A Descriptive Study on Locus of Control, Perfectionism, and Academic Procrastination Among Young Adults

Asmita Tarafdar[1], Dr. Soma Saha[2]

[1]Amity Institute of Psychology and Allied Sciences, Amity University, Kolkata, India
[2]Assistant Professor, Department of Social Science and Languages (SSL), Vellore Institute of Technology, Vellore

Abstract

Many factors, particularly trait-like psychological dimensions, have been demonstrated to greatly contribute to procrastination, but the intricate interactions between these variables have gotten less attention. The purpose of the study was to assist young adults to navigate their academic voyage because these young adults often come across few stumbling blocks such as academic procrastination, locus of control and perfectionism in their academic work. The study group for this research consisted of 150 young adults (111 female, 37, male, 1 transwoman, 1 prefer not to say) and mostly belonged from undergraduate level from various private and public universities of Kolkata. Snowball sampling method was incorporated to identify the sample for the study. In this study, the "Rotter's Locus of control scale", "Academic Procrastination Scale by McCloskey" and "Frost Multidimensional Perfectionism Scale" were used to collect data. The Pearson Correlation, descriptive statistics and other statistical analysis were used for data analysis. According to the findings obtained, a significant relationship was established between academic procrastination and perfectionism that might altogether affect the academic outcome and further there were also a significant negative correlation between the locus of control and academic outcome. Research can further be done by using other variables to understand the effectiveness of academic outcome. In addition, educators, policymakers, and mental health professionals can work together to guide young adults based on their beliefs and can help individuals in making informed decisions.

Keywords: Locus of Control, Academic Procrastination, Perfectionism, Academic outcome, young adults

Introduction

Exploration on locus of control, academic perfectionism, and academic procrastination in the younger generation is a mode to understand the relevant effect on the individual's academic performance. Julian Rotter was the first American psychologist who developed the concept of control, called locus of control in 1966. It is the extent to which a person believes that his/her actions are related to their outcomes. This idea has been fixed in behavioural research and theory since then and was influential in developing other similar but separate concepts about control. This classification places individuals into two categories, either internal or external locus of control, or as points along each dimension where those with more internal locus believe that they have caused the events while those with a more external one see fate as responsible for the happenings. Research conducted by VanderZee et al. (1997) [23] generally indicated

that people who believe they have control, over their lives tend to have social support options compared to those who feel external factors govern their circumstances. It is also believed that individuals with internal locus of control are better at seeking help and assistance from their surroundings. The concept of locus of control does not influence the availability of support but also how beneficial such support is, for ones well-being. Studies have indicated that people who believe they control their destiny (internal locus of control) are less likely to follow the crowd and more inclined to be self-reliant. Whether this belief stems from, within or outside influences it shapes our thinking, actions, and overall happiness. People with an internal locus of control think that they really control their lives and activities, and their consequence depends mostly on what they can do by themselves (Flory, 2006). In 1974, Levenson told that people might have different views of the unpredictable life one having faith in the authority and the interactive people or other one locus of life. As a consequence, two types of external locus of control and chance are also supported by the theory. Kopera & Frye (1991) found that having an external locus of control or believing that academic success is associated with academic failure is related negatively to academic achievement.

Procrastination is something that may be found almost everywhere at any time and among a wide range of professions. A randomly taken statistical analysis, however, shows that there is 20-30 percent of people who tend to procrastinate; and therefore, one-third of the people from any country of the world start to show this quality. Procrastination is "the choice of delaying an intended behaviour despite the knowledge that one would be better off without the delay". This definition is based on personal perceptions, that is a person is aware of the fact that he/she is unnecessarily postponing tasks, or on the objective standards of compliance to commitments. Along with that, the manner in which the situation is evaluated, and the psychological significance attributed to it can motivate procrastination. Academic procrastination simply means putting off things that you are supposed to be doing for school, and that this behaviour may have unfavourable consequences. Empirical studies showed that at least 70% of students seem to procrastinate on a regular basis. Academic procrastination has been found as a common phenomenon among both undergraduate and graduate students, regardless of the racial category or gender. Various research proved that younger college students specialize more often in procrastination behaviour than their older counterparts. Such findings might suggest that young students are not mature enough yet and cannot completely take charge of their own learning processes. These may hint at that these students are just probably on their journey to become a successful self-directed learner, but they still need some support to effectively self-regulate their learning (Zacks & Hen, 2018) [25]. Milgram et al. (1993) [13] delved into finding comprehension of academic procrastination and choosing suitable strategies to cope with it improve once you know the factors that are responsible for procrastination. Reynolds (n.d.) [17] projected that just one external variable, i.e., parenting style and one's probable tendency to procrastinate, has been investigated, yet it is a minor subject. From a plethora of research, we find that adolescence would have a higher procrastination response to parenting style. Along with that, researchers indicated that the relationship between perfectionism and procrastinating is positive.

The notion of the perfectionism has been defined as 'the practice of demanding higher quality of performance from oneself or other people unlike the situation.' According to Hollender (1965) [12], perfectionism exists when the man himself describes his activity as perfect and when, the perfectionism is very like to happen. This tendency usually originates from childhood, in a child who is insecure and who needs their parents approval, acceptance and affection which is difficult for them to get. The child makes sure that by flawlessly behaving he will gain what he is looking for. Subsequently, perfectionism

is a way to evade self-belittlement for them. In the academic environment, perfectionism refers to a psychological disposition featuring super-high-performance standards, which co-exists significantly with critical self-assessment, and fear of having negative judgments or criticisms from others. This is one of the contradictions in academic work because a perfectionist may both want to succeed and fear it. Perfectionist students may struggle with self-evaluation, the difficulty of completing tasks while being obsessed with getting everything right, and procrastination that leads to stress and anxiety related to academic work. It can be presented through the snitching of excessive studying, lack of self-confidence, and huge pressure to get high market grades. The perfectionist demeanour can, in turn, trigger considerable stress, anxiety, and even a deterioration of mental health. This kind of perfectionism in academics also impairs productivity and nay a task may never be accomplished. People who fall into this category often cannot adjust the appropriateness of prioritization; instead, they would over-burden with the task to the extent of an absurd. Ultimately, perfectionism in the academic sphere can hold students back from realizing their full potential, thus making it counterproductive. It's vital for those seeking improvement in the schooling aspect to identify and manage their perfectionist traits. Perfectionism has emerged as one of the most distinctive features of each DSM-III disorder and at the same time, has been hypothesized to be an important predictor of many pathological conditions. Besides the perfectionism which has been theorized, a multidimensional assessment tool was developed and there were several assumptions about perfectionism's nature tested in four independent studies. The main component of this action is the tendency to pay much attention to escaping from making mistakes. Only five additional areas were identified by Frost et al. (1990) [10], namely having high personal standards, the belief that parents set a high degree of expectations, the belief that parents are critical of one's actions, doubting the quality of one's acts, and the doubt that one is organized. Thus, this study analysis aims to assist young adults to navigate their academic voyage because these young adults often come across few stumbling blocks such as academic procrastination and perfectionism in their academic work.

Literature Review

It has been found from the study conducted by Boysan & Kıral, (2016) [6] that numerous factors, including personality traits and cognitive styles, are connected with procrastination. But the intricate relationships as well as these variables are largely neglected. It was the aim of the study to find out the cause-and-effect relation between procrastination, perfectionism, the big five personality traits, locus of control, and self-esteem. A group of 162 females and 80 males (mean age = 20.98) completed assessments that measured academic procrastination, self-esteem, the big five personality traits, perfectionism, and locus of control. According to the research, criticism from parents had a significant impact on procrastination but some personality characteristics including conscientiousness, agreeableness and organization were on the opposite sides in the role. Cognitive behavioural therapy of this type targeted with family members is a promising procrastination preventative and treatment method.

Over the recent years, a significant number of revisions and reinterpretations of the delay and procrastination concepts have been proposed by many researchers. The research conducted by Steel & Klingsieck, (2016) [22] examined and integrated the core paper of Beswick, Rothblum and Mann on academic procrastination by creating a typology. The aim of the research was to persuade that relationship between the degree of procrastination and conscientiousness is very strong, whereas other 4 elements of personality tend to have influence on how procrastination is actually being expressed and carried out. There were 167 students in an Undergraduate Introductory Psychology Class. One of those things that had

the greatest impact on me was the existence of the self-directed computer course allowing me to procrastinate a lot. Attentiveness and its constituents were the strongest associations found with procrastination. Moreover, the regression showed that the other personality measures really were not able to predict procrastination.

The purpose of this study according to Batubara (2017) [4] is to discuss the locus of control and academic procrastination and also investigate if the locus of control is a major determinant of the students' academic procrastination. This investigation was conducted using the ex post facto method. Stratified random sampling was used in the proportion. These statistics show that 107 students actively took part in this survey. As the outcome of this study indicated, the kids had a moderate internal locus of control, while their academic achievement was at its maximum. The study likewise revealed one major link between the locus of control and the procrastination of the students in their academics. The article mainly provides recommendations concerning locus control that should be used in procrastination research. Educators who interact with pupils who are negatively affected by procrastination are encouraged to use the recommended strategies in their practice.

The study conducted by Pearlman-Avnion et al. (2019) [16] involves exploring the relationships between procrastination, perfectionism, and locus of control (LOC) in the context of school. The process of the self-report questionnaires being filled out by 95 randomly selected students at the higher education organizations is the basis for data gathered empirically. The study differentiates between adaptive and non-adaptive perfectionism and also those who do not exhibit it. In another finding, the research directed its attention to the difference between interior and exterior loci in one's self. While the individual effect of each variable on procrastination is assessed, better understanding is obtained by comparing the combined effect of perfectionism and LOC also. We can therefore say that adaptive kind of perfectionism and internal locus of control have a very significant positive correlation. An adverse consequence of a maladaptive perfectionism is that perfectionists tend to put things off than a person who is not a perfectionist. Adapted perfectionism and internal LOC can be combined together to acquire less procrastination than are non-adapted perfectionism and external LOC.

The aim of the study conducted by Delıbalta & Akbay, (2020) [9] includes the investigation about academic procrastination, academic locus of control and academic perfectionism's relation to university students' academic risk-taking behaviour. In addition to the investigation of the role of university students' academic procrastination, academic locus of control, and academic perfectionism as contributory factors in their risk-taking propensity, this research work also sought to investigate the impact of these factors on students' academic performance. Participants in this study were 351 female students and 154 male students. They were all on undergraduate level. Data for this study was collected using the "Personal Information Form," "Academic Risk-Taking Scale," "Academic Procrastination Scale," "Perceived Social Self-Efficacy Scale," "Academic Locus of Control Scale," and "Academic Perfectionism Scale." Student procrastination, academic control, and academic perfectionism were found to predict academic risk, yet all these parameters decreased, and one increased, which were academic procrastination, academic external locus of control, and academic perfectionism, but academic internal locus of control increased, besides academic risk-taking behaviour as well.

In the paper studied by Sagone & Indiana, (2021) [18], the relation between decision-making style, locus of control, and average exam grades was looked at as the predictors of procrastination; among 185 Italian students recruited from compulsory courses for psychology and pedagogy degree at the University of Catania. Data collection was done using the following scales – the Decisional Procrastination Scale by

(Ferrari, Johnson, & McCown , 1995), the Decision-Making Styles (Di Nuovo & Magnano, 2013), and the Locus of Control of Behaviour Scale by (Craig, Franklin, & Andrews, 1984). On the other hand, the conclusion of this investigation indicates that the belief in one self plus speeding up in tough situations are related to the greater hesitation to study and lower grades on the university exams.

The purpose of the study conducted by Sonali Panda, Dr. Pankaj Singh, (2022) [15] investigated the impact locus of control has on academic procrastination among undergraduate students. The research comprised 115 final year undergraduate students. The cluster sampling approach was applied to select the samples. The research proved that 59 among the 115 students of final year undergraduate degree showed higher levels of academic procrastination (51.30%). In case of participants with internalized locus of control there is less academic procrastination, while in case of external locus of control the procrastination increases. Hence, it can be claimed that locus of control and student homework procrastination are positively related. The previous researches revealed that academic procrastination is detrimental to internal locus of control and self-related variables which are comprised of self-esteem, self-regulation, and self-efficacy. These private/subjective variables ultimately have an unfavourable effect on a student's academic performance. The focus of this study conducted by Muazzam et al., (2023) [14] was to find out if students with a greater level of creative self-confidence are less prone to engaging in academic procrastination. A correlational study was designed. Here the relationship procrastination in academics, locus of control and creative self-efficacy of Pakistani undergraduate students was analysed. It is important to highlight that the three variables respectively demonstrated strong correlations. Regression researches implied the completion of academic tasks which was sculptured by both factors and thus played a significant role.

Methodology

1. Objective

This study aims to determine how individuals perceive their sense of control (locus of control) over their academic outcomes. This study explores the potential impacts of perfectionism, on individuals' academic performance. This study also analyses how academic procrastination impacts on individual's academic performance.

2. Hypothesis

Null hypothesis (H_0):

- H_01: There is no significant relationship between locus of control, academic procrastination, and perfectionism among young adults.
- H_02: There is no significant relationship between locus of control and academic outcome i.e. the marks obtained by the young adults.
- H_03: There is no significant relationship between Academic procrastination and Academic outcome i.e. the marks obtained by the young adults.
- H_04: There is no significant relationship between Perfectionism and Academic outcome i.e. the marks obtained by the young adults.

3. Methods

A survey was conducted on the sample size of 150 young adults who were selected using snowball sampling method and with the help of online google forms data was collected. They were mostly from different public and private universities in India. This survey was conducted for 2 weeks, and the required data was collected with the help of specific scales of the variables. This is quantitative research that has been conducted. Further scoring of the data collected will be analysed statistically. Apart from statistical

method and sampling, previous research papers were also reviewed to find out the research gap and the limitations of the previous researches, thus literature review method was also incorporated for the analysis.

4. Sample detail

The study was conducted on 150 young adults; between the age group of 18years to 26years. Socio-demographic details like age, gender, qualifications, and respective marks obtained in the last exam were also collected after the participants willingly gave their consent to give responses.

Inclusion Criteria: Young adults between age group 18years to 26years and individuals who willingly gave their consent for the research study.

Exclusion Criteria: Individuals with intellectual disability (severe, profound) were excluded from the study. Individuals with substance dependence (except nicotine, alcohol, tobacco etc) were excluded from the study. Individuals who are differently abled were excluded from the study.

5. Tools used for data collection

Data collection was done with the help of online forms and the following scales for the variables were used:

5.1. Rotter's Locus of Control Scale (Julian Rotter)

LCS, or the Locus of Control Scale (29-item questionnaire) helps measure an individual's level of internal vs. external control, a concept that states the extent to which the individual sees events as a consequence of their actions or external factors. The locus of control notion is a psychological concept referring to the extent to which an individual believes that his/her success is determined by his/her attributes or actions undertaken individually, and not by outside forces or events that can influence him/her regardless of what one does. The category of 'internal locus of control' contains those who think that they are able to take hold of incidents happening in their life and outcomes of those incidents are contingent on the effort and capabilities of the individuals. The individuals who display the 'external locus of control' don't believe that their behaviour and decision making have the considerable effect, but they believe that there is something else such as fate, chance, or powerful others, which are the external power to decide things. The LCS is a true or false questionnaire in that the students must choose one of the answer options that is particularly a response to the statement. The answer key is obtained by placing a check mark next to the sentence that responds to the question and is considered the most agreeable. For instance, (a) 'Children get into trouble because their parents punish them too much.' or '(b) 'The trouble with most children nowadays is that their parents are too easy with them'. The 29-item of the filler version containing six filler items to be on ambiguous the purpose of the test. Data is running between 0 and 13 where the lower scores characterize internal control and higher scores - external control. LCS has become quite popular (because of the fact that more than 40 languages have it).

5.2. Frost Multidimensional Perfectionism Scale (FMPS – Dr. Randy Frost)

The multidimensional perfectionism scale invented by Randy Frost, and his colleagues in 1990 has six subscales that include the self-oriented perfectionism, the socially provoked perfectionism, the self-oriented striving for excellence, the self-oriented personal standards, and others. A principal components analysis performed after the initial evaluation showed that, in fact, these four sub-scales were more appropriate. A validation of the scale by Stober (1998) was derived from the study of 243 university student participants, with their mean age ranging from 26. The primary characteristic of perfectionism is an obsessive disposition to exceed the regular standards coupled with the harsh and super-critical appraisal of one`s behaviour that starts with a feeling of being insecure and runs through the problem of a mistaken

choice of actions or system of believes. One crucial and common variate provoking a variety of pathologies of the mind is perceptive idealism, and this scale can come very handy, since it can be used to establish some of the underlying causes of clients' presenting issues. Without a doubt, the FMPS should include people at the age of 15 and above, and it has been proven to be one of the most effective methods in treating anorexia, OCD, and anxiety disorders. Certain people tend to be very proud of their perfectionistic nature and this notion is just one of the many traits which psychotherapist can work on. This scale, in this case, can highlight how actually perfectionism is a counterproductive attitude or give some kind of metrics to the doctor and the client how much of it is considered to be "normal" perfectionism. Thus, currently the Frost Multidimensional Perfectionism Scale (FMPS) is a 35 question self-report measure with four sub-scales of perfectionism:

- Concern over mistakes and doubts about actions (Questions 9,10,13,14, 17,18,21,23,25,28,32,33,34)
- Excessive concern with parents' expectations and evaluation (Questions 1,3,5,11,15,20,22,26,35)
- Excessively high personal standards (Questions 4,6,12,16,19,24,30)
- Concern with precision, order, and organisation (Questions, 2,7,8,27,29,31)

High scores on the Organization subscale do not contribute to Total Perfectionism and are not intrinsically problematic, but combined with high scores on the other factors may exacerbate dysfunction.

5.3. Academic Procrastination Scale (McCloskey)

The APS was developed by McCloskey by means of a pilot and SONA participant pool survey at the University of Texas at Arlington. Item analysis that entailed a situation in which items were highly correlated with total test scores was used as one of the criteria used in selection of items. The APS consists of 25 items and is has shown high reliability, $\alpha = .95$. Using item discrimination indicators for item retention could have influenced the reliabilities in a positive way to a certain degree. Besides that, reliability was particularly high. Students with various academic majors and years of college completion constituted 86 volunteers used in the APS validation. Scores were gained from the Likert-type scale of 5 points where 1 equal disagree to the item and 5 means an agree to the item. For instance, if a person as participant agrees to the answer "I put off projects until the last minute" then it suggests that this person has higher degree of procrastinating. Hence, few items were reversely scored for all scales if relevant, and a grand total was created across the items. A classical test theory method was used to score the Academic Procrastination Scale (APS). The total 25 individual items scores were summed up to create an overall score for the scale. APS scores averaged 72.25 (SD = 20.00); they ranged from 25 to 125. When an individual responds positive to questions such as "I have found myself waiting until the day before to start a big project" and "I get distracted by other, more fun, things when I am supposed to work on schoolwork" it indicates a person who tends to procrastinate more in his or her academics.

6. Statistics

After the data collection process, following statistical methods are used for analysis and was analysed with the help of Jamovi (2.3.5v) and Ms Excel:

- Pearson's correlation
- Chi square
- Descriptive statistics
- Histogram
- Pie charts

Result analysis

Descriptives		
	Marks	gender
N	150	150
Mean	7.66	1.28
Median	7.82	1.00
Mode	8.00	1.00
Standard deviation	1.21	0.507

Table 1.1

Descriptives	
	Age
N	150
Mean	20.8
Median	20.5
Mode	20.0
Standard deviation	1.80

Table 1.2

Contingency Tables

	Educational Qualification		
gender	Bachelors	Masters	Total
female	99	12	111
male	36	1	37
transwoman	1	0	1
prefer not say	1	0	1
Total	137	13	150

χ^2 Tests

	Value	df	p
χ^2	2.50	3	0.476
N	150		

Table 1.3

DEMOGRAPHIC ANALYSIS

The sociodemographic data is a semi structured data sheet which was used to collect the information on the basic sociodemographic information of young adults.

Table 1.3 and figure 1 revealed that majority of the young adults are female (74%) in comparison to male (49.3%) and others (transwoman – 0.6%; prefer not to say – 0.6%). It also revealed that among the whole sample of young adults' majority of them are undergraduate i.e. appearing for bachelors (91.3%) while few of them are from postgraduation level i.e. masters (8.6%). Average marks obtained by the whole sample of 150 young adults are within the range of 7.66 cgpa as denoted from Table 1.1. Table 1.2 also indicates that mean/average age of young adults participated is 20.8.
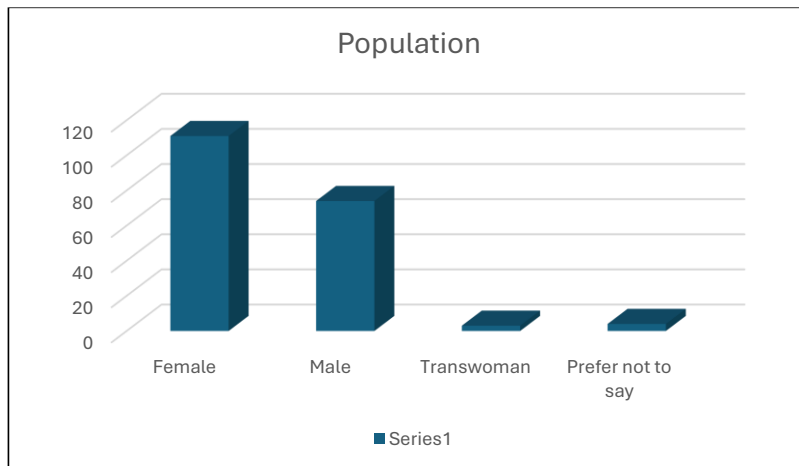
Figure 1

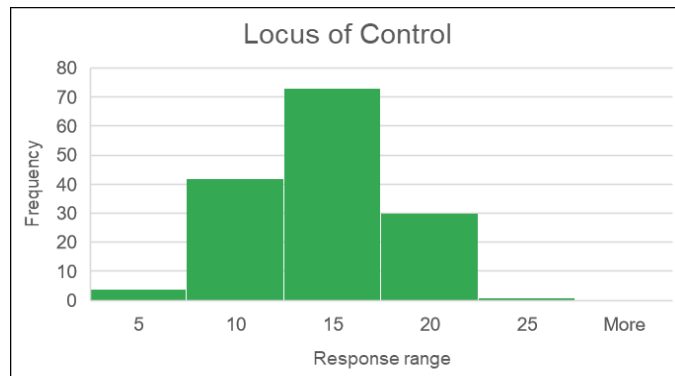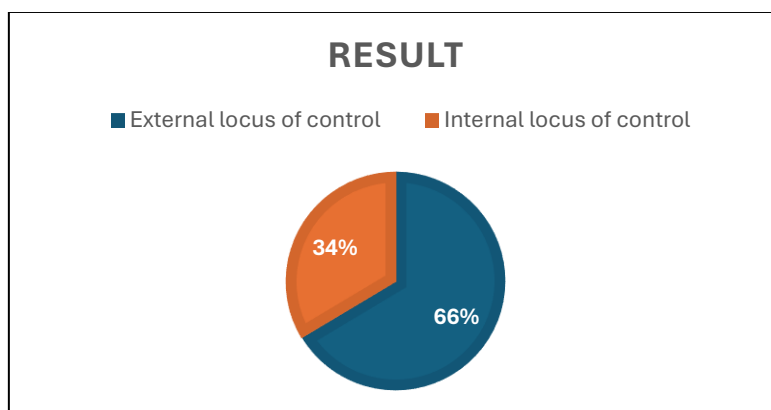| Descriptive statistics	
Mean	12.7
Standard Error	0.288132147
Median	13
Mode	14
Standard Deviation	3.528883695

Table 2

Figure 2

Figure 3

LOCUS OF CONTROL

Figure 3 reveals that 66% of young adults have external locus of control while 37% of young adults have internal locus of control. Table 2 reveals the average/mean score of 12.7; and standard deviation of 3.53. and figure 2 reveals that the highest response range from young adult sample is 15 (external locus of control).

Percentile	Percentage	Response	Level
P10	10%	98	Low
P25	25%	108	Low
P50	50%	118	Moderate
P75	75%	131	Moderate
P90	90%	142	High
P99	99%	160	High

Table 3.1

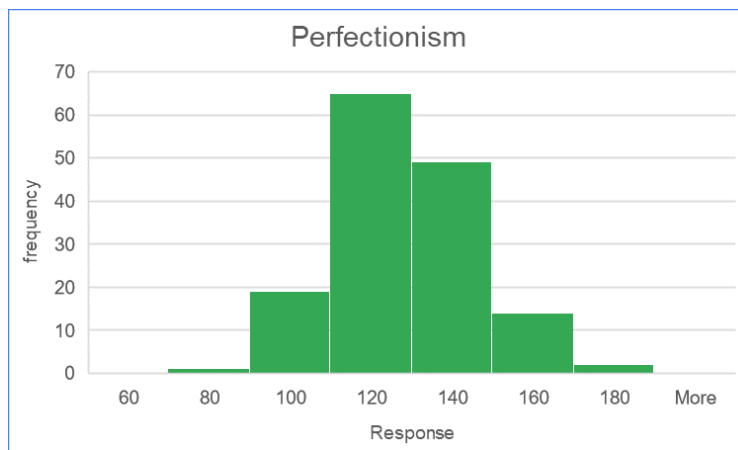| Descriptive Statistics	
Mean	119.4866667
Standard Error	1.419352868
Median	118
Mode	120
Standard Deviation	17.38345146

Table 3.2

Figure 4

PERFECTIONISM

It was discovered from Table 3.2, that the mean score of perfectionism is 119.49, standard deviation of about 17.38. and on the other hand, figure 4 reveals that the highest response range of perfectionism from young adult sample is 120 which is considered moderate level. Table 3.1 depicts the percentile range of perfectionism where – P10 (10th Percentile): A score of 98 falls into this percentile. It is considered Low on the perfectionism scale. P25 (25th Percentile): A score of 108 falls into this percentile, still categorized as Low. P50 (50th Percentile): A score of 118 corresponds to the median (50th percentile). This level is

considered Moderate on the perfectionism scale. P75 (75th Percentile): A score of 131 falls into this percentile, also categorized as Moderate. P90 (90th Percentile): A score of 142 is in this percentile, indicating High levels of perfectionism. P99 (99th Percentile): A score of 160 falls into this percentile, also categorized as High.

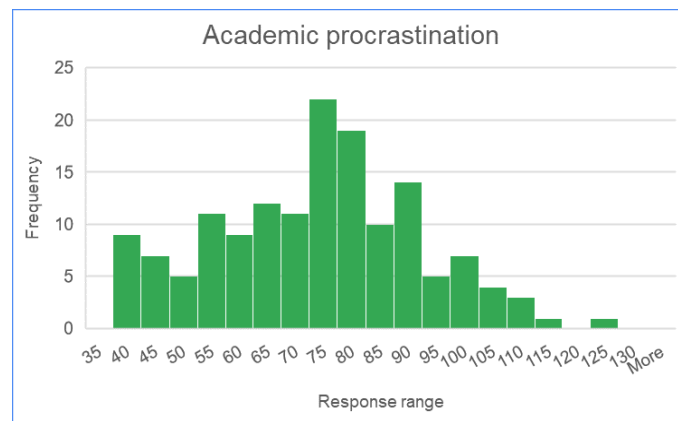| Descriptive Statistics	
Mean	71.56667
Standard Error	1.531048
Median	74
Mode	75
Standard Deviation	18.75144

Table 4

Figure 5

ACADEMIC PROCRASTINATION

Table 4 revealed that the average/mean score of overall academic procrastination is 71.57. and standard deviation is 18.75. Figure 5 depicts that the highest response range of young adults for academic procrastination is varied between 75-80 which is considered as moderate level of procrastination.

Correlation Matrix

		LOC	PROCRA	PERF 1	PERF 2	PERF 3	PERF 4	PERF TOTAL	MARKS
LOC	Pearson's r	—							
	df	—							
	p-value	—							
PROCRA	Pearson's r	0.143	—						
	df	148	—						
	p-value	0.080	—						
PERF 1	Pearson's r	0.160	0.404 ***	—					
	df	148	148	—					
	p-value	0.051	< .001	—					
PERF 2	Pearson's r	0.074	0.122	0.558 ***	—				
	df	148	148	148	—				
	p-value	0.368	0.137	< .001	—				
PERF 3	Pearson's r	0.046	−0.001	0.421 ***	0.400 ***	—			
	df	148	148	148	148	—			
	p-value	0.577	0.994	< .001	< .001	—			
PERF 4	Pearson's r	−0.145	−0.181 *	0.024	0.082	0.356 ***	—		
	df	148	148	148	148	148	—		
	p-value	0.076	0.027	0.768	0.317	< .001	—		
PERF TOTAL	Pearson's r	0.096	0.221 **	0.847 ***	0.816 ***	0.693 ***	0.319 ***	—	
	df	148	148	148	148	148	148	—	
	p-value	0.242	0.007	< .001	< .001	< .001	< .001	—	
MARKS	Pearson's r	−0.236 **	−0.159	−0.113	0.002	−0.052	−0.038	−0.076	—
	df	148	148	148	148	148	148	148	—
	p-value	0.004	0.051	0.168	0.984	0.530	0.646	0.356	—

Note. * p < .05, ** p < .01, *** p < .001

Table 5

CORRELATION

The Pearson correlation coefficient in Table 5:

At first it shows that there is no significant positive correlation between academic procrastination and locus of control. Then on the third row, it shows that there is a significant positive correlation between academic procrastination and perfectionism dimension 1 (Concern over mistakes and doubts about actions) [r = 0.4; p < 0.001] and on the other hand, no significant relation between locus of control and perfectionism dimension 1. Fourth row depicts, that there is no significant relation between perfectionism dimension 2 (Excessive concern with parents' expectations and evaluation) and locus of control and procrastination while on the other hand there is a significant positive correlation between perfectionism dimension 1 and perfectionism dimension 2 [r = 0.56; p < 0.001]. Fifth row shows that there is no significant relation between perfectionism dimension 3 (Excessively high personal standards) and Locus of control and procrastination but has a positive significant correlation with perfectionism dimension 1[r = 0.42; p < 0.001] and perfectionism dimension 2 [r = 0.4; p < 0.001]. Sixth row reveals that there is a significant negative correlation between perfectionism dimension 4 (Concern with precision, order, and organisation) and academic procrastination [r = -0.18; p < 0.05] and also there is a significant positive correlation between perfectionism dimension 4 and perfectionism dimension 3 [r=0.36; p < 0.001]. From the seventh row, we can establish that the overall perfectionism score has significant positive correlation with academic procrastination [r = 0.22; p < 0.01], perfectionism dimension 1 [r = 0.84; p < 0.001], perfectionism 2 [r = 0.81; p < 0.001], perfectionism 3 [r = 0.69; p < 0.001], perfectionism 4 [r = 0.32; p < 0.001]. And lastly it depicts that there is a significant negative correlation between marks obtained and locus of control where we can reject the null hypothesis [r = -0.236; p < 0.01], while there is no significant relation between marks obtained and academic procrastination and perfectionism, thus in this case we can

moderately reject the following null hypothesis - H02 i.e. there is a significant relation between locus of control and academic outcome; H01 i.e. there is a significant relation between Perfectionism and it's dimensions with Academic Procrastination.

Discussion

The study was conducted with an aim to examine Locus of control, academic procrastination, and perfectionism among young adults and its impact on academic outcome. The sample for the study was selected with the help of snowball sampling method using the inclusion and exclusion criteria and most of the participants participated from various private and public universities in India. Informed consent was taken from young adults for the study. Rotter's Locus of Control was used as a screening tool for measuring external and internal locus of control tendency of young adults, academic procrastination scale (APS – McCloskey) was used to measure the procrastination level of each young adults in academic settings, and Frost multidimensional perfectionism scale was used to assess the perfectionism tendency among the participants. 150 young adults were selected for the study between the age group of 18-26 years. This is a quantitative descriptive study that has been conducted and the study aims to assist young adults to navigate their academic voyage because these young adults often come across few stumbling blocks such as academic procrastination and perfectionism in their academic work.

1. Sociodemographic output:

In the present study the mean age of young adults is 20.8 ± 1.80 which indicates that majority of the participants are at undergraduate level (91.3%) while the rest are from postgraduate level and majority participants were female (111 – 74%) while only 37 male students were present (8.6%) and others (1.2%) From a notable previous study, done by Siah et al. (2021) [20], the sociodemographic findings were almost similar – 50 males (33.3%) and 100 females (66.7%). The age range of respondents was from 19 to 27 years old (M = 21.49, SD = 1.34) where it was found that Procrastination among undergraduate students is common and the research finding indicated that individuals with high internal locus of control are less likely to procrastinate. Such accomplishments reflected the truth that self-care did not make people procrastinate less. The average marks obtained by young adults is 7.66 ± 1.21 and this academic outcome plays an important role in this research study as a dependent variable.

2. Levels of Locus of Control, Academic Procrastination and Perfectionism:

Locus of control refers to the way individuals attribute cause to the events in their lives. Locus of control (LOC) is a multi-dimensional theory which assesses the level of influence which young people associate one's life outcomes to their own determined efforts ("internal" LOC) or external factors ("external" LOC). The effect of locus of control one's on academic performance has been quite attractive, the internal locus of control in association with good academic performance. The researchers most likely started the research by assessing aspects that could include internal versus external locus of control which are the factors that influence academic success and well-being (Zaidi & Mohsin, n.d.) [26]. According to the present study, 66% of young adults have external locus of control while 37% of young adults have internal locus of control. External locus individuals however have a high tendency to get frustrated in their attempt for advancement of career, while the internal locus individuals can easily excel. The individuals who are oriented within may adopt a healthy lifestyle and seek medical attention early. At the same time people with an external locus of control frequently refer to external factors when there are issues in their relationship, whereas persons with an internal locus of control have a lot of contribution in the process of building and maintaining relationships. A major part of the research being carried out by Benassi et al.

(1988) [5] was in regard to the locus of control and its relationship with the personality was in the domain of job satisfaction and health outcome; it was inferred that those with an external locus of control tend to experience higher levels of stress and even depression. One can easily comprehend that if a person thinks that their life is no longer in their own hands and someone is controlling them, they may start to feel anxious with a mindset that they are helpless. The concept of learned helplessness and the way it connects to an external locus of control was put forward by Martin Seligman (1975). Unlike the earlier conditional approaches which assumed that people with depression have a certain frame of mind that reflects a feeling of being disabled, therefore their actions will not bring about any positive change in their lives, Freud posited a contrary theory. On the theoretical side, this pattern of thinking may illustrate the tendency of adopting external locus of control because they have little faith in themselves (Abramson, Seligman, & Teasdale, 1978) [1].

Procrastination is "delaying or postponing an intention to act in spite of consequences that are often not desired" (Steel, 2007) [21], leading to poor performance. It is an intangible and destructive type of self-regulatory failure that researchers are still struggling to properly grasp. The Academic Procrastination Scale consists of 25 items that assess an individual's tendency to procrastinate in an academic context and there are three levels of the scoring analysis which are - Low APS Score: The ones with APS levels, scoring low, rarely show the habits of academical procrastination. It usually strengthen their ability to take initiative, manage time wisely and deliver task on time. Students of the working-class community are expected to high academic achievement rate. Moderate APS Score: When the subject group's score says moderate APS there are seen people who suffer from procrastination on a regular basis. They are not likely to procrastinate tasks, although they may end up completing them before the ultimate deadline. Academic outcomes may range from subject to subject, considering other variables. High APS Score: Procrastination by people scoring high in the trait has proven to be very significant and frequents. They have problem of poor habit of managing time, deadline skipping, surrounding themselves by stress and so on. This very group is thus likely to struggle with the academic work and show worse performance. The results of the study on academic procrastination of Basith et al. (2021) [3] where the similar APS scale was used reported that 11.4% of the students are in the high category, 85.2% in moderate level, and 3.4% in the low position. However, their grades do not improve because the analysis of substantial parts that associate with academic procrastination tells that each point is at a moderate level with a range of 62.2%-85.5%. Those figures show that, in most cases of students, academic procrastination is moderate, meanwhile they still procrastinate during online learning. From the present study, it was found that average/mean score of overall academic procrastination is 71.57 ± 18.75 and the response range of the sample was between 75-80 which indicates moderate level of academic procrastination tendency. Stress management techniques and providing social support for improving study habits accordingly can totally help in recovering from the moderate level of academic procrastination.

Perfectionism is one of the personality traits, which means always trying to be perfect and creating incredibly high standards of behaviour that often cause severe self-evaluation (Frost et al. 1990) [10]. In the last two decades, many studies have been done across the globe to try and discover the link between academics and academic achievement. Perfectionism as a personality trait is a key element of the examination of this academic engagement topic (Closson &Boutilier, 2017) [8]. However, perfectionism has various aspects, and there are different dimensions of perfectionism with different characteristics which be studied with the help of the Frost multidimensional scale the following dimensions are:

Concern over Mistakes and Doubts about Actions (CM): These items correlate with a person's trait that involves worrying about his faults, as well as a tendency to question every action. Individuals, who rank high in this trait, are likely to give themselves criticism, and they are most likely to be freaked out by mistakes. From the present data, we can establish that CM (PERF-1) is significantly correlated with Academic Procrastination at P < 0.001 level which indicates that it might be the case that students who are more afraid of making errors and have the prominent feeling of self-doubt in completion of tasks often tend to procrastinate in their academic work. For instance, these students could be afraid of showing their face because they met failure, they might be treated as a perfectionist or could be highly critical of themselves. If student procrastination occurs because of the desire to avoid making mistakes or negative feedback that might ensue, it has an undoubted impact on learners.

Excessive Concern with Parents' Expectations and Evaluation (PE): This sub-scale emphasizes on how much of an individual is filled with parents who put so much pressure on them and give many evaluations as well. Successful students may always seek parental approval and their anxiousness is around meeting the standards who they look for to. The data indicates that there is a significant correlation between CM (PERF – 1) and PE (PERF – 2) at p < 0.001 level which suggests that individuals who excessively worry about meeting their parents' expectations and fear parental evaluation are also more likely to be concerned about making mistakes and doubt their actions. These individuals may experience pressure to perform perfectly due to parental expectations, leading to heightened concerns about errors and self-doubt. The combination of parental pressure and self-critical tendencies could contribute to higher scores on both subscales.

Excessively High Personal Standards (PS): People with a high level of this factor are quite tough in that they set super-height standards for themselves that are difficult to match and exceed. Through the aim for perfection in many facets of their lives, they frequently have a feeling of dissatisfaction even for those solid accomplishments that they make. From the result we can interpret that there is significant correlation between PS (PERF – 3), PE (PERF – 2), CM (PERF – 1) at p < 0.001 level which signifies that Individuals who excessively worry about meeting their parents' expectations (PE) may also set unrealistically high personal standards (PS). These high standards could lead to concerns about making mistakes and self-doubt (CM). The combination of parental pressure, self-imposed standards, and self-critical tendencies may contribute to higher scores on all three subscales. These individuals might strive for perfection but also fear falling short of expectations.

Concern with Precision, Order, and Organization (O): This sub-scale measures the tendency of an individual to cherish details, seek order, and maintain neat environment. This may be true for people who score high in this area as they appear to be obsessive and perfection seekers who find it difficult to settle for less. The research findings suggests that O [PERF – 4] is significantly correlated with Academic Procrastination at p < 0.05 level and PE [PERF-3] at p < 0.001 which signifies that individuals who are more organized (higher O scores) may also experience more perfectionistic evaluative concerns (higher PE scores) and potentially engage in procrastination.

According to the findings of the present study, it has been concluded that –

A score of 98 falls into P10 (10th Percentile). It is considered Low on the perfectionism scale. Individuals in this range may have healthy perfectionism tendencies or minimal problems related to perfectionism. A score of 108 falls into P25 (25th Percentile), still categorized as Low. Most people fall within this range, indicating a balanced approach to achievement and standards. A score of 118 corresponds to the median (50th percentile). This level is considered Moderate on the perfectionism scale. It represents an average

response and suggests a balanced perspective on standards and achievement. A score of 131 falls into P75 (75th Percentile), also categorized as Moderate. Individuals in this range continue to maintain a balanced approach to perfectionism. A score of 142 is in P90 (90th Percentile), indicating High levels of perfectionism. Individuals in this range may experience significant distress due to perfectionistic tendencies. A score of 160 falls into P99 (99th Percentile), also categorized as High. Scores at this level represent dysfunctional perfectionism and may benefit from intervention or support. Overall, the perfectionism scores significantly correlate with all the subscales at $p < 0.001$. Shin et al. (2023) [19] thus suggested perfectionism might become a springboard for striving to accomplish the best. The fact is these treatment modes such as cognitive- behavioral therapy, biofeedback, and relaxation training attempt to moderate those parts thereby improving the effectiveness in academic achievements.

3. Relationship between the Variables:

'Academic procrastination' is a specific form of procrastination that takes place within the academic environment. It involves full awareness that one is supposed to do some kind of student's work or engage in student's activity such as essay writing, writing the term paper, etc which seems to be a commonplace scenario but at the end of the day, all it takes for not to act it out within the due time frame (Ackerman & Groß, 2005) [2]. Quite a lot of previous research revealed the existence of many traits of psychological character such as locus of control and self-efficacy and in most circumstances, they relate to academic procrastination. In a similar finding conducted by Harduf (2021) [11], the results showed that there was no significant negative correlation between adaptive perfectionism and the degree of academic procrastination and the second hypothesis proposed on the study was also refuted, as the Pearson test shows no significant positive correlation between external LOC and the degree of academic procrastination but according to the present study, there is a significant positive correlation between the academic procrastination and perfectionism which effectively rejects the null hypothesis H_01 i.e. there is a significant relation between Perfectionism and its dimensions with Academic Procrastination which can occur due to many plausible reasons like perfectionists mostly put very ideal standards too much for those themselves. They apprehend that when these conditions are not met, then they will either fail or be deemed incompetent. Subsequently, they might procrastinate to make things easier on themselves or disregard finishing them in order not to get a failure. This underlying belief that one must achieve perfection may discourage them from starting their projects until they know how prepared or confident they are enough. Perfectionists are inclined to overthink and are excessive in the analysis of their works. They may, however, test themselves on the different aspects of research or in some cases, they may postpone a given task to plan better, research or revising, which makes actual task execution take even longer. This habitual over examining can create a domino effect, driving them into procrastination behaviour, for which the concerns of making wrong moves or not being perfect is an obstacle when it comes to physical movement. People sometimes resort to perfectionism to deal with their anxiety or stress. It helps them feel merely dominated by what they can and can't do, instead of controlled by the chaos of the world. Nevertheless, this way of dealing with the fear of failure sometimes can lead to procrastination as an avoidance mechanism for the stress associated with the task. Because perfectionists are ashamed of any kind of criticism, they are afraid of negative feedback. Their work can be put off, especially when they realize it can be a subject of evaluation or judgment. Procrastination is a perfect excuse for them to avoid the risk of facing some negative feedback. This may result in a failure to meet deadlines or lower academic grades. While there was no significant correlation established with Locus of Control, thus we are moderately rejecting the H01 null hypothesis of the study. On the other hand, there is a significant negative correlation

between Locus of Control and academic outcome, it may occur since the percentage of external locus control tendency among the sample was more than internal locus of control and the marks obtained was moderate among the sample. Studies mostly indicate that the ones who have an internal locus of control comprehend that their activity leads to outcome. They are willing to own their academic milestones, set goals and take part in the learning process. Internal locus of control tendency prone students typically works night and day, seek help when necessary, and fight to win despite the difficulties. Their self-determination helps students to achieve better academic outcomes. People with an external locus of control view the results of the events considering factors (luck, destiny, others). They feel as if they lack the power to achieve their academic goals. One huge downside of social media on teenagers' development is that externalization could lead to procrastination, responsibility avoidance, and learned helplessness. Such habits adversely influence academic performance. People with internal locus of control have higher self-efficacy. They truly believe that they can succeed academically. People with external locus of control tend to question them and may seem doubtful too. These self-doubts can impair their academic success leading to below par outcomes. Thus, we are significantly rejecting the null hypothesis – H_02.

Conclusion

The present study is the summation of many interrelated factors – Locus of Control, Academic Procrastination and Perfectionism, and its relation with academic performance. The study proves that there exists correlation between young adults' approach to studying and academic performance on the other hand and locus of control on the academic performance. Interventions which are aiming to minimize procrastination, perfectionism behaviours can be formulated taking into consideration the individual existent qualities of young adults and for successful academic-based approach. The results of the study may result in major implications for the academic environments and support services that will help college community to keep the track of their academic problems. Researchers can use such information to develop more personalized studies that look at how the results if mixed up however, are differentiated from person to person. Examining the specified variables for an extended period of time can provide an insight into dynamic processes and changes, which will cause understanding of their interdependence both on the on-hand and on the long term. Exploring additional factors and employing longitudinal designs can provide a more comprehensive understanding of how to reduce the tendency of procrastination and moderate the perfectionism level among young adults in academic settings. Thus, this study seeks to determine how individuals perceive their sense of control over their academic outcomes (locus of control) and how this relates to their tendencies to engage in academic perfectionism and academic procrastination. By doing so, educators, policymakers, and mental health professionals can work together to guide young adults based on their control beliefs and can help individuals in making informed decisions.

Appendix

Rotter's Locus of Control Scale For each question select the statement that you agree with the most –

1.a. Children get into trouble because their patents punish them too much.
b. The trouble with most children nowadays is that their parents are too easy with them.
2.a. Many of the unhappy things in people's lives are partly due to bad luck.
b. People's misfortunes result from the mistakes they make.
3.a. One of the major reasons why we have wars is because people don't take enough interest in politics.
b. There will always be wars, no matter how hard people try to prevent them.

4.a. In the long run people get the respect they deserve in this world.

b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

5.a. The idea that teachers are unfair to students is nonsense.

b. Most students don't realize the extent to which their grades are influenced by accidental happenings.

6.a. Without the right breaks one cannot be an effective leader.

b. Capable people who fail to become leaders have not taken advantage of their opportunities.

7.a. No matter how hard you try some people just don't like you.

b. People who can't get others to like them don't understand how to get along with others.

8.a. Heredity plays the major role in determining one's personality.

b. It is one's experiences in life which determine what they're like.

9.a. I have often found that what is going to happen will happen.

b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

10.a. In the case of the well-prepared student there is rarely if ever such a thing as an unfair test.

b. Many times exam questions tend to be so unrelated to course work that studying in really useless.

11.a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.

b. Getting a good job depends mainly on being in the right place at the right time.

12.a. The average citizen can have an influence in government decisions.

b. This world is run by the few people in power, and there is not much the little guy can do about it.

13.a. When I make plans, I am almost certain that I can make them work.

b. It is not always wise to plan too far ahead because many things turn out to- be a matter of good or bad fortune anyhow.

14.a. There are certain people who are just no good.

b. There is some good in everybody.

15.a. In my case getting what I want has little or nothing to do with luck.

b. Many times we might just as well decide what to do by flipping a coin.

16.a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.

b. Getting people to do the right thing depends upon ability. Luck has little or nothing to do with it.

17.a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.

b. By taking an active part in political and social affairs the people can control world events.

18.a. Most people don't realize the extent to which their lives are controlled by accidental happenings.

b. There really is no such thing as "luck."

19.a. One should always be willing to admit mistakes.

b. It is usually best to cover up one's mistakes.

20.a. It is hard to know whether or not a person really likes you.

b. How many friends you have depends upon how nice a person you are.

21.a. In the long run the bad things that happen to us are balanced by the good ones.

b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

22.a. With enough effort we can wipe out political corruption.

b. It is difficult for people to have much control over the things politicians do in office.

23.a. Sometimes I can't understand how teachers arrive at the grades they give.

b. There is a direct connection between how hard 1 study and the grades I get.

24.a. A good leader expects people to decide for themselves what they should do.

b. A good leader makes it clear to everybody what their jobs are.

25.a. Many times, I feel that I have little influence over the things that happen to me.

b. It is impossible for me to believe that chance or luck plays an important role in my life.

26.a. People are lonely because they don't try to be friendly.

b. There's not much use in trying too hard to please people, if they like you, they like you.

27.a. There is too much emphasis on athletics in high school.

b. Team sports are an excellent way to build character.

28.a. What happens to me is my own doing.

b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29.a. Most of the time I can't understand why politicians behave the way they do.

b. In the long run the people are responsible for bad government on a national as well as on a local level.

Score one point for each of the following:

2. a, 3.b, 4.b, 5.b, 6.a, 7.a, 9.a, 10.b, 11.b, 12.b, 13.b, 15.b, 16.a, 17.a, 18.a, 20.a, 21. a, 22.b, 23.a, 25.a, 26.b, 28.b, 29.a.

A high score = External Locus of Control

A low score = Internal Locus of Control

Frost Multidimensional Perfectionism Scale (FMPS) –

Instructions: Please answer the following questions in relation to how much they apply to you. Do not spend too much time on any one question.

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	My parents set very high standards for me.	1	2	3	4	5
2	Organization is very important to me.	1	2	3	4	5
3	As a child, I was punished for doing things less than perfectly.	1	2	3	4	5
4	If I do not set the highest standards for myself, I am likely to end up a second-rate person.	1	2	3	4	5
5	My parents never tried to understand my mistakes.	1	2	3	4	5
6	It is important to me that I be thoroughly competent in what I do.	1	2	3	4	5
7	I am a neat person.	1	2	3	4	5
8	I try to be an organized person.	1	2	3	4	5
9	If I fail at work/school, I am a failure as a person.	1	2	3	4	5
10	I should be upset if I make a mistake.	1	2	3	4	5
11	My parents wanted me to be the best at everything.	1	2	3	4	5
12	I set higher goals than most people.	1	2	3	4	5
13	If someone does a task at work/school better than I do, then I feel as if I failed the whole task.	1	2	3	4	5
14	If I fail partly, it is as bad as being a complete failure.	1	2	3	4	5
15	Only outstanding performance is good enough in my family.	1	2	3	4	5
16	I am very good at focusing my efforts on attaining a goal.	1	2	3	4	5

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
17	Even when I do something very carefully, I often feel that it is not quite right.	1	2	3	4	5
18	I hate being less than the best at things.	1	2	3	4	5
19	I have extremely high goals.	1	2	3	4	5
20	My parents expect excellence from me.	1	2	3	4	5
21	People will probably think less of me if I make a mistake.	1	2	3	4	5
22	I never feel that I can meet my parents' expectations.	1	2	3	4	5
23	If I do not do as well as other people, it means I am an inferior being.	1	2	3	4	5
24	Other people seem to accept lower standards from themselves than I do.	1	2	3	4	5
25	If I do not do well all the time, people will not respect me.	1	2	3	4	5
26	My parents have always had higher expectations for my future than I have.	1	2	3	4	5
27	I try to be a neat person.	1	2	3	4	5
28	I usually have doubts about the simple everyday things that I do.	1	2	3	4	5
29	Neatness is very important to me.	1	2	3	4	5
30	I expect higher performance in my daily tasks than most people.	1	2	3	4	5
31	I am an organized person.	1	2	3	4	5
32	I tend to get behind in my work because I repeat things over and over.	1	2	3	4	5
33	It takes me a long time to do something "right".	1	2	3	4	5
34	The fewer mistakes I make, the more people will like me.	1	2	3	4	5
35	I never feel that I can meet my parents' standards.	1	2	3	4	5

Academic procrastination scale –

The following questions assess your habits and routines as a student. Please answer the following as they apply to yourself. How much do you, yourself agree to the following statements? (Scored on a 1 to 5 scale where 1= Disagree and 5= Agree)

1.   I usually allocate time to review and proofread my work. *
2.   I put off projects until the last minute.
3.   I have found myself waiting until the day before to start a big project.
4.   I know I should work on schoolwork, but I just don't do it.

5. When working on schoolwork, I usually get distracted by other things.
6. I waste a lot of time on unimportant things.
7. I get distracted by other, more fun, things when I am supposed to work on schoolwork.
8. I concentrate on schoolwork instead of other distractions. *
9. I can't focus on schoolwork or projects for more than an hour until I get distracted.
10. My attention span for schoolwork is very short.
11. Tests are meant to be studied for just the night before.
12. I feel prepared well in advance for most tests. *
13. "Cramming" and last-minute studying is the best way that I study for a big test.
14. I allocate time, so I don't have to "cram" at the end of the semester. *
15. I only study the night before exams.
16. If an assignment is due at midnight, I will work on it until 11:59.
17. When given an assignment, I usually put it away and forget about it until it is almost due.
18. Friends usually distract me from schoolwork.
19. I find myself talking to friends or family instead of working on schoolwork.
20. On the weekends, I make plans to do homework and projects, but I get distracted and hang out with friends.
21. I tend to put off things for the next day.
22. I don't spend much time studying school material until the end of the semester.
23. I frequently find myself putting important deadlines off.
24. If I don't understand something, I'll usually wait until the night before a test to figure it out.
25. I read the textbook and look over notes before coming to class and listening to a lecture or teacher.*

* Indicates reverse-scored items.

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