FEAR OF FAILURE AND SELF-ESTEEM AS PREDICTORS OF ACADEMIC PROCRASTINATION AMONG COLLEGE STUDENTS

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ABSTRACT
In this study, the researcher investigated the role of fear of failure and different aspects of self-esteem (positivity, openness, competence, humility, self-worth, and learning orientation) in relation to academic procrastination. The primary data was collected from a sample of 200 students (96 males and 104 females) from St. John's College, Agra. The students were selected using random cluster multistage sampling, and their age ranged from 17 to 25 years. The study utilized three scales for data collection: the Academic Procrastination Scale by Gupta and Bashir (2018), the Performance Failure Appraisal Inventory by Conroy (2003), and the Self-Esteem Scale by Dhar and Dhar (2015). The collected data was then analyzed using t-tests, Pearson correlations, and linear regression in SPSS-22. The results of the t-tests indicated significant differences between male and female students in terms of academic procrastination, self-worth, and fear of failure. Male students scored higher than female students in academic procrastination, while female students scored higher in fear of failure and self-worth compared to male students. The Pearson correlation analysis revealed a positive correlation between fear of failure and academic procrastination, and a negative association between the different subscales of self-esteem and academic procrastination. Furthermore, the linear regression analyses indicated that fear of failure and self-worth were predictors of academic procrastination among college students. In summary, this study explored the relationship between fear of failure, self-esteem, and academic procrastination. The findings suggest that fear of failure and low self-worth are associated with higher levels of academic procrastination among college students.
KEYWORDS: *Fear of Failure, Self-Esteem, Academic Procrastination.*

INTRODUCTION
Fear of failure and self-esteem can indeed be predictors of academic procrastination. Fear of failure refers to the apprehension or anxiety individuals experience when faced with the possibility of not meeting their own or others' expectations. In an academic context, this fear can arise from the fear of receiving a poor grade, disappointing oneself or others, or experiencing a setback in one's academic goals. When individuals are afraid of failure, they may engage in avoidance behaviors, such as procrastination, as a means to protect themselves from potential failure. Procrastination allows them to delay the task and avoid the risk of failing. In same way self-esteem refers to an individual's evaluation of their self-worth or personal value. It is closely tied to their beliefs and perceptions about their capabilities and competence. Low self-esteem can contribute to academic procrastination because individuals may doubt their ability to successfully complete a task or achieve academic success. This self-doubt can lead to a lack of motivation, increased anxiety, and a tendency to delay tasks, as individuals may believe that they are not good enough to meet the demands of the task.

Fear of failure can lower self-esteem when individuals consistently fear failure or have experienced past failures, it can negatively impact their self-esteem. They may internalize these failures and develop a belief that they are not capable or competent enough to succeed. This diminished self-esteem can then contribute to academic procrastination. Low self-esteem can lead to fear of failure and procrastination: Individuals with low self-esteem may constantly worry about their performance and the possibility of failure. This fear of failure can be paralyzing, causing them to delay tasks or avoid them altogether. Procrastination becomes a coping mechanism to protect their self-esteem by avoiding situations that may threaten their perceived competence.

Procrastination reinforces fear of failure and lowers self-esteem when individuals repeatedly procrastinate and delay tasks, it can reinforce their fear of failure and further erode their self-esteem. Each instance of procrastination confirms their beliefs of inadequacy and creates a cycle of self-doubt and avoidance.

REVIEW OF LITERATURE

In a study conducted by **Anoita, Tiatri, and Sar (2020),** the relationship between fear of failure and student academic achievement was examined, with procrastination as the potential mediating variable. The study included 52 subjects, with 37 females (71.2%) and 15 males (28.8%). The results of this study indicate that procrastination does not mediate the relationship between fear of failure and student academic achievement.

Another research conducted by **Akmal et al. (2017)** focused on students who were writing a thesis and aimed to explore the relationship between fear of failure and the likelihood of procrastination. The study suggests that procrastination can be a result of the fear of failure experienced by students, as the combination of uncertainty about the results and pressure for success can lead to a fear of failure.

Uzun, LeBlanc, and Ferrari (2020) investigated the mediating effect of self-esteem on self-control and academic procrastination. The sample consisted of 426 university students, with 218 females and 208 males. The results revealed a negative prediction of academic procrastination by self-esteem and self-control. The findings suggested that self-esteem mediated the association between academic procrastination and self-control.

In another study by **Akmal, Arlinkasari, and Febriani (2017),** the role of hope of success and fear of failure in predicting academic procrastination among students working on their thesis was examined. The results indicated that both hope of success and fear of failure significantly predicted academic procrastination. Specifically, hope of success was found to decrease academic procrastination, while fear of failure was found to increase it.

The prevalence of academic procrastination among students and its detrimental impact on their academic achievement highlight the need for further investigation and research on this issue. Additionally, unresolved procrastination tendencies can potentially have long-term implications for students and their families. The primary objective of this study was to explore the relationship between fear of failure, self-esteem, and academic procrastination. The hypothesis posited that fear of failure and self-esteem could predict levels of academic procrastination in college students.

AIM

To study the relationship and relative contribution of fear of failure and self-esteem with academic procrastination among college students.

OBJECTIVES

- To study the relationship between fear of failure and academic procrastination among college students.
- To study the relationship between self esteem and academic procrastination among college students.
- To study fear of failure and self esteem as predictors of academic procrastination among college students.

HYPOTHESIS

Hypothesis 1: There is a significant positive relationship between fear of failure and academic procrastination among college students.

Hypothesis 2: There is a significant negative relationship between self-esteem and academic procrastination among college students.

Hypothesis 3: Fear of failure will have a stronger relative contribution to academic procrastination compared to self-esteem among college students.

RESEARCH METHODOLOGY

Tools

- **Academic Procrastination Scale (Gupta and Bashir, 2018):** This scale consists 30 items divided into Four Dimensions: Time Management, Task Aversiveness, Sincerity, Personal Initiative. The reliability of this test is 0.75 and validity of this test is 0.71.

- **Performance Failure Appraisal Inventory (PFAI) by (Conroy et al., 2002):** The test consists of 25 items and distributed in 5 subscales: Fear of experiencing shame and dishonor, Fear of self-esteem, Fear of having an unknown future, Fear of losing important people's interest, Fear of discomforting important people. The reliability of the test is 0.65 and validity of the test is 0.68.

- **Self-Esteem Scale (SES) by (Dhar and Dhar, 2015):** It is consisted 23 items and divided into 6 subscales: Positivity, Openness, Competence, Humility, Self-worth and Learning Orientation. The reliability of the test is 0.63 and validity of the test is 0.61.

Primary data has been collected and sample size included 200 students (96 males and 104 females) from St. John's College, Agra were selected by random cluster multistage sampling, with the age range of 17-25 years. For analysis of the data SPSS-22 was used. The t-test was used to compare variables in the males and females. Pearson correlations were used to determine relationships between Academic Procrastination, Fear of Failure, Positivity, Openness, Competence, Humility, Self-worth and Learning Orientation. Stepwise linear regression analyses was used to prediction of Dependent Variable (Academic Procrastination) and Independent Variables (Fear of Failure and components of Self-esteem).

DATA ANALYSIS
Table 1
Shows Mean and SD of Variables i.e. Academic Procrastination, Fear of Failure and Subscales of Self-esteem

Variables	Males (n = 96)		Females (n = 104)				
	Mean	SD	Mean	SD	df	t	p
Academic Procrastination	82.12	1.10	81.02	1.31	196	2.82	.005
Fear of Failure	68.02	1.67	71.97	1.86	196	14.62	.001
Positivity	12.59	12.98	21.04	3.85	196	15.19	.001
Openness	22.05	4.21	22.08	4.10	196	0.19	.86
Competence	21.41	3.99	21.92	4.13	196	0.37	.70
Humility	8.83	2.91	9.25	2.83	196	1.07	.29
Self-worth	13.21	3.30	13. 22	2.84	196	0.06	.96
Learning Orientation	16.99	4.06	16.95	4.11	196	1.02	.30

Table 1 displays the means and standard deviations of Academic Procrastination, Fear of Failure, and subscales of Self-esteem (Positivity, Openness, Competence, Humility, Self-worth, and Learning Orientation) for male and female students. The results indicate that male students scored higher than female students in Academic Procrastination. On the other hand, female students scored higher than male students in Fear of Failure and Positivity.

Table 2
Correlation

	1	2	3	4	5	6	7	8
Academic Procrastination	1							
Fear of Failure	.20**	1						
Positivity	-.19**	-.62	1					
Openness	-.18**	-.03	.47**	1				
Competence	-.16*	.07	.46**	.39**	1			
Humility	-.25**	-.20**	.53**	.29**	.64**	1		
Self-worth	-.40**	.09	.42**	.35**	.44**	.48**	1	
Learning Orientation	-.63**	-.14	.35**	.32**	.46**	.34**	.43**	1

**p < .01, *p<.05

As presented in Table 2, there is a statistically significant positive relationship (r = 0.20, p < 0.01) between Fear of Failure and Academic Procrastination. Hence, the first hypothesis, which stated that **"there is a significant positive relationship between fear of failure and academic procrastination among college students"**, is accepted. Academic Procrastination demonstrates statistically significant negative correlations with various dimensions of self-esteem, including Positivity, Openness, Competence, Humility, Self-worth, and Learning Orientation. These negative correlations are significant at the 0.05 and 0.01 levels of significance. Consequently, the second hypothesis, stated that **"there is a significant negative relationship between self-esteem and academic procrastination among college students"**, is accepted.

Table 3
Results of linear regression analysis including predictors of Academic Procrastination

	Variables	R	R^2	B	t	B	p
Step 1	Self-worth	.41	.168	-0.41	6.27	-1.71	.001
Step 2	Self-worth	.44	.193	-0.40	6.22	-1.63	.001
	Fear of failure			0.16	2.53	0.11	

Results from stepwise linear regression analysis have shown in Table 3. In the first step, results showed that high levels of Self-worth predict low Academic Procrastination (β = -0.41, p < .001). The second step added Fear of failure to the model. Results showed that low Self-worth (β = -0.40, p < .001) and high Fear of failure (β = 0.16, p < .001) predict high Academic Procrastination. Therefore third hypothesis **"Fear of failure will have a stronger relative contribution to academic procrastination compared to self-esteem among college students"** is accepted.

DISCUSSION

The present study aimed to investigate the relationship between fear of failure, self-esteem, and academic procrastination. The result of the study suggested that there is a significant positive relationship between fear of failure and academic procrastination among college students. Similarly, Zarrin, Gracia, and Paixao (2020) conducted a study to explore the role of fear of failure and self-regulation in relation to academic procrastination. The findings indicated significant differences between male and female students in terms of academic procrastination, organizing, and fear of failure. Male students scored higher in academic procrastination, while female students scored higher in fear of failure and organizing. The results revealed a positive correlation between fear of failure and academic procrastination. Haghbin et al. (2012) conducted a study supporting this relationship, particularly among students who feel less deserving and rightful. Ferrari (1992) uncovered a new, very distinct reason for procrastination to protect pupils' self-esteem and identity beliefs. He discovered that learners began working on an assignment because they were excited about the prospect of working against a deadline. The study further highlighted the positive association between fear of failure and academic procrastination, as well as the predictive role of fear of failure and responsibility in academic procrastination.

Second finding reveled that there is a significant negative relationship between self-esteem and academic procrastination among college students. In this reference Balkis and Duru (2012) examined the association between fear of failure, procrastination, and self-esteem. They suggested that students with low self-esteem tend to consider themselves defeated when facing failure, leading to a preference for inaction due to the fear of failure. Liu, Hong, and Jiang (2023) investigated self-esteem as an antecedent of academic procrastination among adolescents and suggested a negative association between self-esteem and academic procrastination. Parwez, Khurshid and Yousaf (2023) suggested that student procrastination is a typical manifestation as procrastinating is harmful to their academic performance; they find it difficult to stop. Fear of criticism is one of the reasons for some students who procrastinate. Sharma and Kaur (2011) found that females are significantly higher than fear of failure than male related to procrastination. They also suggested that fear of failure was higher among female students and significantly predicted procrastination. As mentioned, procrastination is a prevalent issue in various societies, especially among university students. Therefore, addressing academic procrastination is crucial problem for successful academic performance among university students. In severe cases of academic procrastination, students may benefit from referral to psychologists and counselors for treatment.

Implication of the study

The present study on the fear of failure and self-esteem as predictors of academic procrastination among college students has several implications. The study highlights the importance of raising awareness among college students about the relationship between fear of failure, self-esteem, and academic procrastination. By understanding these factors, students can identify and acknowledge their own tendencies towards procrastination, enabling them to take appropriate measures to address the issue. Educational institutions, counselors, and academic advisors can use this knowledge to design interventions and prevention programs that focus on boosting students' self-esteem, managing fear of failure, and developing effective time management and study skills. The study underscores the importance of providing mental health support to college students.

Fear of failure and low self-esteem are often associated with anxiety and other psychological challenges. By offering counseling services, workshops, or therapy sessions, colleges can help students overcome these barriers and create a conducive environment for academic success. Colleges can incorporate personal development programs

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into their curriculum, which can include activities that promote self-esteem, confidence-building, and resilience. These programs can equip students with the necessary skills and mindset to cope with fear of failure and setbacks, reducing the likelihood of academic procrastination.

By offering guidance and resources to enhance their academic skills and knowledge, colleges can empower students to overcome the fear of failure and increase their self-esteem, thus reducing procrastination. The findings highlight the need for colleges to adopt a more holistic approach to assess students' academic performance. Overemphasis on exams and grades can contribute to fear of failure and negatively impact self-esteem, leading to increased procrastination.

By implementing alternative assessment methods such as projects, presentations, etc colleges can create a more inclusive and supportive learning environment. Institutions can use the study's findings to develop evidence-based policies and guidelines that address academic procrastination. These policies can focus on creating supportive classroom environments, establishing mentorship programs, and encouraging open dialogue about fear of failure and self-esteem issues among students and faculty members.

Overall, the implications of this study emphasize the significance of understanding and addressing fear of failure, self-esteem, and academic procrastination among college students. By implementing appropriate strategies and support systems, educational institutions can promote student success, well-being, and personal growth.

CONCLUSION

The study on fear of failure and self-esteem as predictors of academic procrastination among college students provides valuable insights into the relationship between these factors and their impact on students' academic performance. The study indicates that fear of failure and low self-esteem are significant predictors of academic procrastination. Students who experience a fear of failure are more likely to engage in procrastination as a coping mechanism to avoid potential negative outcomes and protect their self-esteem. Similarly, students with low self-esteem may doubt their abilities and find it challenging to initiate and complete academic tasks, leading to procrastination.

LIMITATION AND SUGGESTIONS

- The present study was conducted on the limited sample of 200, the further study should be conducted on larger sample.
- The present study was conducted on the age range of 17-25 years, further study should be conducted on the other age group as well.

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