

Correlational Study Between Academic Stress and Academic Procrastination of Secondary School Students of Educational Zone Dooru of District Anantnag of Jammu and Kashmir

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Abstract

The current study, which was descriptive in nature, was undertaken to determine whether there existed any correlation between academic stress and academic procrastination. The study was conducted on 200 secondary school students who were chosen by using a simple random sampling technique. The data from the respondents was collected by using standardized tools and was analyzed by using the t-test and correlation analysis. The major findings of the study revealed that a significant Correlation between Academic Stress and Academic Procrastination of secondary school Students of district Anantnag was found.

Keywords: Descriptive, Procrastination, Stress, Random.

INTRODUCTION

"It always seems impossible until it's done." – Nelson Mandela

(Reassures students that their academic struggles are temporary.)

"Doing things at the last minute reminds us of the importance of doing them at the first minute." – Matshona Dhliwayo

(Advocates for early action by reflecting on the stress caused by last-minute efforts.)

Education serves as the cornerstone of societal progress and individual development. It equips students with the knowledge, skills, and values necessary for their personal growth and effective participation in society. However, the process of acquiring education, especially during adolescence, is fraught with challenges that can adversely impact students' academic performance and mental well-being. Among the myriad challenges faced by secondary school students, academic stress and academic procrastination stand out as significant concerns, particularly in the context of competitive educational environments. This study focuses on understanding the interplay between academic stress and academic procrastination among secondary school students in the Educational Zone Dooru of District Anantnag, Jammu and Kashmir.

1.1 ACADEMIC STRESS

Academic stress refers to the psychological distress experienced by students due to academic demands, expectations, and pressures. It arises when students perceive an imbalance between academic challenges and their ability to meet them.

Factors contributing to academic stress include examinations, assignments, competition, teacher expectations, parental pressure, peer comparison, and career concerns. While a moderate level of stress can enhance motivation and performance, excessive academic stress can negatively impact mental health, leading to anxiety, depression, and burnout.

Definitions of Academic Stress

[1] Stress is a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering well-being. In the context of academic stress, this definition suggests that students experience stress when they perceive academic challenges as beyond their coping abilities. [2] Academic stress is the pressure experienced by students due to the demands of academic performance, high expectations, and the need to balance multiple responsibilities in a learning environment. This definition highlights the role of academic performance and expectations as key sources of stress. [3] Academic stress is the body's response to academic-related demands that exceed the adaptive capabilities of students, leading to physiological and psychological strain. This definition emphasizes that academic stress can lead to both physical and mental health issues. [4] Academic stress refers to the mental distress experienced by students due to the need to achieve academically, perform well in exams, and meet institutional requirements. This definition underscores the link between academic stress and performance pressures.

[5] Academic stress includes various stressors such as pressures to perform, workload, self-expectations, and time constraints, which affect students' psychological well-being, the focus is on multiple academic stressors that contribute to students' stress levels.

Important Aspects of Academic Stress

- **Cognitive Aspect:** Worrying about exams, grades, and future career prospects.
- **Emotional Aspect:** Feeling anxious, overwhelmed, or depressed due to academic challenges.
- **Behavioral Aspect:** Procrastination, withdrawal from academic tasks, or burnout.
- **Physiological Aspect:** Symptoms such as headaches, fatigue, insomnia, and appetite changes.

Factors Responsible for Academic Stress Among Secondary School Students

Academic stress among secondary school students arises due to multiple factors related to academic workload, personal expectations, social influences, and environmental conditions. Below are some of the key factors contributing to academic stress:

1. Academic-Related Factors

a) Examination Pressure

- High-stakes exams determine students' future academic and career paths, causing anxiety and stress.
- Fear of failure and pressure to perform well lead to excessive stress.

b) Heavy Workload and Curriculum Demands

- An extensive syllabus, frequent tests, and multiple assignments create academic overload.
- Limited time for revision and preparation adds to the stress.

c) Competition Among Peers

- The pressure to outperform classmates increases stress levels.
- Comparison with top-performing students leads to self-doubt and performance anxiety.

d) Strict Deadlines

- Short deadlines for assignments, projects, and homework create pressure.
- Inability to manage time efficiently results in stress and poor performance.

2. Psychological and Personal Factors

a) High Self-Expectations

- Students set unrealistic goals for themselves, leading to frustration if they fail to achieve them.
- Fear of disappointing themselves or others intensifies stress.

b) Lack of Coping Skills

- Inability to manage stress effectively can lead to emotional breakdowns.
- Poor problem-solving and time-management skills contribute to academic difficulties.

c) Low Self-Confidence

- Students who doubt their abilities feel overwhelmed by academic challenges.
- Negative self-perception affects motivation and performance.

3. Parental and Social Factors

a) Parental Pressure

- Parents' high expectations for academic excellence create stress.
- Comparisons with siblings or relatives further increase pressure.

b) Lack of Parental Support

- Students who do not receive emotional or academic support from parents feel more stressed.
- Overly strict or indifferent parenting styles contribute to anxiety.

c) Peer Pressure

- Friends' academic achievements create pressure to perform better.
- Fear of social rejection due to poor academic performance increases stress levels.

4. Teacher-Related Factors

a) Strict Teaching Methods

- Harsh disciplinary practices or a lack of encouragement make students fearful of making mistakes.
- Teachers who focus only on grades rather than learning cause stress.

b) Poor Student-Teacher Relationship

- Lack of emotional support from teachers makes students feel isolated.
- Harsh criticism and unrealistic expectations demotivate students.

5. Environmental and Institutional Factors

a) Lack of Relaxation and Recreational Activities

- Excessive focus on academics without breaks affects mental well-being.
- Limited participation in extracurricular activities leads to burnout.

b) Poor Time Management

- Inability to balance academic tasks with personal life leads to stress.
- Procrastination results in last-minute workload pressure.

c) Unhealthy School Environment

- Bullying, peer conflicts, and a lack of supportive friendships increase anxiety.
- Unsupportive school policies and rigid rules contribute to stress.

6. Technological and Digital Factors

a) Excessive Use of Digital Devices

- Prolonged screen time affects concentration and academic performance.
- Social media distractions reduce study efficiency and increase stress.

b) Online Learning Challenges

- Difficulties in adapting to digital education methods create additional academic pressure.
- Limited access to online resources or technical difficulties can frustrate students.

ACADEMIC PROCRASTINATION

Academic procrastination refers to the tendency of students to delay or postpone academic tasks such as studying for exams, completing assignments, or preparing for presentations, despite knowing that doing so may lead to negative consequences. It is often associated with feelings of anxiety, fear of failure, perfectionism, and poor time management. Procrastination can hinder academic performance and lead to increased stress, guilt, and lower self-esteem. Academic procrastination is the deliberate delay of academic tasks despite the awareness of potential negative consequences, often driven by fear of failure or task aversion [6]. This definition highlights the intentional nature of procrastination and its link to negative academic outcomes. "Procrastination in the academic domain is the habitual or intentional postponement of studying or completing academic assignments due to task avoidance, poor time management, or motivational deficits [7]. It emphasizes that procrastination can be habitual and linked to motivation and time management. [8] "Academic procrastination is a self-regulation failure that leads to unnecessary delays in academic tasks, reducing productivity and academic success." This definition connects procrastination to self-regulation difficulties [9]. Academic procrastination refers to a student's tendency to delay academic tasks, often resulting from low self-efficacy, anxiety, and difficulties in self-control. It points out psychological factors contributing to procrastination. [10] "Procrastination in academic settings is characterized by the intentional and habitual delay of studying and schoolwork, often leading to stress and poor academic outcomes. This definition highlights the habitual nature of academic procrastination and its consequences.

Important Aspects of Academic Procrastination

Academic procrastination is a multidimensional phenomenon influenced by cognitive, emotional, behavioral, and situational factors. Cognitive aspects include fear of failure, perfectionism, and low self-confidence, which often discourage students from initiating or completing academic tasks. Emotional factors such as anxiety, guilt, frustration, and stress further contribute to procrastinatory behavior by creating negative feelings toward academic responsibilities. From a behavioral perspective, procrastination is characterized by avoidance of academic work, susceptibility to distractions, and the tendency to complete assignments at the last minute. Situational factors, including poor time management, inadequate motivation, and environmental distractions, also play a significant role in delaying academic tasks. Together, these interrelated dimensions influence students' study habits, academic performance, and overall psychological well-being.

Factors Responsible for Academic Procrastination Among Secondary School Students

Academic procrastination among secondary school students is influenced by a combination of psychological, behavioral, environmental, and health-related factors that interact to delay the initiation or completion of academic tasks. Psychologically, fear of failure is one of the most common causes of procrastination, as students often avoid academic work due to anxiety about poor performance, fear of criticism, or concern about disappointing parents and teachers. Perfectionism also contributes to procrastination because students who strive for unrealistically high standards may postpone tasks until they believe they can complete them perfectly. Similarly, low self-efficacy, or a lack of confidence in one's academic abilities, discourages students from engaging with challenging assignments, leading to avoidance behaviors. Poor self-regulation and impulsivity further increase procrastination, as students struggle to manage their emotions, control distractions, and resist the temptation to engage in more enjoyable activities. In addition, academic boredom and a lack of interest in specific subjects reduce intrinsic motivation, making students more likely to postpone assignments that they perceive as monotonous or unimportant.

Behavioral factors also play a significant role in academic procrastination. Ineffective time management skills prevent students from planning, organizing, and prioritizing their academic responsibilities, often resulting in incomplete assignments and inadequate examination preparation. Many students develop the habit of last-minute studying or cramming because they believe they perform better under pressure. However, this practice frequently increases stress, reduces knowledge retention, and negatively affects academic achievement. Furthermore, the widespread use of digital technologies has introduced new sources of distraction. Excessive engagement with smartphones, social media platforms, online streaming services, and video games often diverts students' attention away from academic activities, encouraging the prioritization of entertainment over educational responsibilities.

Environmental and social influences also contribute substantially to procrastination among secondary school students. A lack of parental supervision, guidance, and emotional support may reduce students' self-discipline and their ability to maintain consistent study habits. Similarly, an unstructured or distracting home environment can interfere with effective learning. High academic expectations imposed by parents, teachers, or educational institutions may generate excessive pressure, causing students to avoid academic tasks due to fear of failure or inability to meet unrealistic standards. Peer influence further affects academic behavior, as excessive socialization and the fear of missing out (FOMO) on social activities often encourage students to postpone studying and completing assignments. Additionally, school-related factors such as unengaging classroom instruction, limited teacher

support, and traditional teaching methods that fail to actively involve students may decrease academic motivation and increase the likelihood of procrastination. Health-related factors represent another important dimension of academic procrastination. Inadequate sleep, poor sleep quality, and chronic fatigue impair attention, concentration, memory, and decision-making abilities, reducing students' motivation to complete academic tasks. Mental health conditions, particularly anxiety and depression, have also been consistently associated with procrastination. Students experiencing anxiety may avoid academic work because of excessive worry about performance, while those suffering from depression often experience reduced motivation, hopelessness, and diminished interest in learning. These psychological difficulties can significantly delay academic engagement and adversely affect educational outcomes. Therefore, understanding the diverse factors contributing to academic procrastination is essential for developing effective interventions that promote better time management, emotional well-being, self-regulation, and academic success among secondary school students.

NEED OF THE STUDY

Academic success is a critical aspect of a student's educational journey, yet many secondary school students struggle with academic stress and procrastination, which can negatively impact their performance. Academic stress arises due to high expectations, heavy workloads, examination pressure, and competition, while academic procrastination involves the habitual delay of academic tasks, often leading to last-minute studying and increased stress levels. In the Educational Zone Dooru of District Anantnag, students face unique academic challenges influenced by socio-economic, cultural, and environmental factors. The region's education system, like many others, places significant emphasis on academic achievement, which may contribute to stress among students. Additionally, the increasing use of digital devices and distractions, along with personal and psychological factors, can lead to procrastination, further aggravating academic difficulties. Understanding the relationship between academic stress and academic procrastination is essential for developing effective intervention strategies. If a strong correlation exists between these two variables, it could suggest that managing academic stress may help reduce procrastination and vice versa. Teachers, parents, and policymakers can use the findings of this study to implement stress-management techniques, time-management strategies, and student support programs to enhance academic performance. Despite the growing concern over academic stress and procrastination, limited research has been conducted in the context of secondary school students in the Educational Zone of Dooru. This study aims to bridge that gap by exploring the correlation between these two factors and providing insights into how they impact students' learning experiences. The findings will be beneficial for educators, counselors, and administrators in designing interventions to improve students' academic engagement and overall well-being.

STATEMENT OF THE PROBLEM

The problem of the study was addressed as "A Correlational Study between Academic Stress and Academic Procrastination of Secondary School Students of Educational Zone Dooru of District Anantnag of Jammu and Kashmir.

OBJECTIVES OF THE STUDY

The following were the objectives of the study;

1. To study the differences in Mean Scores of Academic Procrastination of Secondary School Students of District Anantnag of Jammu and Kashmir based on Gender.
2. To study the differences in Mean Scores of Academic Procrastination of Secondary School Students of District Anantnag of Jammu and Kashmir based on the type of Institution.
3. To study the differences in Mean Scores of Academic Stress of Secondary School Students of District Anantnag of Jammu and Kashmir based on the type of Gender.
4. To study the differences in Mean Scores of Academic Stress of Secondary School Students of District Anantnag of Jammu and Kashmir based on the type of Institute.
5. To study the relationship between Academic Stress and Academic Procrastination of Secondary School Students of District Anantnag of Jammu and Kashmir.

HYPOTHESES OF THE STUDY

The following were the hypotheses of the study

1. There is no significant difference in the mean scores of Academic Procrastination of Secondary School Students of District Anantnag of Jammu and Kashmir on the basis of Gender.
2. There is no significant difference in the mean scores of Academic Procrastination of Secondary School Students of District Anantnag of Jammu and Kashmir on the basis of Type of Institute.
3. There is no significant difference in the mean scores of Academic Stress of Secondary School Students of District Anantnag of Jammu and Kashmir on the basis of Gender.
4. There is no significant difference in the mean scores of Academic Stress of Secondary School Students of District Anantnag of Jammu and Kashmir based on the Type of Institute.
5. There is no significant relationship between Academic Stress and Academic Procrastination of Secondary School Students of District Anantnag of Jammu and Kashmir.

OPERATIONAL DEFINITIONS

Academic Procrastination: The Academic Procrastination in the present study refers to the scores obtained by the sample subjects on the Academic Procrastination Scale developed by Dr. Ashok K Kalia and Manju Yadav.

Academic Stress: The Academic Stress in the Present Study refers to the scores obtained by the sample subjects on the Academic Stress Scale developed by Dr. Poorva Jain and Neelam Dikshit

Secondary School Students: The Secondary School Students in the present study shall refer to the Students who are studying in classes 9th to 12th in face-to-face mode in different Secondary Schools of the district Anantnag in the Educational Zone Dooru of Jammu and Kashmir during the Academic year 2024-25.

DELIMITATION OF THE STUDY

The Study was delimited to the following:

1. The study was delimited to Schools of District Anantnag only.
2. The study was further delimited to 200 Secondary School Students only.
3. The Study was further delimited to the Educational Zone Dooru only.

METHODOLOGY OF THE STUDY

The detailed description of the procedure and plan used by the researcher has been mentioned in this section.

DESIGN OF THE STUDY

A descriptive research method (survey design) was used to achieve the objectives of the study.

POPULATION OF THE STUDY

The population for the present study consisted of all the Secondary School Students of District Anantnag of Jammu and Kashmir studying in Classes from 9th to 12th for the session 2024-25.

SAMPLE OF THE STUDY

The sample for the proposed study consisted of 200 Secondary School Students. 100 males and an equal number (N=100) of females were selected by using the Simple Random sampling technique (Chit-Method). The sample was drawn from 20 schools as has been shown in the table below.

S.NO.	Name of the School	Sample Chosen
01	Govt. Higher Secondary School Dooru	10
02	Govt. High School Doru	10
03	Govt. Higher Secondary School Larkipora	10
04	Sir Syed Memorial School Larkipora	10
05	Iqbal Memorial School, Doru	10
06	Radiant Public School, Doru	10
07	Govt. Higher Secondary School Verinag	10
08	Green Hill Higher Secondary School, Verinag	10
09	Govt. Higher Secondary School Kapran	10
10	Decent Public High School, Doru	10
11	Oxford Kapran	10
12	Hanfia Institute Qammar	10
13	GHS Qammar	10
14	GHSS Nathipora	10
15	GHS Mir Maidan	10
16	GHSS Mehmoodabad	10
17	Scholars Institute Bragam	10
18	Kidzee Larkipora	10
19	Euro Kids Voi	10
20	Ameeri Kabir School, Shankerpora	10
	Total	200

TOOLS FOR THE PRESENT STUDY

Keeping in view the objectives of the study, the following tool was used for data collection;

The Academic Procrastination Scale was developed by Dr. Ashok K Kalia and Manju Yadav.

The Academic Stress Scale developed by Dr. Poorva Jain and Neelam Dikshit.

DESCRIPTION OF THE TOOL

The tools used in the present study were standardized tools developed by Dr. Ashok K Kalia and Manju Yadav (*Academic Procrastination Scale*) and Dr. Poorva Jain and Neelam Dikshit (*Academic Stress Scale*)

The *Academic Procrastination Scale* consists of 25 items in total. The scoring pattern of the scale is;

Category	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

The Academic Stress Scale consists of 28 items in total. The scoring pattern of the scale is;

Category	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

PROCEDURE OF DATA COLLECTION

The required data for the present study were collected by the researcher personally from the students of twenty selected secondary schools of Anantnag. After taking permission from the principals of the selected schools, the data was collected by using the above-mentioned scales. The researcher collected the data during the Month of March 2025 on different days. During the collection of the data, the researcher met with the students and introduced herself to them, and told them about the purpose of the study. The researcher explained basic information regarding the tool to the students and promised that the collected information would be kept confidential and would be used for research purposes only.

DATA ANALYSIS

The data collected were analyzed by using the t-test and the Correlational analysis.

DATA ANALYSIS, INTERPRETATION, AND FINDINGS OF THE STUDY

FIRST OBJECTIVE OF THE STUDY

The first objective of the study was "To Study the differences in Mean Scores of Academic Procrastination of Secondary School Students of District Anantnag of Jammu and Kashmir based on Gender". The data related to the objective was collected and analyzed by using a t-test.

Table 1: Shows different values of the independent sample t-test between Male and Female Secondary School Students towards Academic Procrastination

Gender	N	t-value	df	Sig. (2-tailed)	Level of Significance
Male	100	1.120	198	.264	Not Significant at 0.05 level
Female	100				

From Table 1 above, it is pretty evident that the t-value is 1.120 with df= 198, whose two-tailed significance value is .264 which is greater than the 0.05 level of significance. Hence, the value is not significant at 0.05 LOS. In view of this, the null hypothesis that there is no significant difference in the mean scores of Academic Procrastination of Secondary School Students of District Anantnag of Jammu and Kashmir based on Gender is accepted. Thus, it can be concluded that the Mean Scores of Academic Procrastination of Secondary School Students of district Anantnag are independent of Gender.

SECOND OBJECTIVE OF THE STUDY

The second objective of the study was, "To Study the differences in Mean Scores of Academic Procrastination of Secondary School Students of District Anantnag of Jammu and Kashmir based on type of Institution". The data related to the objective was collected and analyzed by using a t-test.

Table 2: shows different values of the independent sample t-test between Govt and Private Secondary School Students towards Academic Procrastination

Type of Institution	N	t-value	df	Sig. (2-tailed)	Level of Significance
Govt	100	.622	198	.535	Not Significant at 0.05 level
Private	100				

From Table 2 above, it is pretty evident that the t-value is .622 with df= 198, whose two-tailed significance value is .535 which is greater than the 0.05 level of significance. Hence, the value is not significant at 0.05 LOS. In view of this, the null hypothesis that there is no significant difference in Mean Scores of Academic Procrastination of Secondary School Students of District Anantnag of Jammu and Kashmir based on the type of Institution is accepted. Thus, it can be concluded that the Mean Scores of Academic Procrastination of Secondary School Students of district Anantnag is independent of the type of institution.

THIRD OBJECTIVE OF THE STUDY

The Third objective of the study was "To study the differences in Mean Scores of Academic Stress of Secondary School Students of District Anantnag of Jammu and Kashmir based on Gender". The data related to the objective was collected and analyzed by using a t-test.

Table 3: shows different values of the independent sample t-test between Male and Female Secondary School Students towards Academic Stress

Gender	N	Mean	t-value	df	Sig. (2-tailed)	Level of Significance
Male	100	68.3100	7.908	198	.000	Significant at the 0.01 level
Female	100	90.3400	-	-	-	-

From the above table 3, it is pretty evident that the t-value is 7.908 with df= 198, whose two-tailed significance value is .000 which is less than the 0.01 level of significance. Hence, the value is significant at 0.01 LOS. In view of this, the null hypothesis that there is no significant difference in the mean scores of Academic Stress of Secondary School Students of District Anantnag of Jammu and Kashmir on the basis of Gender is rejected. Thus, it can be concluded that the Mean Scores of Academic Stress of Secondary School Students of district Anantnag is not independent of Gender. Further, the Mean Scores of Academic Stress of Male Secondary school Students of District Anantnag is 68.3100, which is significantly lower than the mean Scores Academic Stress of Female Secondary School Students of District Anantnag, which is 90.3400, showing that Academic Stress is found more in female secondary school Students of District Anantnag as compared to male Secondary School Students.

FOURTH OBJECTIVE OF THE STUDY

The Fourth objective of the study was "To study the differences in Mean Scores of Academic Stress of Secondary School Students of District Anantnag of Jammu and Kashmir based on the type of institution." The data related to the objective was collected and analyzed by using a t-test.

Table 4: Shows different values of the independent sample t-test between Govt and Private Secondary School Students towards Academic Stress

Type of Institution	N	t-value	df	Sig. (2-tailed)	Level of Significance
Govt	100	0.523	198	0.602	Not Significant at the 0.05 level
Private	100	-	-	-	-

From the above table 4, it is pretty evident that the t-value is .523 with df= 198, whose two-tailed significance value is .602 which is greater than the 0.05 level of significance. Hence, the value is not significant at 0.05 LOS. In view of this, the null hypothesis that there is no significant difference in the mean scores of Academic Stress of Secondary School Students of District Anantnag of Jammu and Kashmir based on Type of Institution is accepted. Thus, it can be concluded that the Mean Scores of Academic Stress of Secondary School Students of district Anantnag is independent of the type of institution.

Fifth objective of the study

The fifth objective of the study was, "To study the relationship between Academic Stress and Academic Procrastination of Secondary School Students of District Anantnag of Jammu and Kashmir". The data related to the objective was collected and was analysed with the help of Pearson's Coefficient of correlation, as shown in Table 5 below. Table 5 shows the statistics related to the correlation between Academic Stress and Academic Procrastination

Correlations

	Academic Stress	Academic Procrastination
Academic Stress	Pearson Correlation	1
	Sig. (2-tailed)	.000
	N	200
Academic Procrastination	Pearson Correlation	.343**
	Sig. (2-tailed)	
	N	200

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

From Table 5 above, it can be observed that the coefficient of correlation (r) between Academic Stress and Academic Procrastination is .343, indicating a positive correlation between the variables. Furthermore, the p-value (0.000) is less than 0.01, which means the relationship is statistically significant. Thus, it indicates a significant correlation between Academic Stress and Academic Procrastination among secondary school students in the district of Anantnag. Thus, the null hypothesis, "that there is no significant relation between Academic Stress and Academic Procrastination of secondary school Students of district Anantnag," is rejected, which means that the two variables, Academic Stress and Academic Procrastination, are correlated.

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