Schitt, 2008). Procrastination, according to Milgram (1991), is initially defined as a pattern of delaying or postponing one task that is thought to be more important or satisfying. This leads to an imperfect behavioural product, which then causes emotional distress. In order to avoid doing what we know we should be doing, we procrastinate. Sometimes our avoidance tactics can be inventive. The best definition of procrastination is delaying a task despite anticipating that it will be worse off as a result of the delay (Van Eerde, 2003). All definitions of procrastination, which derive from the Latin pro, which means "forth, forth, or in favour of," and crastinus, which means "of tomorrow," clearly acknowledge that there must be a work or choice that is postponed, delayed, or put off (Kleoin, 1971).

The intention-action gap, which is the main symptom of procrastination, suggests that although procrastinators frequently have good intentions, carrying them through is difficult (Dewitte and Lens, 2000). As a result, procrastination has historically been viewed as a self-control or time management issue (Wolters et al., 2017). Self-regulation is one of the keys to understanding procrastination because there is a significant body of evidence that suggests lower levels of self-regulating behaviours are connected to higher levels of procrastination (Ferrari, 2001). However, procrastination is a complicated behaviour, according to Visser et al. (2018), that includes both cognitive and emotional components as well as assessments of one's own competence. Recent studies indicate that procrastination is not just a self-control or time management issue; rather, it is also strongly influenced by psychological factors, such as low self-esteem and difficulty managing negative emotions that arise in difficult circumstances (Steel, 2007). This suggests the importance of psychological flexibility in understanding procrastination (Dionne, 2016; Gagnon et al., 2016).

Academic procrastination

Academic procrastination, which can be described as a reflection of daily postponement of schoolwork, is defined as delaying or postponing school-related obligations (Haycook, Mc carthy&Skay, 1998). Procrastination is the practise of putting off or failing to complete assignments or other tasks, such as studying for exams (Beck, Koons, & Milgram, 2000). Although procrastination is a phenomenon that is widely observed but is also probably unfavourable everywhere, it negatively impacts people's everyday routines (Letham, 2004; Hoover, 2005; Morelli, 2008; Schitt, 2008).

Procrastination, according to Milgram (1991), is initially characterised as a pattern of delaying or postponing one task that is thought to be more important or rewarding. This leads to an imperfect behavioural product, which then causes emotional distress. Although procrastination permeates all spheres of behaviour and action, academic procrastination, which takes place in the academic setting, is the most prevalent. It is about knowing that a student must accomplish one or more tasks or administer any activity, such as finishing a term paper, getting ready for a test, finishing a class project, or finishing a reading assignment, but lacking the drive to do so within a given time frame (Ackerman & Grass 2005).

According to Ellis & Knaus (1977) and Silver & Sabini (1981), procrastination is a dysfunctional behaviour or an unreasonable delay of behaviour that has a negative impact. Leaving academic tasks (such studying for examinations and doing assignments) until the last minute and feeling uncomfortable about it is what was described as academic procrastination (Slomon & Rothblum, 1984). According to estimates from O'Brien (2002), academic procrastination affects between 80 and 95 percent of college students, or at least half of them (Ozer et al. 2009). Interestingly, it appears that this tendency is expanding (Steel, 2007). Procrastination has also been linked to poor academic achievement (Ariely & Wertrnbrich, 2002; Wong, 2008; Kim & Seo, 2015). Negative outcomes have historically been connected to students' grade point averages (GPA), grades on assignments, quizzes, and course grades (Steel et al. 2001; Kim & Seo, 2015).

Procrastination attribute in academic context includes hope for success or achievement motivation, planning and time management abilities, job discipline, study motivation, self control, and cognitive study skills (Schouwenbrug, 1995). As a result, it has significant negative effects for university students, including time wasting, subpar performance, increased stress, anxiety, and despair (Chu & Choi, 2005, Essau et al. 2008). These variables caused an increase in pressure owing to a decrease in time, which decreased precision and, as a result, decreased academic performance (Van Eerde, 2003).

Causes of Procrastination
1. Lack of motivation
2. Low self-confidence
3. Fear of failure
4. Lack of understanding
5. Trouble concentrating
6. Perfectionism
7. Low energy levels
8. Poor organization skills

The 4 Factors of Procrastination
1. **Low Self-Efficacy.** When we believe and expect that we can finish a task, our propensity to put it off increases significantly. This most frequently occurs when we're unsure of how to begin a task.
2. **Low Value.** How pleasant or unpleasant is the task at hand? In general, we put off doing things less when they are fun. However, it appears that tasks that are somewhat unpleasant and tedious are more likely to cause procrastination than tasks that are exceedingly tough, which helps to explain why we tend to put off doing busywork so much.
3. **Impulsiveness.** Focusing is difficult when there are nearby, more alluring distractions. We are considerably more prone to delay if we are easily distracted—or if we operate in a setting that is very distracting—and find it difficult to put those distractions aside.
4. **Delay.** The amount of time between the choice to start a task and the deadline for finishing it. In other words, you'll put off starting a task the longer you have to do it.

Types of Procrastinators
The performer who says, "I work well under pressure". By reducing the amount of time they have to complete a task, this procrastinator compels themselves to concentrate.The real cause of this, according to many of our clients, is perfectionism. There's no way the assignment can be completed to your unreasonable high standards if you are pressed for time, right? Others may find that the problem is simply reverting to our old habits and viewpoints of our heroic saves at the eleventh hour. No matter what, it is not sustainable to have a pressure-putting behaviour.

The self-deprecator who says, "I am so lazy right now". Since this procrastinator is the antithesis of a sluggish person, they are particularly harsh on themselves when they fail to complete a task. This happens frequently to our male consumers. Rather than admitting they are exhausted, they frequently accuse others of being lazy or obstinate. They should practise greater self-compassion instead.

The overbooker who says, "I'm so busy". This procrastinator is skilled at packing their calendar and frequently feels overloaded. The justification we probably hear most frequently is "I'm so busy." Strangely, some of the busiest individuals we work with accomplish the most. It frequently indicates avoidance when business is used as an excuse for not acting. It's simpler to blame having other essential things to accomplish than to face a task head-on or to acknowledge that you don't want to do something.

The novelty seeker who says, "I just had the best idea". Shiny object syndrome is lethal in this procrastinator. They are always thinking of new projects to start, but within a week they get tired with them. They are drawn to the newest style and will quickly adopt it, but they won't stick with it.

Theoretical background of Procrastination
Temporal Motivation Theory of Procrastination. Temporal Motivation Theory (aka The Procrastination Equation) is an integrative theory from which most other motivational theories can be deduced, and it represents the most current advances in motivational research. It suggests that the reasons why people make any decision can be largely represented by the following equation:

$$\text{Motivation} = \frac{\text{Expectancy} \times \text{Value}}{\text{Impulsiveness} \times \text{Delay}}$$

What economists refer to as utility, motivation is the desire or preference for a path of action. Naturally, preference increases as utility increases. Expectancy and Value are the two variables in the numerator, which is the top of the equation. Expectancy is the likelihood that an outcome will occur, whereas value is the degree of benefit associated with that occurrence. Naturally, we want to select endeavours that provide us a decent possibility of experiencing a satisfying result. We also have two variables in the denominator at the bottom of the equation. Your receptiveness to delay is referred to as impulsiveness. You prefer to wait gratification less and more as your impulsivity increases. Last but not least, Delay shows how long it typically takes to get the payoff, or the anticipated return. The longer the delay, the less motivated we feel to take action because delay is the bottom of the equation.

Time management
Time management is a group of behavioural abilities that are crucial for planning your studies and course load (Lay & Schouwenburg, 1993). The definition of time management is "a method of decision-making employed by individuals to organise, safeguard, and adjust their time to changing circumstances" (Aeon & Aguinis, 2017).

Planning and exercising deliberate control over the amount of time spent on particular tasks, especially to boost effectiveness, efficiency, and productivity, is the practise of time management. When one manages their time well, they have the "option" to spend or do things at their own pace (Stella, 2013). When comparing online and traditional schooling, time management is a significant administrative and academic difference. In formal education, there were learning chances that integrated a clarification of everything (Nieuwoudt & Brickhill, 2017).

Time management is essential for raising students' academic achievement and performance. Every student should be able to manage their time well, which includes defining objectives and priorities, using time management tools, and being well-organized. Here, self-motivation, performance, ability, and motivation are required for time management (Brigitte, Claessens, Eerde, & Rutte, 2005). Time management is regarded as an all-encompassing process that is carried out through administrative tasks and is highly dependent on high levels of human abilities and skills in order to simultaneously produce positive results for both society and the individual. To help people adjust to the present and the future, all of that must, however, only last for a certain amount of time (Alghamdi, 2008).

Time management has also been described as a type of self-management that places a strong emphasis on knowing what to do, how to do it more effectively, when to do it, and when is the right time for that particular activity (Savino, 2016). Additionally, it has been linked to students' lower anxiety levels and higher academic accomplishment (Jenaabadi, Nastiezaie, & Jalalzaei, 2016).

While engaging in goal-directed activities with the intention of managing time effectively is what is meant by the term "behaviour" (Aeon & Aguinis, 2017). The three primary surfaces of time management behaviour are time attitudes, long-range planning, and short-term planning (Aeon & Aguinis, 2017). Academic success, particularly in scientific areas, has been closely connected to one's attitude toward time, which can be either good or negative

(Nieuwoudt, & Brickhill, 2017). The idea of handling routine tasks for a longer length of time while maintaining goals set for important dates is referred to as competency in long-term planning. Short-range planning, on the other hand, refers to the process of making plans for activities that will take place within a day or week. These time management practises or abilities, it is suggested, will help students manage their courses and learn their objectives more effectively (Razali et al., 2018). Conceptually, time management refers to a collection of habits or teachable behaviours that can be learned through training, purposeful practise, or increased understanding (Carolyn McCann and et al, 2012).

Setting objectives, completing deadlines, using time management tools like lists, dealing with change, establishing plans, and efficiently managing one's time are all part of time management (Roberts and et al, 2006). According to studies, one can learn how to manage their time (Carolyn and et al, 2012). asserts that context and cognition, such as goal-setting and intention, may have an impact on how we manage our time (e.g., role of the study environment). This is consistent with the call for including personal traits and external influences in time management research (Claessens et al, 2007). Additionally, this is consistent with relevant empirical data. For instance, it was discovered that high achievers exhibited greater self-regulated learning abilities, particularly with regard to time management (Zimmerman & Martinez-Pons, 1990).

Benefits of Time Management
Time Management has some benefits including:
1. Reduce Procrastination.
2. Gain More Control, Less Stress.
3. Complete More Tasks.
4. Enjoy Your Free Time.

Tips for Effective Time Management
1. Set goals correctly. Set goals that are achievable and measurable. ...
2. Prioritize wisely. Prioritize tasks based on importance and urgency. ...
3. Set a time limit to complete a task.
4. Take a break between tasks.
5. Organize yourself.
6. Remove non-essential tasks/activities.
7. Plan ahead.

The Factors Affecting the Time Management
1. Time planning
2. Time attitudes
3. Time wasting

Theoretical Background of Time Management
The Pickle Jar Theory of Time Management. A straightforward and effective time management strategy is the "Pickle Jar Theory." The fundamental tenet of the Pickle Jar hypothesis is that time is finite, just like a pickle jar. The volume or available space in the jar that is our life is constrained. Everyone fills their daily schedules with vital, lesser-important, and inconsequential tasks. The Pickle Jar Theory helps people decide what is important and what is not significant by using a visual metaphor. Setting your objectives for daily living and scheduling your duties such that you have time to spare rather than not enough hours in the day will assist.

Popular for time management is this theory. The Theory is about a big glass pickle jar that is filled with a large number of fist-sized rocks, pebbles and a lot of sand.

In the Pickle Jar Theory, rocks, pebbles, and sand all serve a role. The pickle jar itself is a metaphor for daily life, for what keeps us interested and for how we allocate our time and activities. With the aid of the pickle jar theory, you may see your priorities as well as the number and scale of jobs that can be accomplished on a given day. There are no heavy organisers or charts to carry everywhere. It's a straightforward method that makes job easier to do.

Self control
The capacity to postpone immediate pleasure of a smaller benefit in favour of a bigger payoff later on is the definition of self-control (Ainslie, 1975). The capacity to restrain one's emotions, thoughts, and behaviour in the face of temptations and impulses is known as self-control, which is a component of inhibitory control (DeLisi, 2014). We can manage motivational conflicts with self-control (Baumeister & Vohs, 2007). There is no questioning the significance of self-control for behaviour and wellbeing. According to a number of studies, young children's self-control levels can predict their future health and happiness, as well as their cognitive and self-regulation skills in adolescence (Shoda et al., 1990). Additionally, having self-control is linked to happier living in general (Vohs et al., 2011), better grades and academic achievements (Tangney et al., 2004; Duckworth and Seligman, 2005), and better quality interpersonal connections (Cheung et al., 2014; Hofmann et al., 2014). On the other hand, having trouble with self-control is linked to negative behaviours and results like procrastination, financial debt, and impulsive spending (Baumeister, 2002; Gathergood, 2012; Elfhag and Morey, 2008). (Tice and Baumeister, 1997). Self-control has been referred to as a "hallmark of adaptation" due to the strong correlations between it and a wide range of behaviours and results (De Ridder et al., 2012). One of the most popular and much contested theories of self-control is the strength model, which defines it as "... an act of self-control by which the self adjusts its own behavioural patterns in order to prevent or block its dominant response" (Muraven and Baumeister, 2000).

Self-control is a significant component of procrastination. Self-control is the capacity and ability of people to control their emotions, behaviours, and thoughts, according to Gottfredson and Hirschi (Gottfredson& Hirschi, 1990). Self-control is a good indicator of procrastination, according to studies. Procrastinators are actually incapable of self-control and prioritise pursuing enjoyable short-term activities over important goals.

High self-control is associated with a variety of positive outcomes, such as increased educational outcomes, low probability of crime and delinquency, and positive social impact. Low self-control is associated with poor educational outcomes, increased aggression, and substance abuse. These results are because people with low self-control are very impulsive, responding promptly to their environmental stimuli, and are seeking immediate pleasure. In addition, they lack perseverance in their work (Gottfredson& Hirschi, 1990).

Another definition of self-control is the capacity to postpone immediate pleasure of a smaller benefit in favour of a bigger payoff down the road (Ainslie, 1975; Mischel et al., 1989; Kirby and Herrnstein, 1995). Although this description highlights the self-control conflict or dilemma between a short-term, immediately satisfying option (that needs to be repressed) and a long-term option with a higher reward value, it does not exclude the idea of effortful inhibition. It takes self-control to resist the immediate reward.

An essential component of executive function, the collection of abilities that enable a person to plan, monitor, and achieve goals, is the capacity to control one's emotions and conduct. The extent to which self-control is a taught ability versus an inherent personal trait is up for debate. The majority of specialists think that even those with lesser levels of self-control may develop good habits and use restraint techniques to manage their behaviour.

Steps for Achieving Self-Control
1. Stop to think
2. Pay attention to how you feel inside and what you need to do to be in the best frame of mind to make a good choice.
3. Decide whether you are losing self-control.
4. Think about your choices.
5. Relax and calm yourself.
6. Make a choice.
7. Do not react to another person's response.
8. Review in your mind whether you made the best choice for you.
9. Learn from every experience of practicing self-control.
10. Be honest with yourself and feel good about your efforts.

Signs of Too Much Self-Control
People typically see self-control to be admirable. But if someone has too much of it, they can have trouble. People with extreme self-control occasionally come off as perfectionists or as being domineering. Experts call this behavior "overcontrol." Someone dealing with "overcontrol" might experience the following:
1. Difficulty relaxing
2. Distance toward others
3. Rigid personality
4. Overly focused on details
5. Lack of feelings or display of feelings
6. Being responsible (to a fault)
7. Avoidance of risk

Signs of Too Little Self-Control
Someone who lacks self-control is easy to spot. They generally have difficulty committing to positive habits, and they may not be able to regulate their feelings or actions as well as their peers. Signs of low self-control could be:
1. Little or no self-discipline
2. Lack of goals or inability to reach goals
3. Low motivation
4. Little to no willpower
5. Difficulty controlling emotions
6. Lack of attention
7. Quick to blame others
8. Difficulty maintaining friendships
9. Dangerous or overly-passive lifestyle

The Three Components of Self-Control
1. Self-awareness of your feelings, actions, and thoughts thought monitoring.
2. Establishing guidelines to make decisions and how to respond through standards.
3. Using personal energy to control impulses through strength.

Types of Self-Control
- **Impulse Control.** The ability to stop and think before acting. It lets us think through consequences before we do something.
- **Emotional Control.** The ability to manage feelings. It helps us keep going even when upsetting or unexpected things happen.
- **Movement Control.** The ability to control how our body moves. It lets us regulate what we do physically in an appropriate way.

Theoretical Background of Self Control
The Social Control Theory of Self Control. The societal forces that prevent someone from engaging in abnormal behaviour are described in the social control theory (Hirschi, 1969). It provides a thorough explanation of how a minor could wind up engaging in criminal activity. It's useful to be aware of when we could lack self-control. However, since self-control is a muscle, learning how to develop it has a greater impact.

Delaying pleasure is a crucial part of exercising self-control. Self-control can be improved through making use of the character virtues of self-control and savouring. They will benefit in maturity if you teach kids how to appreciate and skillfully divert themselves from gratification. Practice can also be advantageous for adults who have not yet discovered their strengths or learnt how to use them.

The capacity for caution is another essential component. The virtue of prudence can be used in this situation to strengthen self-control. This character trait can be developed through showing kids how to think, as opposed to only responding on instinct. Real-time decisions can be improved with practise.

The capacity for thought is another crucial factor. A good illustration of self-control is to consider all of your options before making a snap decision. Curiosity and a love of learning are character traits that can be developed in the process of developing self-control.

Young adult
A young adult is a person in their late teens or early twenties who is in their thirties (about ages 18-30s), while definitions and viewpoints, such as Erik Erikson's phases of human development, differ. Young adulthood comes before middle adulthood in human development. (Martin Briner, 2006). Following the teenage focus on identity creation, Erik Erikson claims that "the young adult, emerging from the quest for and insistence on identification, is eager and willing to fuse their identity with that of others." He [or she] is prepared for intimacy, which entails the ability to commit to definite affiliations and partnerships.' (Erikson,1975).

Operational Definitions
- **Procrastination:** Procrastination is the tendency to delay a task or avoid it in a way that has negative effects on the individual (Tuckman, 1991).
- **Time Management:** Time management is defined as "a form of decision making used by individuals to structure, protect, and adapt their time to changing conditions" (Aeon & Aguinis, 2017).
- **Self-control:** Self-control has been defined as the ability to delay immediate gratification of a smaller reward for a larger reward later in time (Ainslie, 1975).

- **Young Adults:** The World Health Organization categorizes "young people" as adolescents and young people from 10 through 24 years of age (WHO, 2014).

Need and Significance of the Study

The purpose of the study was to look into, analyse, and report on young adults' procrastination, time management, and self-control. By showing how procrastination affects young adults' time management and self-control, this study will be helpful to society. This study will give academics additional knowledge about how procrastination affects young adults. This study is important because it will point out those areas and how much procrastination affects young adults' ability to manage their time and self- control.

Procrastination research has demonstrated the detrimental effects of this unreasonable delay, including higher levels of stress and anxiety, a lower quality of life, and poorer performance and productivity. Thus, it can be said that procrastination is an issue that affects both individuals and society as a whole. Over the past few decades, procrastination has attracted a lot of academic attention, and the science has progressed to a greater knowledge of the self-regulatory issues associated with procrastination.

Many college students put off doing their homework during their time in school, which negatively affects their ability to set and maintain long-term goals for academic success. Since multitasking is a necessary skill for the majority of college students, these students must complete tasks by the deadline.

Thus, this study is anticipated to contribute to a better understanding of the impact of procrastination by examining how it affects time management and self control in young adults. Additionally, the results can be useful for future studies on procrastination.

Organization of the Report

The report of the study is presented in five chapters. Chapter one deals with the introduction of the study which includes the context of the study, definition of variables, supporting theoretical models and significance of the study. Chapter two is review of literature which provides an overview of the existing literature evidences and research gap of the study. Chapter three is the method chapter, which provides a detailed description about the methodology including objectives of the stud, the hypotheses of the study, the research design, and the participants of the study, variables, tools, and statistical techniques used for analysing the data. Chapter four is result and discussion which includes the details regarding the analyses of the data, results and the interpretation of obtained results. The last chapter is summary and conclusion along with the test of tenability of the hypotheses, implication of the study, limitation and suggestion for further research.

REVIEW OF LITERATURE

An important part of every social science analysis is the literature survey. A literature review is a systematic analysis and interpretation of existing literature that discusses a particular subject (Aveyard, 2010). Review of literature is normally done in one of two ways: (a) in order to critically examine the existing literature and explain why more analysis and research is needed. In other words, it is a preliminary examination before a larger study; (b) as a project in itself that provides a systematic survey of the works published in a specific discipline or area of research over a given period of time. Review of literature helps the investigator to develop a deeper insight into the problem stated before. It provides basis for

future investigation justifies the need for replication and throws light on the feasibility of the study (Glasziou, 2001).

The review of literature related to the present study was obtained from books and published articles to broaden the understanding and gain insight into the selected problem under investigation. The online databases frequently visited by the researcher to obtain the published e- journals include Google Scholar, Academia.edu, Research Gate, PubMed, Sage Journals and Wiley Online Library. Keywords and phrases used to identify existing studies were procrastination, time management, self-control and young adults. In the present study, literature review is presented chronologically from the year 1993 to 2022 in the decreasing order of most recent studies to early studies under four different headings. This chapter includes the review of literature of studies on the effects of procrastination, time management and self-control. It deals with the systematic arrangement of literature review on different variable related to this test. The chapter is organized under the following headings.

- Study on procrastination
- Study on procrastination and self-control
- Study on procrastination and time management
- Study on self-control and time management
- Study on procrastination, time management and self-control

Study on Procrastination
Joy Xu et al. (2021) made a systematic review that aims to provide insight towards potential virtual interventions to support personal management of academic procrastination for young adults. Two main virtual interventions were determined from the systematic review: (1) an intervention for managing personal emotions, and (2) an intervention that involves creating a mental image of one's future self.

M. Rudi Irwansyah, Made Ary Meitriana and Nimatul Istiqomah (2021) of this study was to see how time management, social support and self-efficacy affected students at the Faculty of Economics in Singaraja's academic procrastination. Based on the study's findings, time management, self-efficacy, and social support all had significant negative effects on students in the Economic Education Study Program in Singaraja's academic procrastination.

Twayibathul Munavara and Sannet Thomas (2020) conducted a study which aimed to investigate the level of procrastination and achievement motivation among young adults during lockdown Result of the study showed that there is no significant difference in procrastination among young adults across gender. There is no significant difference in Achievement motivation among young adults across gender. There is a significant correlation between procrastination and achievement motivation.

Arslan Khalid et al. (2019) conducted a study aimed to explore the relationship between procrastination, perceived stress, saliva alpha-amylase (SAA) levels, and the parenting styles of Chinese first year medical students (MBBS). Procrastination induced stress in MBBS students, providing further evidence that procrastination enhances stress in young adulthood. Negative parenting styles, such as being punishing and rejecting, had a positive correlation with procrastination.

Priya Babu et al. (2019) this study was to asses s the relationship between academic procrastination and self-esteem among dental students in Bengaluru City, Karnataka, India. The current study found out that students with high self-esteem procrastinate less, whereas those who procrastinate more have comparatively lower self-esteem. Timely intervention can help students improve their skills such as time management and study habits.

Adeniyi Adewale Ojo (2019) examines the impact of procrastination on students' academic performance of secondary school in Nigeria. Similarly, it shows the causes of procrastination among the students. Yet, the types of procrastination are examined and also the effects of procrastinations and implication of procrastination on students' academic performance are properly discussed and why students procrastinate is thoroughly explained. Naturil-Alfonso et al. (2018) examined the possible causes and solutions to avoid procrastination among university students. This study shows that even with longer period of time to accomplish a task.

Anna Abramowski (2018) investigated the construct of procrastination using quantitative paradigms. The present qualitative study explored how a sample of postgraduate students from Cambridge University represented academic procrastination framed within their personal perspectives and context using semi-structured interviews. Which suggests a reconsideration of the negative image commonly associated with procrastination.

Mohammad Q Abdullah (2017) conducted a study is to investigate the relationship between procrastination and mental health with regarding the variables of gender and developmental stage among a sample children and adolescents. The results of the study revealed that there was significant differences between males and females in procrastination (males were higher than female), and between children and adolescents (among adolescents higher than among children).

Irshad Hussain and Sarwat Sultan (2010) was analyzing the factors of procrastination and its effects on learning of university students. The study concluded that procrastination effects on the academic performance of students in terms of classroom learning and participation in activities, submission of their assignments, preparing for the examinations and achievement. Likewise, the work load of assignments' and improper time management by the students caused procrastination.

Laurel A. Haycock, Patricia McCarthy and Carol L. Skay (1998) examined the relationships among procrastination, efficacy expectations, anxiety, gender, and age for 141 university students. Bivariate correlations showed that efficacy expectations and anxiety had significant, individual relationships with procrastination. When these variables were entered into a regression model, only cumulative efficacy strength was a significant predictor of procrastination.

Study on Procrastination and Self Control
Zeynep Şimşir Gökalp, Mustafa Saritepeci and Hatice Yildiz Durak (2022) conducted a study for examining the mediating role of multi-screen addiction (MSA) in the relationship between self-control and procrastination among adolescents by using structural equation modeling (SEM). A cross-sectional design and an online questionnaire were used in this study.

Furthermore, the findings showed that MSA mediated the relationship between self-control and procrastination.

Marliyah et.al. (2020) has aimed to examine theories and case studies on the relationship between academic procrastination and self-control in entrepreneurship education. The data were gathered through a simple random sampling technique using a questionnaire. The results showed that self-control had a negative relationship with academic procrastination.
Faramarz Ramzi and Omid Saed (2019) explored the roles of self-regulation and self-control in procrastination. Understanding how mechanisms of self-control and self-regulation work is an important issue. Despite large body research, findings in this field are often uncertain and its mechanisms and causes are ambiguous.

Jing Ai, Lin Zhao and Wei Zhu (2019) studies consumers' self-control problems in precautionary activities, their contract choices, and the welfare implications in a competitive insurance market. This study examines self-control, effort procrastination and competitive equilibrium in insurance market.

Wijaya, Hariz and Tori, Arief. (2018) conducted a study on exploring the role of self-control on student procrastination. Results showed that self-control correlates moderately negative with both of general and academic procrastination. Also, self-control could predict procrastination both in an academic and general setting. As an additional, there were significantly different between the lowest and highest procrastination group based on student self-control, with big size-effect reported.

Claudia, Manfred and Britta (2011) examined the relationship of self-control, procrastination, motivational interference and regret with school grades and life balance. Results of regression analyses showed that self-control was a significant predictor of school grades and life balance, while procrastination was only related to school grades, and that motivational interference as well as regret was associated with life balance.

Ariely (2002) conducted a study on procrastination, deadlines, and performance: self-control by precommitment. People have self-control problems, they recognize them, and they try to control them by self-imposing costly deadlines. These deadlines help people control procrastination, but they are not as effective as some externally imposed deadlines in improving task performance.

Ferrari and Emmons (1995) conducted a study on methods of procrastination and their relation to self-control and self-reinforcement. Methods of procrastination were negatively related to self-control and self-reinforcement. Multiple regression analyses of decisional, behavioral, and dysfunctional procrastination indicate that self-control was the single best predictor of each method of procrastination. It appears that some people may frequently procrastinate decisions and/or tasks because they are unable to control their desire for short-term pleasurable activities.

Study on Procrastination and Time Management
Jinzhe Zhao et al. (2021) explored the influence and mechanism of time management disposition and self-monitoring in relation to procrastination. The results of this study suggest that self-monitoring can strengthen or weaken the inhibition effect of self-control on procrastination thought time management disposition.

Zhi Peng and Mustafa Kamil, B. (2018) describes the nature of time management, procrastination and prioritization that might influence students' academic performance in higher education institutions and proposes a conceptual framework for service based learning module towards excellent academic performance. Practical implication of study would help the higher educational institution to strengthen the teaching and learning process through a better time management strategy.

Lay and Schouwenburg (1993) studied about trait procrastination, time management, and academic behavior. Trait procrastinators obtained lower scores on three Time Management subscales compared to non-procrastinators, and reported higher levels of dilatory behavior. Trait procrastination was positively related to dejection at the outset of the course prior to making study and work plans and positively related to agitation experienced during the last week of class. The Time Management subscale, Perceived Control of Time, was negatively related to agitation on each assessment. More importantly, the low perceived control of time associated with trait procrastinators appeared to mediate their higher agitation levels during the last week of class.

Study on Self Control and Time Management
Barber.et.al. (2009) examined how individual differences in self-control moderated the relationship between time perspective and academic achievement, consistent with self-regulatory theory. These results were interpreted as providing empirical support for the importance of self- control as a mechanism that influences the link between dispositions and behavioral outcomes.

Study on Procrastination, Time Management and Self Control
Jinha Kim et al. (2017) conducted a study to assess the structural relationship between time perspective and self-control on procrastination and Internet addiction. The findings suggest that Time perspective had a direct effect on self-control and an indirect effect on Internet use and procrastination. In addition, self-control affected procrastination and Internet use. Individuals with a future-oriented time perspective, on the other hand, tend to have stronger self-control, decreasing their risk of procrastination and Internet addiction.

Direct evidence regarding the relation of time management and procrastination comes from just a handful of published studies. In one early study, Lay and Schouwenburg (1993) found negative correlations between college students' tendency to procrastinate and their perceived control of time. Likewise, Park and Sperling (2012) found that college students categorized as high procrastinators reported lower levels of time. Several other studies found that increased procrastination is associated with less purposeful use of time.

The present study is conducted to identify the relationship among procrastination, time management and self-control in young adults and to determine the predictors of procrastination among young adults. And to examine the difference in procrastination, time management and self-control on the basis of gender. The 3rd chapter entails Objectives, Hypotheses Research design, Variables of the study, Selection of the participants, Measures used for data collection, Procedure for data collection, Statistical techniques used for analysis and Ethical considerations. Correlational study is used as the research design and purposive sampling method was used to study. The study sample included 200 participants between the ages of 18 and 25 from various parts of Kerala, 100 of whom were females and 100 of whom were males. Personal data sheet, General Procrastination Scale (Clarry Lay,

1986), Time Management Questionnaire (Britton and Tesser, 1991) and Self-Control Questionnaire (Lynn P. Rehm, 1977) used to measure the variables.

METHOD

Research refers to the systematic method consisting of enunciating the problem, formulating a hypothesis, collecting the facts or data, analyzing the factsand reaching certain conclusions either in the form of solutions towards the concerned problem or in certain generalizations for some theoretical formulations (Kothari, 1990). Research method is one of the important steps in the process of research.

A methodology is a set of ideas or guidelines about how to proceed in gathering and validating knowledge of a subject matter. "Methodology is the philosophical framework within which the research is conducted or the foundation upon which the research is based" (Brown, 2006). The role of methodology is to carry on the research work in a scientific and valid manner.

Methodology can be defined as a contextual framework for research, a coherent and logical system based on views, beliefs, opinions and values that guide the choices researchers make for research (Kara, 2015). It consists of the theoretical study of the body of techniques and concepts associated with a discipline (Cooper et al., 2012). The aim of the present study is to understand the procrastination, time management and self-control among young adults across gender and to assess the relationship between variables.

The detailed process used for studying the variables and hypotheses under the research is presented under the following headings:
- Objectives
- Hypotheses
- Research design
- Variables of the study
- Selection of the participants
- Measures used for data collection
- Procedure for data collection
- Statistical techniques used for analysis
- Ethical considerations

Objectives
1. To identify the relationship among procrastination, time management and self-control in young adults.
2. To determine the predictors of procrastination among young adults.
3. To examine the difference in procrastination, time management and self-control on the basis of gender.

Hypotheses
- H1: There exist a relationship between procrastination, time management and self-control among young adults.
- H2: Time management and self-control are significant predictors of procrastination among young adults.
- H3: To examine the difference in procrastination, time management and self-control among young adults on the basis of gender.

Research design
A research design is a set of conditions for data collection and analysis that seeks to combine relevance to the research goal with cost-effectiveness in the end product. It is the conceptual framework and blueprint upon which the study is carried out (Kothari, 2004). The present study uses a correlational research design. Correlational study is a form of non- experimental research in which two variables are measured by the researcher and the statistical association (i.e., the correlation) between them is evaluated with little to no attempt to monitor extraneous variables (Price, 2014).

Variables of the study
- Independent variable: Time management and Self-control.
- Dependent variable: Procrastination
- Socio demographic variable: Gender

Selection of the participant Research sample
A sample can be defined as any number of persons selected to represent the population according to some rule or plan. Thus, a sample is the smaller representation of the population (Singh, 2017). Purposive sampling method was used for the study. A purposive sampling is a type of non-probability sampling technique which is based on the typicality of the cases to be included in the sample (Singh, 2017). The study sample included 200 participants between the ages of 18 and 25 from various parts of Kerala, 100 of whom were females and 100 of whom were males. The sample is diverse in terms of gender, religious, family type, area of residence.

The data was collected through an online mode by integrating the concerned measures of the study using Google forms. The inclusion and exclusion criteria used by the investigator in the selection of the participants are stated below:

Inclusion criteria
1. Participants from Kerala were only included.
2. Age limit 18 to 24 years.
3. Participants who are willing to participate

Exclusion criteria
1. Participants outside Kerala were excluded.
2. Age group other than 18 to 24 years.
3. Excluded those who have psychological problems

Table 1 Frequency Distribution of Participant's based on Demographic Factors.

Variable	Group	N	Percentage
	Male	100	50
Gender			
	Female	100	50

Table 1 show the Frequency Distribution of Participant's Based on Demographic Factor. Results of frequency distribution indicate that there are equal number of males (N=100, 50%) and females (N=100, 50%).

Measures used for data collection
Standardized questionnaires were used to measure the three variables: procrastination, time management and self- control. A personal data sheet is prepared for collecting socio-demographic details. The tools used are:

     i) Personal data sheet
     ii) General Procrastination Scale (Clarry Lay, 1986)
     iii) Time Management Questionnaire (Britton and Tesser, 1991)
     iv) Self-Control Questionnaire (Lynn P. Rehm, 1977)

i) *Personal data sheet*
A personal data sheet is prepared for collecting the demographic details of the participants such as name, age, gender, place of residence, family type and educational qualification.

ii) *General Procrastination Scale (GPS)*
General procrastination scale was developed by Clarry Lay in 1986. It is the scale for measuring procrastination, which was developed for that purpose only, and the initial research (Lay, 1986) on this scale provided the information that scale is reliable and valid, and that it fulfils all psychometrical criteria about all parameters. General procrastination scale consists of 20 items.

Scoring: The procrastination scale is a 20 item questionnaire. Items are scored on a 1-5 scale, with the total scale score calculated as a sum of the items. Some items will be reversed for example, a score of 1 will change to a score of 5. Points are given on the basis of 5 point Likert scale where 1 means extremely uncharacteristic and 5 states extremely characteristic. The 5 point item (1=low, 5=high) version of the scale was used since it yields higher item variance and high scores reflect procrastinators behaviour.

Reliability and Validity: This scale has a Cronbach alpha of 0.82 (Lay, 1986) and a retest reliability of 0.80 (Ferrari, 1989). The validity of the instrument is checked by employing a factorial analysis, which showed the existence of the five factors, and that was the only interpretable solution. The five factors are grouped and named as: good planning, delaying, doing things in the last minute, well time management, poor time management.

iii) *Time Management Questionnaire (TMQ)*
Time Management Questionnaire (TMQ) developed by Britton and Tesser in 1991. The time management questionnaire was designed to assess time management practices among college students.

Scoring: It includes 18 questions distributed in 3 dimensions: Short-range planning includes 7 questions, Time attitudes include 6 questions and long-range planning includes 5 questions. All the questions were value based on the Likert scale of five value scores: Always (5), frequently (4), sometimes (3), infrequently (2), Never (1). Except for question number 8, 10, 12 and 15, here the responses were reverse. The range of possible scores was 18-90 on the 18 questions of time management scale, 7-35 on the short range planning sub scale, 6-30 on the time attitudes sub scale and 5-25 on the long range planning sub scale. Higher values on the scale correspond to better time management practices.

Reliability and Validity: Inter-item reliability for this scale was high (Cronbach's α = 0.76). Validity of questionnaire was established by face validity and construct-related evidence. Total score on TMQ ranged from 47 to 123 with a mean of 86.68 and a standard deviation of 13.21.

iv) Self-Control Questionnaire (SCQ)

The Self Control Questionnaire (SCQ) was developed by Lynn P. Rehm in 1977. The SCQ is a 40-item instrument designed to measure depression-related self-control behaviors and cognitions. The SCQ was developed to evaluate the effectiveness of a self-control therapy program for depression. Items for the SCQ were derived from deficits in self-control behavior that are hypothesized to be contributory factors in depression. The SCQ is not only useful as an outcome measure, but may be useful as an assessment of vulnerability to depression.

Scoring: The SCQ is scored on a 5-point scale (0 to 4) from A ("very characteristic of me, extremely descriptive") to E ("very uncharacteristic of me, extremely undescriptive"). As shown on the questionnaire, 19 items (marked "A") are phrased to reflect positive, no depressive attitudes and 21 items (marked "E") to reflect negative, depressive attitudes. The latter should be reverse-scored (A = 4, E = 0). The total score is then the sum of all items.

Reliability and Validity: The SCQ has very good internal consistency, with alphas that range from .82 to .88. The SCQ also is very stable with a five-week, test-retest correlation of .86. The SCQ has fair concurrent validity, with a correlation of 42 with the more general Rosenberg Self-Control Schedule. Correlations with the Beck Depression Inventory range from .16 to .31. The SCQ has good predictive validity, predicting post-partum depression in pregnant women. The SCQ also is very sensitive to changes due to clinical treatment.

Procedure for data collection

The participants' willingness to take part in the study was determined after the intention of the study was explained to them. The study was conducted through online. The research was administered on the sample by giving them instructions for all the questionnaires. The sample was given the socio demographic data sheet, General Procrastination Scale, Time Management Questionnaire (TMQ) and Self Control Questionnaire (SCQ) online with proper instructions one after the other. They were asked to fill the questionnaires as honestly as possible. Confidentiality of the study was emphasized. They were informed that the data will be used for research purpose only. The participants' responses were gathered. Responses were collected from the participants. The scoring for the three assessments was done and interpreted according to the manual. The scores of all the scales were entered and analyzed using Statistical Package of Social Sciences (SPSS) software.

Analyses of Data

Analysis of data represents the application of deductive and inductive logic to the research process. It involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements for the purpose of interpretation. Data relevant to each hypothesis must be assembled in quantitative form and tested to determine whether or not there is a significant difference in the results obtained from the controlled groups (Singh, 2006). Statistical techniques are used for the analysis of data collected. The statistical techniques used in the present study include Shapiro-Wilk Test, Spearman Rank Correlation, Regression Analysis and Mann Whitney U Test,

Statistical Analysis
Shapiro- Wilk Test
The Shapiro–Wilk test is a test of normality in frequentist statistics. It was published by Samuel Sanford Shapiro and Martin Wilk in the year 1965. It is performed in order to test if a random sample comes from a normal distribution. (Shapiro & Wilk, 1965). The Shapiro-Wilk test is a way to tell if a random sample comes from a normal distribution. The test gives you a W value; small values indicate that sample is not normally distributed (you can reject the null hypothesis that your population is normally distributed if your values are under a certain threshold.

Spearman's Rank Correlation
The Spearman's rank-order correlation, named after Charles Spearman is the non-parametric version of the Pearson product-moment correlation. Spearman's correlation coefficient (ρ) measures the strength and direction of association between variables. The Spearman rank correlation coefficient ρ is the non -parametric version of the Pearson correlation coefficient. Spearman's measures the strength of a monotonic relationship; the data has to be monotonically related. Basically, this means that if one variable increases (or decreases), the other variable also increases (or decreases) (Glen,2014). In the present study Spearman Rank Correlation is used to find the relationship between the procrastination, time management and self-control among young adults.

Regression Analysis
Regression analysis is a set of statistical processes for estimating the relationships between a dependent variable (often called the 'outcome' or 'response' variable) and one or more independent variables (often called 'predictors', 'covariates', 'explanatory variables' or 'features'). In the present study regression analysis was denote determining the predictors of procrastination among young adults.

Mann Whitney U test
The Mann Whitney U test, named after H. B. Mann and D. R. Whitney is a non- parametric test of the null hypotheses which is used to compare differences between two independent groups when the dependent variable is either ordinal or continuous, but not normally distributed. A popular non parametric test to compare outcomes between two independent groups is the Mann Whitney U test. The Mann Whitney U test, sometimes called the Mann Whitney Wilcoxon Test or the Wilcoxon Rank Sum Test, is used to test whether two samples are likely to derive from the same population (i.e., that the two populations have the same shape). Some investigators interpret this test as comparing the medians between the two populations. In the present study Mann Whitney U test is used to test whether there is a significant difference in procrastination, time management and self- control among young adults on the basis of gender.

Ethical Issues
1. Data collected has been used only for the research purpose.
2. Informed consent of each and every participant was acquired.
3. Confidentiality and of the obtained information have maintained throughout the study.
4. Participants were allowed to leave the study at any point of time.
5. Since the study is conducted in online mode, the contact details of the researcher were provided.

Consolidation of data

Data consolidation combine the collected data in such a way that it organizes, integrate and consolidate data from the various multiple sources to single format. Consolidation of data facilitate in effective data analysis. Data obtained in quantitative format is statistically analyzed using computer. The result of the statistical method and their discussion are given in the next chapter.

RESULT AND DISCUSSION

The results chapter of every study simply and objectively reports what found, without speculating on why these results found. The discussion interprets the meaning of the results, puts them in context, and explains why they matter. In the present study variables under investigation are procrastination, time management and self-control. The aim of the present study was to find the relationship between procrastination, time management and self-control. The study also attempts to find out the differences in procrastination, time management and self-control on the basis of gender. Based on the objectives investigator formulated the following hypotheses: (a) there exist a relationship between procrastination, time management and self- control among young adults. (b) Time management and self – control are the significant predictors of work family positive spillover among young adults. (c) To examine the difference in procrastination, time management and self- control among young adults on the basis of gender.

The sample selected for the present study constituted of 200 young adults in the age range 18-25 years, purposively selected from various districts of Kerala through online mode by using Google forms. Participants filled the following questionnaires and the personal data sheet: General Procrastination Scale (Clarry, 1986), Time Management Questionnaire (Britton & Tesser, 1991) and Self-Control Questionnaire (Rehm,1977). The personal data sheet was used to collect demographic details of the participant like name, age, gender, place of residence, family type and educational qualification.

The present chapter deals with the results and detailed discussion regarding the data analyses done. For testing the tenability of the hypothesis formulated for the study, the data obtained from the participants were subjected to various descriptive and inferential procedures.

The analysis was mainly based on the previously stated hypotheses. The findings will be discussed by using review of literature in this particular area of this research and also by using the theoretical framework of this present study.

The result and discussion of the present study is arranged as follows.
- Section 1: Relationship Between procrastination, time management and self- control among young adults.
- Section 2: Predictors of procrastination.
- Section 3: Comparing Groups for Statistical Analysis.

In the present study, preliminary analysis was to examine the relationship between three variables procrastination (P), Time management (TM) and self-control (SC) among young adults.

Table 2 Relationship between procrastination, time management and self-control among young adults (N=200).

Variables	Mean	SD	W	1	2	3
P (1)	58.63	7.561	.961	--		
TM(2)	59.99	44.404	.194	-.481**	-	-
SC (3)	95.28	23.764	.924	.604**	-	-

*Note: **Correlation is significant at the 0.01 level (2 tailed).*

Summary of Shapiro-Wilk test presented in table 2 indicates that scores of procrastinations, time management and self-control are not normally distributed (W = .961, .194, .924, P < 0.05). Thus Spearman's rank correlation coefficient is used to understand the association among the variables procrastination, time management and self-control. Table 2 depict that there is a statistically significant correlation between time management and procrastination (ρ=-.481, P < 0.05). Based on correlation coefficient (-.481**) we can infer that procrastination and time management is negatively correlated i.e., when procrastination decreases time management increases and vice versa.

From the table 2 it is evident that there is a statistically significant correlation between procrastination and self-control (ρ = .604, P <0.05). The obtained result implies that, since the association between procrastination and self-control is positive in nature, an increase or decrease in procrastination may cause an increase or decrease in self-control. The result also shows that there is a statistically significant correlation between procrastination and self-control.

Tenability of the Hypothesis
From table 2, it is evident that there is a statistically significant relation exists in time management and procrastination and procrastination and self-control. Hence, the hypothesis 1: There exist a relationship between procrastination, time management and self-control among young adults.

Table 3: Predictors of procrastination.

Model	Unstandardized Coefficient		Standardized Coefficient	F	R	R2	Adjusted R
	B	**Std. Error**	**β**				
P	-.204	0.17	-.641	137.783	.641	.410	.407

Regression analysis is used to analyze the significant predictors of procrastination. From the table 3, it is seen that a total of two variables were entered in the regression equation to predict procrastination among young adults. These variables were self-control and time management. The result from table 3 indicates that the self-control (F=137.783, β= -.641; P>0.05). This shows that the self-control is a strong predictor of procrastination in young adults. The result implies self-control which alone contributed 40.7 percent of variance in procrastination. The negative beta value indicates that the predictors have significant negative relationship with procrastination.

Since, time management is not a good predictor of procrastination. So, it is excluded by using linear regression model.

Tenability of the Hypothesis
From table 3, among these variables, self-control is the most important predictor of procrastination, which alone contributed 40.7 percent variance in procrastination. It is evident that self-control has a significant negative relationship with procrastination. Hence, the hypothesis 2; self-control is a strong predictor of procrastination.

Table 4 Comparing Groups for Statistical Analysis.

Variables	Gender	N	Mean Rank	U	Sig.
P	Male	100	99.07	4857	.725
	Female	100	101.93		
TM	Male	100	100.92	4958.5	.919
	Female	100	100.09		
SC	Male	100	99.20	4870	.750
	Female	100	101.80		

Data presented in the table 4 indicates that there is no statistical difference existed in procrastination (U= 4857.000, P > 0.05). The mean rank for male is 99.07 and mean rank for female is 101.93. The significant value of procrastination among young adults is .725. The result indicates that the males and females have similar level of procrastination.

Similarly, the result shows that there is no statistical difference existed in time management (U= 4958.500, P > 0.05). The mean rank for male is 100.92 and mean rank for female is 100.09. The significant value of time management among young adults is .919. The result indicates that the males and females have similar level of time management.

The result shows that there is no statistical difference existed in self-control (U= 4870.000, P > 0.05). The mean rank for male is 99.20 and mean rank for female is 101.80. The significant value of self-control among young adults is .750. The result indicates that the males and females have similar level of self-control.

Tenability of the Hypothesis
From table 4, it is evident that there is no statistically significant difference in procrastination, time management and self- control. Hence, the hypothesis 3: There is no difference in procrastination, time management and self- control among young adults on the basis of gender.

The next chapter deals with the summary and conclusion which includes the major findings of the study, limitation of the study, and suggestion for the future research.

SUMMARY AND CONCLUSION
This chapter is a summary of the findings of this quantitative research. It also highlights the implications, limitation and the future directions of this research. The variables considered in this study are Procrastination, Time Management and Self Control. Procrastination is the tendency to delay a task or avoid it in a way that has negative effects on the individual (Tuckman, 1991). Time management is defined as "a form of decision making used by individuals to structure, protect, and adapt their time to changing conditions" (Aeon & Aguinis, 2017). Self- control, an aspect of inhibitory control, is the ability to regulate one's emotions, thoughts,

and behavior in the face of temptations and impulses (DeLisi, 2014). The study aimed to investigate the procrastination, time management and self-control among young adults across gender and to assess the relationship between variables. The samples included 100 male and 100 female college students.

Purposive sampling method was used and samples are collected through online mode. Clarry Lays' Procrastination Scale was used to measure procrastination, Britton and Tessers' Time Management Questionnaire (TMQ) was used to assess time management practices among college students and Lynn P. Rehms' Self Control Questionnaire (SCQ) was used to assess self-control. The consent of the participants was ensured before initiating data collection and they were provided with a personal data sheet in which few personal questions like name, age, gender, family type and educational qualification were asked. They were ensured that the information will be kept confidential and will be used for research purpose only. The collected data was subjected to statistical analysis in order to verify the tenability of the hypothesis. The statistical tests used were Shapiro-Wilk test which is a test of normality in frequent statistics, Spearman's correlation coefficient measures the strength and direction of association between variables; Regression analysis is a set of statistical processes for estimating the relationships between a dependent variable and one or more independent variables and Mann Whitney U test for verifying is there any gender difference in the variables being studied.

Major Findings
1. There exists a relationship between procrastination, time management and self-control among young adults.
2. Self-control is an important predictor of procrastination.
3. There is no difference in procrastination, time management and self- control among young adults on the basis of gender.

Limitations of the Study
1. The responses were collected via online mode, so there could occur lack of seriousness to participants while answering.
2. The findings cannot be generalized to the whole people coming under young adults.
3. Large number of samples can be used to strengthen the established results.
4. The study can be expanded by comprising these variables among different age groups.
5. It was a questionnaire scheduled method which has its own limitations.
6. The study is carried out for a short period.
7. Time and other resources are limited to an extent.
8. Gender based analysis was only done based on the socio demographic data.

Implications of the Study
Several time management studies indicated that the relationship between time management and procrastination is indirect (Barber et al., 2009). In addition, time management produces strong self-control (Wills et al., 2001). Procrastination and time management is negatively correlated i.e., when procrastination decreases time management increases and vice versa. Thus, our findings are meaningful as prior studies on time management and procrastination. Lay and Schouwenburg (1993) found negative correlations between college students' tendency to procrastinate and their perceived control of time.

The association between procrastination and self-control is positive in nature, an increase or may cause a decrease in procrastination self-increase or decrease in control. Generally, individuals with low self-control have a higher chance of experiencing problematic behaviour such as procrastination than those with high self-control.

Increasing self-control is essential for reducing procrastination. Hence, self-control is an important predictor of procrastination. Studies have shown that self-control is a good predictor of procrastination (Ferrari, Johnson & McCown, 1995). People who procrastinate actually cannot control their behavior and prefer pursuing pleasurable short-term activities to their important goals (Ferrari, Johnson & McCown, 1995). There is no difference in procrastination, time management and self- control among young adults on the basis of gender.

Scope for Further Study
1. Further research can be done on larger population across different variables.
2. Offline method could be performed for better credibility.
3. Future studies need to consider additional factors affecting procrastination.
4. Additional systematic studies with more variables would make it possible to verify the procrastination, time management and self-control among young adults in greater detail.

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Conflict of Interest
The author(s) declared no conflict of interest.