

Irrational Procrastination, Emotional Regulation and Hopelessness among students of Psychology

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ABSTRACT

Procrastination and Hopelessness are human behaviors that have been experienced frequently by all at some point or another in our lives. Although they are normal human behaviors, they can lead to stress, anxiety, and poorer well-being. The current research aims to investigate the impact of variables such as irrational procrastination, emotional regulation, and hopelessness among students of psychology. This study included students seeking both master's and bachelor's degrees. A purposive sampling method was used to draw a sample of 177 respondents from Bengaluru, India. Pearson's Correlation and Simple Linear Regression were used to analyze the data. Results revealed that there was a significant relationship between Irrational Procrastination, Emotional Regulation, and Hopelessness among both undergraduate and postgraduate students of Psychology. There was a strong positive relationship between Hopelessness and Irrational Procrastination, Irrational Procrastination and Emotional Regulation, as well as Hopelessness and Emotional Regulation. The study also found that Hopelessness and Irrational Procrastination are significant predictors of Emotional Regulation, with Hopelessness having a stronger effect. This study can be further used to provide a tool kit of ways to deal with such instances at an early stage for a better community of mental health professionals.

Keywords: *Irrational Procrastination, Emotional Regulation, Hopelessness, Academic Performance, Mental Health Professionals, Students of Psychology*

Many times, students feel overburdened with excessive workloads and ineffective ways of coping and emotional regulation which may lead to stress, anxiety, hopelessness, and depression. While some people find distractions or alternatives when they are unable to cope with various stressors, some may simply choose to ignore it or postpone the work. Unlike rational procrastination, which involves delaying tasks in order to optimize productivity and creativity, irrational procrastination is considered a maladaptive behavior that can interfere with academic, occupational, and personal goals. It is often linked to underlying emotional and cognitive factors, such as anxiety, low self-esteem, and negative thought patterns. College students in India are thought to have a high prevalence of the trait procrastination, which is harmful to their academic achievement (Madhan, et al., 2012) in a field such as mental health can be compacted which in turn over a period of time

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when the students turn into professionals, may not be able to fulfill or even explore their full potential in their academic life and training period due to problems such as academic pressure, stress and ineffective coping mechanisms that are essential for any student in a competitive world such as ours.

Procrastination is voluntary delaying of work despite knowing that it may worsen the outcomes. Procrastination has been defined as the deliberate, unjustified postponing of made decisions while being uninformed of the potential detrimental effects (Simpson & Pychyl, 2009). Procrastination among students of psychology in their academic, professional, and personal life can cause significant moral distress in them. What really leads to procrastination is a sizable question. Procrastination has frequently been shown in research to be a behavioural issue among college and high school students. According to research by Ferrari, about 20% of individuals exhibit chronic procrastination, whereas undergraduate students are thought to exhibit academic procrastination problems at a rate of at least 70–95% (Ferrari, 2001). As the individual's procrastinating behaviour increases without the employment of effective coping mechanisms, there is a higher chance for consequences such as depression and anxiety in the individual. In educational environments, procrastination is a common occurrence. According to a study done on 250 students at the University of Iran, it was found that procrastination is linked to trouble regulating emotions. The findings showed that procrastination is linked to problems in emotion management, particularly when it comes to people's subjective assessments of their capacity to change the circumstance. Additionally, preliminary studies suggested that therapies that promote greater flexibility in the use of emotion management techniques as their therapeutic objectives could reduce peoples' procrastination. (Bytamar et al., 2020). The idea that academic procrastination can be viewed from a situational viewpoint and as a failure in learning self-regulation is supported by recent studies. In the current study, procrastination is seen from an irrational point of view and specifically focuses on behaviors of procrastination among students of psychology with an objective to understand how procrastination affects future mental health professionals.

When it comes to the field of psychology, students and professionals are under a lot of stress with regard to the still-present stigma around mental health. Students are often stressed about not just their academic performances but also with the uncertainty of the future. Constantly students worry about their career perspectives, their choices, salaries, and most importantly the increased chance of unemployment. This can have an impact on both students who are enrolled in academic programs and those who start looking for work after graduation. When procrastination increases with lesser means or effective ways of emotional regulation, it can lead to factors such as anxiety, fear of unaccomplishment and failure, aversion from the task at hand, being overwhelmed, lack of organization and planning and mental as well physical exhaustion.

Hopelessness is characterized by being pessimistic and dull about oneself, one's environment and their future. It is well acknowledged that the most important predictor of suicide and suicidal behaviour is hopelessness. Hopelessness is a major contributor to many psychological disorders and is connected to a variety of categories. It can also be envisioned as unfavourable thoughts and ideas regarding the future. It is also a significant factor in many psychological diseases, but it is particularly prominent in relation to depression (Rabon & Hirsch, 2017). Students who feel hopeless are less satisfied with university life, spend less time participating in extracurricular activities, and are less likely to take tests. A programme or service is needed to prevent suicide behaviour, improve adjustment, and

improve academic achievement, according to a study done on 1277 students belonging to first- and second-year students belonging to varied degree courses and different faculties at a Spanish institution (Vias Poch et al., 2004). Overall, to understand the level and the degree to which this has affected students is through a better understanding of the same with the help of research.

Need and Significance

Procrastination is a common problem among college students, and it can lead to negative outcomes such as poor academic performance, stress, and anxiety. In conclusion, studying the relationship between irrational procrastination, hopelessness, and emotional regulation among psychology students can be useful in identifying potential risk factors and developing effective interventions to address these issues.

METHODOLOGY

Statement of Problem

This research aims to comprehend the nation's future mental health as well as its future mental health professionals. The goal of this study is to advance both psychology and the field of mental health by understanding the effect of procrastination, hopelessness and emotional regulation at an early stage while they are still preparing to step into professionalism where we can rectify such problematic behaviors to avoid any future harm in their academic, professional and personal life.

Research Objectives

1. To identify the relationship between Irrational Procrastination, Emotional Regulation and Hopelessness among undergraduate students of psychology.
2. To identify the relationship between Irrational Procrastination, Emotional Regulation and Hopelessness among postgraduate students of psychology.
3. To assess the level of Irrational Procrastination, Emotional Regulation, and Hopelessness among students of psychology.
4. To identify whether both Hopelessness and Irrational Procrastination are important explanatory variables of Emotional Regulation.

Hypotheses

- H₀1: There is no significant relationship between Irrational Procrastination, Emotional Regulation and Hopelessness among undergraduate students of psychology.
- H₀2: There is no significant relationship between Irrational Procrastination, Emotional Regulation and Hopelessness among undergraduate students of psychology.
- H₀3: There is no significant difference in the levels of Irrational Procrastination, Emotional Regulation and Hopelessness among undergraduate and postgraduate students of psychology.
- H₀4: Neither Hopelessness nor Irrational Procrastination is a significant explanatory variable in Emotional Regulation.

Research Design

Pearson's correlation was used to study the correlation between the variables and Simple Linear Regression was used to determine the prediction of variables on each other. Correlational research design was used to investigate the relationships between the variables

(Irrational Procrastination, Emotional Regulation and Hopelessness) without controlling or manipulating any of them. The correlation will help us reflect the degree and/or direction of the association between the variables (Irrational Procrastination, Emotional Regulation and Hopelessness). Simple linear regression is a research design used to explore the relationship between two continuous variables. The purpose of this research design is to identify if there is a linear relationship between the two variables, and if so, to quantify the strength and direction of that relationship.

Operational Definition

- **Irrational Procrastination** - Irrational procrastination is the tendency to delay or postpone tasks in a way that is not in our best interest, despite knowing the negative consequences of doing so. This type of procrastination is characterized by a lack of self-regulation and an inability to resist short-term impulses, even when it interferes with long-term goals (Sirois, 2019).
- **Hopelessness** - Hopelessness is a psychological state characterized by a belief that one's situation is unlikely to improve and that one's efforts will be futile, resulting in feelings of despair, negativity, and lack of optimism about the future. It is often associated with depression and suicidal ideation and is considered a key risk factor for suicide. Hopelessness can also contribute to various physical and mental health problems, such as cardiovascular disease, chronic pain, and anxiety (Joiner & Metalsky, 2015).
- **Emotional Regulation** - Emotional regulation refers to the process by which individuals manage and modify their emotional experiences, expressions, and responses in order to meet their goals and social expectations. It involves the conscious and unconscious use of cognitive and behavioral strategies to influence emotional experiences, such as reappraising a situation or engaging in relaxation techniques. Effective emotional regulation is associated with improved mental health, social functioning, and overall well-being, while difficulties in emotional regulation can contribute to a range of psychological problems, including mood disorders, anxiety disorders, and substance abuse (Gross, 2015).

Variables

The study consists of three variables:

1. Irrational Procrastination - Independent
2. Hopelessness - Independent
3. Emotional Regulation - Dependent

Demographic Variables

The socio-demographic variables in this research was used to describe the characteristics of a population, such as age, gender, the education/ degree they are currently pursuing and the academic year they are currently in along with their place of residence.

Geographical Area

The study included participants between the ages 18 – 25 from Bengaluru, Karnataka, India.

Sample and Technique

The participants for this study were taken from Bengaluru, Karnataka. Prior to participation, informed consent be obtained from each participant who participated in the study. Basic demographic details were also collected for this study. The age ranges in this study included

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students who were between the ages 18- 25 years. Students pursuing both under graduation and post-graduation in psychology were taken in this study. The sample was collected through purposive sampling technique using an online survey form and was collected from students of different colleges across Bengaluru, Karnataka, India.

Sample Distribution

Inclusion criteria

- Students of psychology- either pursuing master's or bachelor's.
- Students residing in Bengaluru, Karnataka.
- Students between the ages 18- 25.

Exclusion criteria

- Students of psychology- pursuing diploma, certificate courses, etc.

Universe of the Study

The participants for this study were students of psychology from both under graduation and post-graduation courses. The data was collected through an online method.

Informed consent was obtained from all the participants in this study and their anonymity was maintained with respect to their responses and voluntary participation. The participant was informed in the guidelines that they can terminate from the study at any point they wish to. All the ethical guidelines by APA were considered in this study following the research protocol.

Tools for the study

- 1. Irrational Procrastination Scale (IPS)** has a good reliability of $\alpha = 0.91$. With $r = .87$, it has been determined that the compact one-dimensional scale is trustworthy and valid, including its content validity, structural validity, and validity. It also shows no DIF impacts of gender. This scale aims to quantify "irrational delay," a single concept (Steele, 2010). The IPS has gained significant attention from the international research community in addition to becoming a widely accepted and well-established scale for measuring procrastination in English-speaking nations (Shaw & Zhang, 2021).
- 2. Difficulties in Emotional Regulation Scale (DERS-18)** has demonstrated good reliability and validity as a measure of difficulties in emotion regulation. Internal consistency of the scale has been consistently high, with Cronbach's alpha coefficients ranging from .85 to .90 across different samples, indicating good reliability. Test-retest reliability has also been found to be high, with a coefficient of .87 over a 6-week interval. The DERS-18 has shown evidence of construct validity through its positive correlation with measures of negative affect, anxiety, and depression, and negative correlation with measures of positive affect and life satisfaction (Victor & Klonsky, 2016; Gratz & Roemer, 2004; Kaufman et al., 2016; Klemanski et al., 2017).
- 3. Beck Hopelessness Scale (BHS)** has reliability and validity of the BHS have been extensively investigated in various populations, including psychiatric inpatients, outpatients, and community samples. The internal consistency of the BHS has been found to be high, with Cronbach's alpha coefficients ranging from .82 to .93 across different samples, indicating good reliability. Test-retest reliability has also been found to be satisfactory, with correlation coefficients ranging from .69 to .93 over a 2

to 8-week interval. The BHS has shown evidence of construct validity through its positive correlation with measures of depression, anxiety, and suicidal ideation, as well as its ability to predict future suicide attempts. Factor analyses have supported the unidimensionality of the BHS, indicating that it measures a single construct of hopelessness. Overall, the BHS is a reliable and valid measure of hopelessness and has demonstrated utility in both research and clinical settings (Beck et al., 1974).

Description of the tools

Irrational Procrastination Scale (IPS)

The Irrational Procrastination Scale (IPS), was provided by Steele in 2010. It consists of nine elements that assess procrastination's implementation characteristics, with a focus on the "irrational" component of delay—a voluntary delay undertaken while anticipating negative consequences. The original Irrational Procrastination Scale (IPS) developed by Lay and Schouwenburg (1993) consists of 20 items. However, there have been various adaptations and short forms of the IPS that include fewer items.

Difficulties in Emotional Regulation Scale (DERS-18)

DERS-18 was published by Victor and Klonsky in 2016 and is a shortened version of the original DERS by Gratz and Roemer. This self-report scale includes 18 items, rated on a 5-point Likert scale, ranging from 1 (almost never) to 5 (almost always), that are divided into 6 domains to measure clinically significant difficulties with emotion regulation. These domains include non-acceptance of negative emotions (Non-Acceptance), inability to engage in goal-oriented behaviors when experiencing negative emotions (Goals), difficulties with controlling impulsive behaviors when experiencing negative emotions (Impulses), limited access to emotion regulation strategies perceived as effective (Strategies), and lack of (Clarity). These subscales can be scored by summing the items that correspond to each subscale.

Beck Hopelessness Scale (BHS)

The Beck Hopelessness Inventory was developed by Beck, Weissman and Lester in 1974. A sample of 294 psychiatric inpatients who had recently attempted suicide was used to standardise the BHS (Beck, 1963). The scale aims to determine the level of pessimism about one's future by assessing the individuals' expressions of pessimistic thoughts and feelings for the future. Inpatient, clinical and nonclinical adults, college students, teenagers, rural areas, people with medical issues, and elderly persons are just a few of the demographics the BHS has been tested in, underscoring its applicability to a variety of settings. The scale has also been translated so that people of many languages can use it. Scores on the hopelessness scale have been shown to be correlated with past, present, and future suicidal ideation and conduct. The scale consists a total of 20 items and the scores range from 0 to 20. A higher score reflects greater pessimism. A score of 0 to 3 indicates a low level of hopelessness, 4 to 8 indicates a moderate level of hopelessness, 9 to 14 indicates a high level of hopelessness, and 15 to 20 indicates a severe level of hopelessness.

Statistical Analysis

For the analysis, Pearson's correlation and Simple Linear to study and determine the correlation between the three variables in this study and to predict the value of the response variable based on the value of the predictor variable.

RESULT AND DISCUSSION**Results**

The current study sought to investigate irrational procrastination, emotional regulation, and despair among psychology students. To compare the two categories, Bachelor's and Master's students, Pearson's Correlation and Simple Linear Regression were used. The data was gathered online using Google Forms. The research excluded 20 participants who lived outside of Bengaluru. As a result, a total of 177 samples were examined. All the participants were females from Bengaluru, Karnataka. For each research variable, descriptive statistics and reliability values were computed. Using the Statistical Package for Social Sciences (SPSS) version 26, Pearson Correlation and Simple Linear Regression were used to test the claim.

Table 1 Distribution of participants pursuing Master's or Bachelor's in Psychology Students of Master's or Bachelor's

	Frequency	Cumulative Percent
Master's	143	81%
Bachelor's	34	19%
Total	177	

Table 1 indicates that there were a total of 177 participants in this study among which 143 participants were students of Master's degree contributing to a total of 81% of the population in this study and 34 participants were students of Bachelor's degree contributing to a total of 19% of the population in this study.

Table 2 Descriptive Statistics of variables Irrational Procrastination, Emotional Regulation and Hopelessness.

	Mean	Std. Deviation	N
Irrational Procrastination	4.12	1.583	177
Emotional Regulation	8.57	2.511	177
Hopelessness	9.50	2.436	177

The table indicates the descriptive statistics for all three variables- Irrational Procrastination, Emotional Regulation and Hopelessness among students of psychology (N=177) i.e., Irrational Procrastination (M=4.12; SD=1.583), Emotional Regulation (M=8.57; SD=2.511) and Hopelessness (M=9.50; SD=2.436).

Table 3 Correlation among the variables Irrational Procrastination, Emotional Regulation and Hopelessness among undergraduate students of psychology (N=34)

Variables	N	Hopelessness	Irrational Procrastination	Emotional Regulation
Hopelessness	34	1	0.834**	0.950**
Irrational Procrastination	34	0.834**	1	0.932**
Emotional Regulation	34	0.950**	0.932**	1

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

The table shows that there is a significant positive correlation between all three variables, with correlation coefficients ranging from 0.834 to 0.950, all significant at the 0.01 level (2-

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tailed). The correlation between Hopelessness and Irrational Procrastination is 0.834, indicating a strong positive relationship between these two variables. Similarly, the correlation between Hopelessness and Emotional Regulation is 0.950, indicating a very strong positive relationship. The correlation between Irrational Procrastination and Emotional Regulation is 0.932, indicating a strong positive relationship between these two variables as well. Overall, these results suggest that higher levels of hopelessness, irrational procrastination, and emotional dysregulation are all associated with each other. Therefore, the null hypothesis which states that there is no significant relationship between Irrational Procrastination, Emotional Regulation and Hopelessness among undergraduate students of psychology is rejected.

Table 4 Correlation among the variables Irrational Procrastination, Emotional Regulation and Hopelessness among postgraduate students of psychology (N=143)

Variables	N	Hopelessness	Irrational Procrastination	Emotional Regulation
Hopelessness	143	1	0.735**	0.915**
Irrational Procrastination	143	0.735**	1	0.869**
Emotional Regulation	143	0.915**	0.869*	1

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

The table shows that there is a significant positive correlation between all three variables, with correlation coefficients ranging from 0.735 to 0.915, all significant at the 0.01 level (2-tailed).

Specifically, the correlation between Hopelessness and Irrational Procrastination is 0.735, indicating a strong positive relationship between these two variables. Similarly, the correlation between Hopelessness and Emotional Regulation is 0.915, indicating a very strong positive relationship. The correlation between Irrational Procrastination and Emotional Regulation is 0.869, indicating a strong positive relationship between these two variables as well. Overall, these results suggest that higher levels of hopelessness, irrational procrastination, and emotional dysregulation are all associated with each other. Therefore, the null hypothesis which states that there is no significant relationship between Irrational Procrastination, Emotional Regulation and Hopelessness among postgraduate students of psychology is rejected.

Table 5 Coefficients for Linear Regression Analysis

Variables	R ²	Adjusted R ²	B	β	t	P
Hopelessness	0.934	0.933	0.618	0.600	19.904	0.01
Irrational Procrastination			0.678	0.428	14.192	0.01

Note: Dependent Variable: Emotional Regulation

The above table provides the results of linear regression analysis. The R² value of 0.934 suggests that the model explains 93.4% of the variance in the dependent variable, Emotional Regulation. The Adjusted R² value of 0.933 indicates that the model fits the data well and that the inclusion of the independent variables (Hopelessness and Irrational Procrastination) improves the prediction of Emotional Regulation. For the independent variable,

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Hopelessness, the regression coefficient (B) is 0.618, indicating that a one-unit increase in Hopelessness is associated with a 0.618-unit increase in Emotional Regulation. The standardized regression coefficient (β) is 0.600, indicating that Hopelessness has a strong positive effect on Emotional Regulation. The t-value of 19.904 and the p-value of 0.01 suggest that the relationship between Hopelessness and Emotional Regulation is statistically significant. For the independent variable, Irrational Procrastination, the regression coefficient (B) is 0.678, indicating that a one-unit increase in Irrational Procrastination is associated with a 0.678-unit increase in Emotional Regulation. The standardized regression coefficient (β) is 0.428, indicating that Irrational Procrastination has a moderate positive effect on Emotional Regulation. The t-value of 14.192 and the p-value of 0.01 suggest that the relationship between Irrational Procrastination and Emotional Regulation is statistically significant. Overall, these results suggest that both Hopelessness and Irrational Procrastination are important predictors of Emotional Regulation, with Hopelessness having a stronger effect. Therefore, the hypothesis which states that there is no significant difference in the levels of Irrational Procrastination, Emotional Regulation and Hopelessness among students of psychology is rejected.

SUMMARY AND CONCLUSION

Summary

The goal of the current study was to study the effect of Irrational Procrastination, Emotional Regulation and Hopelessness among students of Psychology. The participants consisted of both undergraduate and postgraduate students from Bengaluru, Karnataka, India. The sample of the study consisted of a total of 177 participants. All the participants in this study were females between the ages of 18-25 years. The responses for the study were collected through an electronic medium of data collection.

The research collected data on the variables using socio-demographic information and various tools. There were three variables in this study. Irrational Procrastination was measured using the Irrational Procrastination Scale (IPS) by Steele (2010). Emotional Regulation was measured using the Difficulties in Emotional Regulation Scale (DERS-18) by Victor and Klonsky (2016). Hopelessness was measured using the Beck Hopelessness Inventory by Beck, Weissman and Lester (1974).

The sample was gathered using the purposive sampling method, and data was collected using Google Forms. Before filling out the socio-demographic information and the remainder of the questionnaire, participants were required to provide informed consent. IBM SPSS version 26 was used to examine the collected data. The averages and standard deviations were determined using descriptive statistics. To comprehend the correlation and relationship between the variables, Pearson's Correlation and Simple Linear Regression were used.

According to the current study, it was found that there is a significant relationship between Irrational Procrastination, Emotional Regulation and Hopelessness among both undergraduate and postgraduate students of Psychology. In both the groups, there was a strong positive relationship between the variables Hopelessness and Irrational Procrastination. A strong positive relationship was also found between the variables Irrational Procrastination and Emotional Regulation. Similarly, a very strong positive relationship was indicated between the variables Hopelessness and Emotional Regulation.

The study also discovered that both Hopelessness and Irrational Procrastination are important predictors of Emotional Regulation. Hopelessness has a strong positive effect, while Irrational Procrastination has a moderate positive effect. The results suggest that both variables are significant predictors of Emotional Regulation, with Hopelessness having a stronger effect.

Although both Irrational Procrastination and Hopelessness (independent variables) are statistically significant and have a positive effect on Emotional Regulation (dependent variable); Hopelessness (12.91) has a more strong positive effect on Emotional Regulation than Irrational Procrastination (10.30) which was determined using the regression equation formula ($Y' = a + bX$). Hopelessness has 2.61% more strong positive effect on Emotional Regulation than Irrational Procrastination.

CONCLUSION

In conclusion, the present study shed light on the relationship between Irrational Procrastination, Emotional Regulation, and Hopelessness among female Psychology students in Bengaluru, Karnataka, India.

The findings of this study demonstrated that there is a significant positive relationship between all three variables. Moreover, both Hopelessness and Irrational Procrastination were identified as important predictors of Emotional Regulation, with Hopelessness having a stronger effect. These findings have implications for educators and mental health practitioners who work with Psychology students, as they highlight the importance of addressing these variables to promote better emotional regulation and mental well-being. This study contributes to the growing body of literature on the psychological factors that influence academic success and mental health.

The findings of this study are consistent with research studies that have shown that procrastination is negatively associated with emotional regulation, while emotional regulation mediates the relationship between procrastination and academic achievement (Zhang et al., 2019; Pychyl et al., 2018). Moreover, hopelessness has been found to be positively associated with procrastination, while hopelessness mediates the relationship between depressive symptoms and procrastination (Strunk et al., 2015). Finally, emotional regulation difficulties have been found to be associated with hopelessness, while emotional regulation mediates the relationship between rumination and hopelessness (Aldao et al., 2010). These findings suggest that addressing Irrational Procrastination, Emotional Regulation, and Hopelessness may be beneficial for improving emotional well-being and academic performance.

Implications

The results obtained from this study have various theoretical and practical implications. As future mental health Professionals, we are bound to face numerous challenges in our personal and professional lives. Therefore, understanding the association and impact of factors such as delay or Procrastination and feelings of Hopelessness with respect to understanding how they regulate the emotions associated with these factors is essential. With the help of this study, we were able to learn that these factors were associated. This study can be further used to provide a tool kit of ways to deal with such instances at an early stage for a better community of Mental Health Professionals. This study can also be used to raise awareness about the importance and need of mental health services in educational and professional fields.

Limitations

Despite extensive planning and effort, the research has its limitations. The current study is focused on students of Psychology therefore it cannot be applied to other streams of education. The study is applicable only to students who are currently under training and cannot be applicable to students who are graduates of Psychology. Since the current study only focuses on female students pursuing master's or bachelor's between the ages 18-25 in India, the results may not be generalizable to other populations, age groups, genders or cultures. The study may also be limited by self-reported data as the responses may be influenced by social desirability bias, which could lead to an underestimation or overestimation of the variables under study.

Scope for Future Research

A continued exploration of this research may help us in identifying individuals who may be at risk for these issues and develop appropriate interventions to address them. Future research can include students of various genders and different streams which will help us gain a better understanding of the effect of such factors. A comparative study between master's and bachelor's students can be conducted using larger and equal populations to understand the prevalence of variables in the two populations. A comparative research can also be conducted between students who are currently under training and graduates of psychology which can provide valuable insights into the effectiveness of psychology training programs in preparing students for their future careers. By comparing the experiences and perceptions of students who are currently undergoing training with those who have completed their training, researchers can identify areas where the training program can be improved, as well as areas where it has been successful. This type of research can also provide information on the long-term outcomes of psychology training programs, such as employment rates, job satisfaction, and earnings potential.

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Conflict of Interest

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