

**CHILDHOOD TRAUMA AND DEPRESSION: A  
COMPARATIVE STUDY AMONG MALE AND FEMALE  
YOUNG ADULTS**

**Project**

**Submitted in partial fulfilment of the requirement of the degree in**

**PSYCHOLOGY**

**By**

**AKSHIMA K R**

**Register No: CCAVSPY003**



**DEPARTMENT OF PSYCHOLOGY**

**CHRIST COLLEGE AUTONOMOUS IRINJALAKUDA**

**2024**

**“CONTRIBUTION OF SOCIAL ANXIETY ON SENSATION SEEKING AMONG  
COLLEGE STUDENTS.”**

Project Submitted in Partial Fulfilment of the requirements for the

Degree in

PSYCHOLOGY

By

ASWATHI P M

CCA VSPY041

Supervised by

Asst.Prof.RANJINI P R

Assistant Professor

Department of Psychology

Christ College Irinjalakuda



DEPARTMENT OF PSYCHOLOGY  
CHRIST COLLEGE IRINJALAKUDA

2021-24

**INFLUENCE OF PARENTAL AUTHORITY ON  
ACHIEVEMENT ANXIETY IN ADOLESCENTS**

*Project submitted to Christ College (Autonomous) in partial  
fulfilment of the requirements for the award of the Degree of  
Bachelor of Science in Psychology*

**Submitted by,**

**DANIEL P NELSON**

**REG.NO – CCAVSPY007**



**B.Sc. PSYCHOLOGY**

**DEPARTMENT OF PSYCHOLOGY**

**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA**

**2021-2024**

**INFLUENCE OF PROCRASTINATION ON WORK-LIFE BALANCE AMONG IT  
PROFESSIONALS**

Project submitted in partial fulfillment of the requirements for the Degree of Bachelor of

Science in

**BSC PSYCHOLOGY**

Submitted by

**HARITHA P V**

**CCAUSPY012**

Supervised by

**Asst Prof AISWARYA RAJAN P**

Department of Psychology

**CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA**



**DEPARTMENT OF PSYCHOLOGY**

**CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA**

**2021-2024**

**SOCIAL MEDIA ADDICTION,FEAR OF MISSING OUT,  
AND BODY IMAGE PERCEPTION IN  
ADOLESCENTS**

*Dissertation submitted to Christ College (Autonomous) in partial fulfilment of the  
requirements for the award of the degree of Bachelor of Science in Psychology*

**Submitted by,**

**KARTHIKA G SURESH**

**REG.NO – CCAVSPY048**



**BSc PSYCHOLOGY**

**DEPARTMENT OF PSYCHOLOGY**

**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA**

**2021-2024**

**RELATIONSHIP BETWEEN PROCRASTINATION  
AND SELF-EFFICACY AMONG MALES AND  
FEMALES**

**Submitted by,  
Mehajabin p.k  
Reg No.CCAVSPY027**



**DEPARTMENT OF PSYCHOLOGY  
CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA  
2021-2024**

**RELATIONSHIP BETWEEN PROCRASTINATION  
AND SELF-EFFICACY AMONG MALES AND  
FEMALES**

**Submitted by,  
Mehajabin p.k  
Reg No.CCAVSPY027**



**DEPARTMENT OF PSYCHOLOGY  
CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA  
2021-2024**

**INFLUENCE OF PARENTAL AUTHORITY ON  
ACHIEVEMENT ANXIETY IN ADOLESCENTS**

*Project submitted to Christ College (Autonomous) in partial  
fulfilment of the requirements for the award of the Degree of  
Bachelor of Science in Psychology*

**Submitted by,**

**RITU RAVEENDRAN**

**REG.NO – CCAVSPY016**



**B.Sc. PSYCHOLOGY**

**DEPARTMENT OF PSYCHOLOGY**

**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA**

**2021-2024**



**RELATIONSHIP BETWEEN PROCRASTINATION  
AND SELF-EFFICACY AMONG MALES AND  
FEMALES**

**Submitted by,  
Sandra Sunny  
Reg No.CCAVSPY017**



**DEPARTMENT OF PSYCHOLOGY  
CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA  
2021-2024**

# **ASSESSING THE IMPACT OF PARENTAL AUTHORITY ON SELF-ESTEEM AMONG ADOLESCENTS**

Project submitted to Christ College (Autonomous) in partial fulfilment of the requirements  
for the award of the degree of Bachelor of Science in Psychology

**Submitted by,**

**UTHARA UMESH P**

**REG.NO – CCAVSPY019**



**BSc PSYCHOLOGY**

**DEPARTMENT OF PSYCHOLOGY**

**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA**

**2021-2024**

**SOCIAL MEDIA ADDICTION,FEAR OF MISSING OUT, AND  
BODY IMAGEPERCEPTION IN ADOLENSCENTS**

Submitted By

Aarcha K Sudheesh

REG.NO – CCAVSPY001



DEPARTMENT OF PSYCHOLOGY  
CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA  
2021-2024

EFFECT OF FEAR OF NEGATIVE EVALUATION ON SOCIAL AVOIDANCE AMONG  
YOUNG ADULTS.

Project Submitted in Partial Fulfilment of the requirements for the  
Degree in

PSYCHOLOGY

By

ABINA M WILSON  
CCAVSPY002

Supervised by

Asst.Prof. PARVANENDHU K. V

Assistant Professor

Department of Psychology

Christ College Irinjalakuda



DEPARTMENT OF PSYCHOLOGY  
CHRIST COLLEGE IRINJALAKUDA  
2021-24

**INFLUENCE OF PROCRASTINATION ON WORK-LIFE BALANCE AMONG IT  
PROFESSIONALS**

Project submitted in partial fulfillment of the requirements for the Degree of Bachelor of  
Science in

**BSC PSYCHOLOGY**

Submitted by

**AROMAL ANIL**

**CCAVSPY004**

Supervised by

**Asst Prof AISWARYA RAJAN P**

Department of Psychology

**CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA**



**DEPARTMENT OF PSYCHOLOGY**

**CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA**

**2021-2024**

**EFFECT OF FEAR OF NEGATIVE EVALUATION ON SOCIAL AVOIDANCE AMONG  
YOUNG ADULTS.**

**Project Submitted in Partial Fulfilment of the requirements for the  
Degree in**

**PSYCHOLOGY**

**By  
ARYA AJITH  
CCAVSPY005**

**Supervised by  
Asst.Prof. PARVANENDHU K. V  
Assistant Professor  
Department of Psychology  
Christ College Irinjalakuda**



**DEPARTMENT OF PSYCHOLOGY  
CHRIST COLLEGE IRINJALAKUDA  
2021-24**

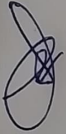
CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

DEPARTMENT OF PSYCHOLOGY

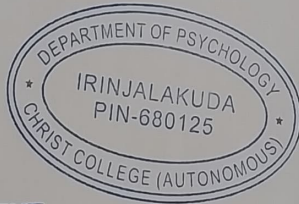
2021-2024

BONA-FIDE CERTIFICATE

This is to certify that the dissertation entitled, "EFFECT OF SOCIAL ANXIETY ON SENSATION SEEKING AMONG COLLEGE STUDENTS." is a bona-fide record of research work carried out by Ms. DIJA AHAMMED C Register no: CCAVSPY008, during the sixth semester of BSc psychology of the academic year 2021-2024.



**Ms. Christina Francis**




**Ms. Ranjini P. R.**

**HEAD OF DEPARTMENT**  
 HEAD OF THE DEPARTMENT  
 DEPT. OF PSYCHOLOGY  
 CHRIST COLLEGE (AUTONOMOUS)  
 IRINJALAKUDA - 680125

**GUIDE**

Submitted for the examination held on ..... 21/4/2024 .....

**INTERNAL EXAMINER**

  
**EXTERNAL EXAMINER**

**“STUDY ON RELATIONSHIP BETWEEN STRESS AND  
AGGRESSION AMONG YOUNG ADULTS”**

Dissertation submitted to

**CHRIST COLLEGE (AUTONOMOUS)**

*In partial fulfillment of the requirement for the award of the degree of*

**BACHELOR OF SCIENCE**

Submitted by

**ELIZABETH JOBY**

**(CCAVSPY009)**



**DEPARTMENT OF PSYCHOLOGY**

**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA**

**UNIVERSITY OF CALICUT**

**2021-2024**



**RELATIONSHIP BETWEEN PROCRASTINATION  
AND SELF-EFFICACY AMONG MALES AND  
FEMALES**

**Submitted by,  
Sandra Sunny  
Reg No.CCAVSPY017**



**DEPARTMENT OF PSYCHOLOGY  
CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA  
2021-2024**

**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA**

**DEPARTMENT OF PSYCHOLOGY**

**2021-2024**

**BONA-FIDE CERTIFICATE**

This is to certify that the dissertation entitled, “**RELATIONSHIP BETWEEN PROCRASTINATION AND SELF -EFFICACY AMONG MALES AND FEMALES** “ is a bona-fide record of research work carried out by **Ms.SANDRA SUNNY**, Register No:**CCAUSPY017**, during the sixth semester of Bsc Psychology of the academic year 2021-2024.

**Mrs.christina Tony**  
HEAD OF THE DEPARTMENT

**Mrs.Renya c.v**  
GUIDE

Submitted for the examination held on .....

INTERNAL EXAMINER

EXTERNAL EXAMINER

## **DECLARATION**

I hereby declare that the dissertation work entitled “**RELATIONSHIP BETWEEN PROCRASTINATION AND SELF-EFFICACY AMONG MALES AND FEMALES** ” submitted to the University of Calicut, in partial fulfillment of the requirement for the award of the Degree of Bachelor of Science in Psychology is the record work done by me under the supervision of Mrs.Renya c.v, Assistant professor,Department of Psychology, Christ College (Autonomous) Irinjalakuda.

Place : Irinjalakuda

Date :

Guide

Mrs.Renya c.v  
Department of psychology.

**Signature of the candidate**  
Ms.Sandra Sunny  
CCAVSPY017

## **ACKNOWLEDGEMENTS**

**“Gratitude is the healthiest of all human emotions. The more you express gratitude for what you have, the more likely you will have even more to express gratitude for”**

I take this opportunity to express my gratitude to every person from whom I was fortunate enough to get valuable guidance and help. First, I would like to thank the **God Almighty**, for showering His blessings to make this dissertation a success.

I owe my thanks to the principle of Christ College (Autonomous), Irinjalakuda **Fr. Dr. Jolly Andrews**, for providing the conducive infrastructure for the conduct of the study.

I express my special gratitude to my guide **Mrs. Renya c.v**, for her valuable support and motivation. Words are insufficient to thank her, who from first have directed and enlightened me for my study. Her input in every stage of the work, suggestions was handled with meticulous care, patience, motivation, guidance and encouragement. I wholeheartedly thank her for all her support

I greatly thank the support and help extended by **the Faculty Members** of the Department of Psychology, Christ College (Autonomous), Irinjalakuda, during this study.

I am also thankful to all **the participants** who took part in my study. Thanks to all my **friends and family members** whose endurance, concern and invariable support helped me in accomplishing this task.

**-Sandra Sunny**

# CONTENTS

---

<b>Sl. No.</b>	<b>CHAPTERS</b>	<b>Page No.</b>
	<b>ABSTRACT</b>	<b>1</b>
<b>CHAPTER I</b>	<b>INTRODUCTION</b>	<b>2-8</b>
<b>CHAPTER II</b>	<b>REVIEW OF LITERATURE</b>	<b>9-13</b>
<b>CHAPTER III</b>	<b>METHOD</b>	<b>14-18</b>
<b>CHAPTER IV</b>	<b>RESULTS AND DISCUSSION</b>	<b>19-21</b>
<b>CHAPTER V</b>	<b>SUMMARY AND CONCLUSION</b>	<b>22-24</b>
	<b>REFERENCES</b>	<b>25-28</b>
	<b>APPENDICES</b>	<b>29-32</b>

---

## LIST OF TABLES

---

<b>Table no: no:</b>	<b>Title.</b>	<b>Page</b>
Table 1.	Mean ,SD ,t-value and level of significance Obtained by the males and females on procrastination and self efficacy.	20
Table 2.	Correlation between variables procrastination and Self- efficacy.	21

---

## **Abstract**

The present study explores the relation between procrastination and self efficacy among males and females.. This is a quantitative study and is administered to 60 participants (30 males and 30 Females). Convenient sampling technique was used to draw the samples from the population. Instruments such as Procrastination scale (Lay 1986) and General self efficacy scale were used for the collection of data. Karl Pearson correlation and independent t- test were used for the analysis of data. The result showed no significant relationship between procrastination and self efficacy among males and females .

# **INTRODUCTION**



## **PROCRASTINATION**

Procrastination is a common behavior that affects individuals across various domains of life, including academic, professional, and personal settings. It is defined as the act of delaying or postponing tasks, often to the point of experiencing negative consequences. Several factors contribute to this behavior, including personality traits, time management skills, and emotional regulation. Additionally, studies have explored the impact of procrastination on mental health, academic performance, and overall well-being.

### **TYPES OF PROCRASTINATION**

There are six main types of procrastination, each with its own unique characteristics and motivations.

**The Perfectionist Procrastinator:**

Perfectionist procrastinators are driven by a fear of failure and a desire to produce flawless work. They set unrealistic expectations for themselves and may spend an excessive amount of time planning and revising their work, ultimately delaying its completion.

**The Dreamer Procrastinator:**

Dreamer procrastinators are often creative and imaginative individuals, but they may struggle with task initiation and follow-through. They may get lost in daydreams or fantasies, avoiding the practical demands of the task at hand.

**The Worrier Procrastinator:**

Worrier procrastinators are plagued by anxiety and fear of negative consequences. They may overthink the task, anticipating potential obstacles and setbacks, leading to hesitation and avoidance.

**The Defiant Procrastinator:**

Defiant procrastinators delay tasks as a form of rebellion or resistance. They may feel overwhelmed by authority figures or external demands, leading to a conscious decision to procrastinate as an act of defiance.

**The Crisis-Maker Procrastinator:**

Crisis-maker procrastinators thrive on pressure and adrenaline. They delay tasks until the last minute, creating a sense of urgency and excitement that fuels their productivity. This approach can be stressful and lead to inconsistent performance.

**The Overdoer Procrastinator:**

Overdoer procrastinators are overachievers who take on too much, leading to procrastination and overwhelm. They may say yes to every request or commitment, making it difficult to prioritize tasks and manage their time effectively.

## **CAUSES OF PROCRASTINATION**

**Fear of failure:** People who procrastinate may be afraid of failing at a task, so they put it off in order to avoid the disappointment or embarrassment of failure

**Perfectionism:** Perfectionists often procrastinate because they are afraid of not doing a task perfectly. They may set unrealistic standards for themselves and then feel overwhelmed by the task as a result.

**Lack of motivation:** People who procrastinate may simply not be motivated to do the task at hand. They may find it boring, difficult, or unpleasant.

**Difficulty with time management:** People who procrastinate may have trouble managing their time effectively. They may not be able to prioritize tasks or set deadlines for themselves.

**External distractions:** There are many external distractions that can lead to procrastination, such as social media, email, and television.

## **THEORY OF PROCRASTINATION**

### **MOTIVATION THEORY (TMT)**

TMT is one of the most widely accepted theories of procrastination. It suggests that procrastination is caused by a lack of motivation to complete a task, which is influenced by four factors

**Expectancy:** The belief that the task will have a positive outcome

**Value:** The perceived importance of the task

**Impulsiveness:** The tendency to choose immediate gratification over long-term benefits

**Delay:** The length of time until the task is due.

According to TMT, procrastination is more likely to occur when people have low expectancy, low value, high impulsiveness, and high delay

## EMOTION-REGULATION THEORY

The emotion-regulation theory of procrastination, also known as the temporal mood repair theory, suggests that procrastination is a way of regulating negative emotions. When people are faced with tasks that they perceive as boring, overwhelming, or unpleasant, they may procrastinate in order to avoid or delay experiencing negative emotions such as anxiety, boredom, or frustration.

Key points of the emotion-regulation theory of procrastination:

Procrastination is a way of regulating negative emotions in the short term, even though it can have negative consequences in the long term.

People are more likely to procrastinate when they are faced with tasks that they perceive as difficult, unpleasant, or unimportant.

People are more likely to procrastinate when they have a tendency to avoid or delay negative emotions.

## SELF EFFICACY

Albert Bandura defined self-efficacy as a person's belief in his or her capability to successfully perform a particular task. Together with the goals that people set, self-efficacy is one of the most powerful motivational predictors of how well a person will perform at almost any endeavor. A person's self-efficacy is a strong determinant of their effort, persistence, strategizing, as well as their subsequent training and job performance. Besides being highly predictive, self-efficacy can also be developed in order to harness its performance enhancing benefits.

Self-efficacy is considered one of the most important elements in theories on motivation. People are more likely to be motivated to perform a certain action when they feel they have the ability to do it successfully. According to Albert Bandura, they are more likely to display and continue the desired behavior. Self-efficacy influences many areas, including motivation for study and career choice.

Self-efficacy has several effects on thought patterns and responses: Low self-efficacy can lead people to believe tasks to be harder than they actually are, while high self-efficacy can lead people to believe tasks to be easier than they are. This often results in poor task planning, as well as increased stress.

When people with high self-efficacy achieve a certain goal, there is a good chance that their next goal will be more challenging. At least, according to theory. And if a goal is not achieved, the way people react varies from person to person. Some respond with renewed commitment, others with despair, and apathy. Self-efficacy is an important factor in this. Results can be self-reinforcing. If a person is not successful at achieving a new goal, it can reduce their self-efficacy, making it even less likely that they will achieve a subsequent goal because their motivation was lowered. On the other hand, successfully achieving goals can increase self-efficacy and therefore the future likelihood of success.

Self-efficacy is defined as an individual's judgment of their capabilities to organize and execute courses of action. The core of self-efficacy theory means that people can exercise influence over what they do. Through reflective thought, generative use of knowledge and skills to perform a specific behavior, and other tools of self-influence, a person will decide how to behave (Bandura, 1997). To determine self-efficacy, an individual must have the opportunity for self-evaluation or the ability to compare individual output to some sort of evaluative criterion. This comparative evaluation process enables an individual to judge performance capability and establish self-efficacy expectation.

#### **4 FACTORS OF SELF EFFICACY**

Mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states.

Mastery experiences

Mastery experiences are situations where you successfully complete a challenging task or overcome a difficulty. They provide you with concrete evidence of your abilities and skills, and they reinforce your self-efficacy beliefs.

Vicarious Experiences

When a student sees another student accomplish a task, the vicarious experience of observing a model can also have a strong influence on self-efficacy. By observing others like themselves perform tasks, individuals make judgments about their own capabilities.

verbal persuasion

The verbal persuasion factor describes the positive impact that our words can have on someone's self-efficacy; telling a child that she is capable and face any challenge ahead of her can encourage and motivate her, as well as adding to her growing belief in her own ability to succeed

Psychological and affective states

Moods, emotions, physical reactions, and stress levels may influence how you feel about your personal abilities. If you are extremely nervous, you may begin to doubt and develop a weak sense of self-efficacy.

Affective states include a person's feelings of excitement or anxiety, which impact that person's perception of their competence in a given situation (Bandura, 1994). A positive emotional response enhances perceived self-efficacy, while a negative reaction diminishes self-efficacy.

## **NEED AND SIGNIFICANCE OF THE STUDY**

80-90% of the college students procrastinate which suggests that it is a serious issue which not only affects the academic performance but also affects the wellbeing of the students. Therefore conducting such a study will help one understand procrastination and also provide ways to handle procrastination in an effective manner. This study provides information on the phenomenon of procrastination ,its prevalence, and a deep understanding of the nature of the relationship between procrastination and self efficacy. The result of this study may also provide a clear picture to faculty members at the University , parents and educational institutions on the extent and cause of this phenomenon to understand it deeply , and enable them to develop treatment and prevention programs to reduce this phenomenon as much as possible.

## **OBJECTIVES**

To find out whether there is any relationship between self efficacy and procrastination

To find out whether there is any difference between males and females on procrastination

To find out whether there is any difference between males and females on self efficacy

## **HYPOTHESES**

There will be no significant relationship between self efficacy and procrastination

There will be no significant difference between males and females on procrastination

There will be no significant difference between males and females on self efficacy

## **PROBLEM**

To find out the relationship between procrastination and self efficacy.

To find out the effect of procrastination on males and females

To find out the effect of self efficacy on males and females

## **KEY TERMS**

### **SELF EFFICACY**

Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997). Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment.

### **PROCRASTINATION**

Procrastination is the habit of unnecessarily delaying an important task, usually by focusing on less urgent, more enjoyable, and easier activities instead. It is different from laziness, which is the unwillingness to act.

# **REVIEW OF LITERATURE**

Ogunmakin and Akomolafe (2013) investigated a study to examine the influence of some psychological factors i.e., self-efficacy and locus of control on students' academic performance. Descriptive research design of ex-post type was used for the study. A sample size of 364 secondary school students randomly selected by adopting stratified random sampling technique. Two standardized instruments were used to measure their academic performance. Multiple regression analysis showed that two independent variables both academic self-efficacy and locus of control jointly predicted academic performance. Further study revealed that academic self-efficacy found to be more significant with academic performance while locus of control was not a good predictor.

Siah and et al. (2021) conducted a study to see the effect of locus of control on procrastination among undergraduates: the coping strategy as a mediator. 150 undergraduate students were selected by using a purposive sampling method. The data were collected through a cross-sectional survey and analyzed by SPSS and Smart PLS. The study findings showed that with problem solving coping strategies, participants with a higher internal locus of control are likely to show less procrastination behavior. Further these findings suggested programmes can be made to improve undergraduates understanding of adopting effective strategies to cope with their procrastination.

Kandemir (2014) tried to determine the variables of self-regulation, self-efficacy. Life satisfaction, hope and descriptive variables about academic procrastination explain academic procrastination behavior in the regression model. Descriptive survey models with 619 participants (450 female and 169 male students) sampling models are used in order to reach the goal. Correlation and hierarchical regression analysis are used to analyze obtained data. The study finding revealed that the variables make the highest contribution to the model respectively; academic success mean, self-regulation and life satisfaction. Besides that, academic success mean variable predicts academic procrastination negatively and meaningfully.

Mostafa (2018) contributed a correlational study to examine the relationship between academic procrastination, self-efficacy beliefs and academic achievement, to investigate the relative contribution of academic procrastination, self-efficacy beliefs to academic achievement among middle school first year students with learning disabilities. The study revealed that there is significant negative correlation between self-efficacy beliefs and academic procrastination ( $r = -.232$ ), academic procrastination and academic achievement ( $r = -.154$ ) while the correlation coefficient was positive between self-efficacy beliefs and academic achievement ( $r = .278$ ). Multiple linear regression analysis proposed that



Self-efficacy beliefs and academic procrastination accounted for 20% of total academic procrastination variance ( $f(2,340) = 32.75, P < .001$ ). Further it showed that there is a positive significant relationship between self-efficacy beliefs and academic achievement, so those students who had high level self-efficacy belief did achieve higher grades. A study was conducted by Malkoc and Mutlu (2018) to explore the mediational role of academic motivation to see the relationship between self-efficacy and academic procrastination. The study result showed a positive relationship between academic self-efficacy with academic motivation ( $r = .407$ ) and both have negative relationship with academic procrastination i.e. ( $r = -.312$  and  $r = -.482$ ). Further the study revealed academic self-efficacy and academic motivation are predictors of academic procrastination .

Kyung Ryung Kim, Eun Hee Seo (2015) had conducted a study on The relationship between procrastination and academic performance A meta-analysis. They conducted a meta-analysis of 33 relevant studies involving a total of 38,529 participants to synthesize these findings. This analysis revealed that procrastination was negatively correlated with academic performance; this relationship was influenced by the choice of measures or indicators. The use of self-report scales interfered with detection of a significant relationship between procrastination and academic performance. The demographic characteristics of participants in individual studies also affected the observed relationship.

Murat Balkis, Erdinc Duru(2017) had conducted a study on Gender differences in the relationship between academic procrastination, satisfaction with academic life and academic performance. The participants for this study were 441 undergraduate students (49.4% of female and 50.6% of male). Aitken procrastination inventory, Academic satisfaction scale and Demographic information form were used to gather data. The results noticed that academic procrastination was negatively related with academic performance and academic life satisfaction. Male students had higher level academic procrastination and lower level of academic performance and academic life satisfaction. The Manova and Hierarchical Regression analyses displayed that gender moderated the relationship between academic procrastination, academic performance and academic life satisfaction.

Nader Hajloo(2014) had conducted a study on Relationships between self-efficacy, self-esteem and procrastination in undergraduate psychology students. Participants were 140 undergraduate Psychology students enrolled in Mohaghegh Ardabili University, Ardabil, Iran. Instruments used for collecting the required data were the student-version of the General Procrastination Scale (GP-S), General Self-Efficacy Scale (GSE) and Rosenberg's Self-Esteem Scale (SES). Results shows that Using causal modeling, two

models were compared; a model with self-esteem as a mediator versus a model with procrastination as a mediator. The self-esteem mediator model accounted for 21% of the variance in procrastination. The significance of the mediation effect was found by the bootstrapping method.

Ana Kurtovic, Gabrijela Vrdoljak, Anita Idzanovic (2019) had conducted a study on Predicting procrastination: The role of academic achievement, self-efficacy and perfectionism. 227 University students from different faculties completed Tuckmans' procrastination scale, Almost Perfect Scale–Revised (APS-R; Slaney Rice, Mobley, Trippi, & Ashby, 2001) and General self-Efficacy Scale (GSE; Schwarzer & Jerusalem, 1995), as well as data about academic achievement at the end of last academic year. Results have shown negative correlations of academic achievement, self efficacy and adaptive perfectionism with procrastination, and a positive correlation between maladaptive perfectionism and procrastination.

Idit Katz, Keren Eilat, Noa Nevo, (2014) had conducted a study on the role of motivation in the relations between self-efficacy and procrastination. One hundred seventy-one-fifth-grade students completed questionnaires that assessed the type of motivation the students have for homework, the level to which they procrastinate on doing homework, and their self-efficacy regarding homework. The results indicated that autonomous motivation both mediates and moderates the relations between self-efficacy and procrastination. These results highlight the importance of students' type of motivation for homework, suggesting procrastination cannot be reduced simply by addressing students' self-efficacy; but, they must be supported to adopt a more autonomous type of motivation.

Parisa Rahmani (2018) had conducted a study on the relationship between self-esteem, achievement goals and academic achievement among the primary school students. 200 primary school students (100 male, 100 female) were chosen randomly. Instruments used for collecting the required data were Eysenck self-esteem questionnaire (Eysenck, 1976) and students achievement goal orientations checklist (Midgely, et al., 1998). Result of research showed that self-esteem, goal orientation components and academic achievement are correlated ( $p < 0.05$ ). In addition to, Results of t-student also show that there are significant differences between male and female students in scores of self-esteem and achievement goals orientation.

Erdinc Duru, Murat Balkis (2014) had conducted on The roles of academic procrastination tendency on the relationships among self doubt, self esteem and academic achievement. 261 students aged between 18-30, and studying in different departments at Pamukkale University, Faculty of Education participated in the study. As the data.

collection tools, Aitken Procrastination Inventory, Rosenberg Self Esteem Inventory, self Subscale of Subjective Overachievement Scale and Personal Information Sheet were used. Results showed that academic procrastination has partial mediating role in relation to self doubt-self esteem, and has full mediating role in relation to self doubt and academic achievement.

Masood Nadeem, Areeba Ather Malik, Fatima Javaid (2016) conducted on the relationship between personality traits and procrastination among university students. The sample was selected by using two-way cluster sampling, including 254 students (74 males and 180 females) from the Islamia university of Bahawalpur. Tuckman procrastination scale (Tuckman, 1991) HEXACO personality inventory - revised (Ashton & Lee, 2009) were administered to the selected participants. Result pointed out a positive relationship among honesty-humility, extraversion, agreeableness, conscientiousness, openness to experience and procrastination, while emotionality has negative correlation with procrastination.

Murat Balkıs, Erdinç Duru (2012) had conducted on The direct and indirect role of self esteem and procrastination in the relation to fear of failure and self worth. The participants were 279 students who study different major fields at the Faculty of Education in Pamukkale University. Age range varied from 19 to 34. In this study, Tuckman Procrastination Inventory, Rosenberg Self Esteem Inventory, Activate and Success Based Self Worth Scale, Concern over Mistakes Scale and Personal Information Sheet were used to gather data. Results showed that self esteem had full mediating role in the relation to procrastination; performance based self worth, and self worth vulnerability. Implications of these findings are discussed and suggestions are presented within the context of literature.

Yrene Cecilia Uribe Hernández, Oscar Fernando Alegría Cueto, Nikita Shardin-Flores, Carlos A Luy-Montejo (2020) had conducted on the Academic procrastination, self-esteem and self-efficacy in university students: Comparative study in two peruvian cities. The population consisted of 13,767 students, from which a sample of 1,494 was extracted. The subjects were selected from eight universities: five private and one public, from the city of Metropolitan Lima; and two universities, one public and one private, from the city of Arequipa. The instruments used were the Academic Procrastination Scale (EPA), the Scale of Specific Perceived Self-Efficacy in Academic Situations (EAPESA) and the Rosenberg Self-Esteem Scale. The results allow us to conclude that, in terms of perceived effectiveness, the relationship is slightly higher in the city of Arequipa, reiterating this with respect to academic procrastination, where the relationship is also slightly higher.

## **METHOD**

Research method is a term used to describe how one has gone about conducting a certain scientific study. Each research method is a standardized and acceptable practice. Method and Data collection is the tool to obtain the raw materials of hypothesis testing. The guide principle of method selection is that it must be detailed enough for other researchers to read it and be able to replicate the study (American Psychological Association 1994).

The research method followed for the present investigation is discussed in detail in this chapter. Basically it comprises the selection of sample, method of data collection, statistical tool, statistical analysis, exclusion and inclusion criteria etc.

### **Sample**

The present study consisted of 120 undergraduate students from India. Among them 60 were undergraduate Males and 60 were undergraduate females with age ranging from 18-25. Convenient sampling method was used.

### **Inclusion and exclusion criteria for Female students**

#### **Inclusion criteria**

- Females belonging to the age 18-25
- Females from India.

#### **Exclusion criteria**

- Females below the age of 18 and above the age of 25.
- Females who are out of India.

### **Inclusion and exclusion criteria for Male students**

#### **Inclusion criteria**

- Males belonging to the age 18-25
- Males from India.

#### **Exclusion criteria**

- Males below the age of 18 and above the age of 25
- Males from India.

## **Measures**

Only self-report questionnaires were used in the present study. The General procrastination scale and General self efficacy scale were used in this study. A Personal Data Sheet was also used, to gather information on relevant socio-demographic characteristics of the participants.

### **Personal Data Sheet**

This was prepared by the researcher to obtain the socio- demographic profile of the respondents.

### **General Procrastination Scale**

The General Procrastination Scale (GPS), was developed by Dr. Clarry H. Lay in 1986. It is one of the most widely used and reliable measures of procrastination. It helps assess an individual's general tendency to delay or postpone tasks and decisions across various life domains.

This Scale is a 5 point Likert scale, consisting of 20 items, wherein for each item, response alternatives range from extremely uncharacteristic to extremely characteristic.

### **Scoring**

Scores are determined by totaling the ratings for all 20 items, assigning points on a scale of 1 to 5, where 1 signifies extreme uncharacteristic and 5 indicates extreme characteristics. The 5 point item (1=low, 5=high) version of the scale was used since it yields higher item variance and high scores reflect procrastinators behavior. Studies support the theoretical framework of the GPS, linking higher scores with expected outcomes like lower academic performance, increased stress, and poorer mental health.

### **Reliability and Validity**

The GPS demonstrates good internal consistency with high alpha coefficients ( $>0.80$ ). It shows moderate to high test-retest reliability, suggesting stable results over time.

The scale exhibits convergent and discriminant validity, correlating with other procrastination measures while distinguishing itself from related constructs.

## **General Self Efficacy Scale**

The General Self -Efficacy Scale was developed by Schwarzer and Jerusalem ,which consists of 10 items . It was later revised and adapted to 26 other languages including English and Persian. The General Self-Efficacy Scale (GSE) is a widely used measure of one's belief in their ability to cope with challenging situations and successfully achieve goals.

### **Scoring**

The GSE consists of 10 items, each rated on a 4-point Likert scale (1 = Not at all true, 4 = Exactly true).

Scores are calculated by summing the responses to all items, ranging from 10 to 40.

Higher scores indicate greater general self-efficacy.

### **Reliability and Validity**

The GSE shows good internal consistency, meaning the items on the scale measure the same underlying construct (self-efficacy) accurately. Cronbach's alpha typically ranges from 0.76 to 0.90, indicating strong consistency. The GSE demonstrates both convergent and discriminant validity.

Convergent validity: Scores correlate positively with measures of optimism, emotion regulation, and work satisfaction.

Discriminant validity: Scores correlate negatively with measures of depression, stress, anxiety, and burnout.

### **Procedure**

We tried to collect data through Google form questionnaire and shared the link through online platforms.

The participants were requested to respond sincerely and were assured that the information gathered from them would be used only for research purposes and would be kept confidential. Instructions for responding to the statements were printed in the tools itself very clearly. The style of responding varied from one scale to the other.

### **Statistical Analysis**

The statistical techniques selected were based on the objectives and hypothesis formulated. The statistical techniques used are as follows.

**Pearson Product Moment Correlation** was calculated to find out the relationship among two study variables.

The correlation coefficient is a measure of linear association between two variables. Usually Karl Pearson's correlation is used. Values of the correlation coefficient are always between -1 and +1. A correlation coefficient of +1 indicates that two variables are perfectly related in a positive linear sense, and a correlation coefficient of 0 indicates that there is no linear relationship between the two variables.

**Independent sample t' test** is a parametric test used for judging the significance of mean or judging the significance of differences between means of two samples. It is the ratio of static to its standard error. The statistical significance of t is dependent upon its size and the number of degrees of freedom, or the number of observations minus the number dependent restrictions on the sample. A common use of t is in the determination of the significance of differences between two means. The 't' test was used to compare difference between procrastination and self-efficacy among males and females.



## **RESULT AND DISCUSSION**

Major analysis consists of independent sample' t' test and product moment correlation

Table 1: Mean ,SD , t value and level of significance obtained by the males and females on procrastination and self-efficacy.

Variable.	Male/Female	Mean	SD	Df	t-value	Significance
Procrastination (GPS)	Male	59.3667	7.42077	58	.948	.347
	Female	57.6000	7.00542			
Self -efficacy (GSE)	Male	27.4667	6.46334	56.46	-.841	.404
	Female	28.7667	5.46892			

Table 1: Indicates the mean,S.D, t value , level of significance among males and females.From the table it is seen that, there is no significant difference between males and females.Because there is no significant difference in the mean score obtained by males and females on procrastination and self-efficacy. Therefore, the null hypothesis is accepted.

Lack of significant difference between males and females on procrastination and self-efficacy could be due to various factors. One possibility is that the sample size or the specific population studied might not have been large enough to detect a significant difference.Additionally, individual difference within each gender group such as personality, traits , upbringing or cultural influences could play a more substantial role in determining procrastination behavior than gender itself.

Table2: correlation between the variables procrastination and self-efficacy

		GPS.	GSE
GPS.	Pearson correlation.	1	-.126
	Sig(2 tailed).		.337
	N.	60.	60
GSE.	Pearson correlation.	-.126.	1
	Sig(2 tailed).	.337.	
	N.	60.	60

From the table, It is seen that there is no significant relationship between the variables , procrastination and self-efficacy . Therefore, the null hypothesis is accepted. There is no significant relationship between procrastination and self-efficacy due to the complexity of human behavior . People are unique individuals with various motivations , beliefs ,and experiences that can influence their behaviors differently. Additionally, research findings can vary depending on these specific methods used,the sample size and the population studied. It is also possible that other factors such as external pressures ,time management skills or individual coping mechanisms may have a stronger impact on procrastination behavior than self efficacy alone.

## **SUMMARY AND CONCLUSION**

There are so many studies done in the area of procrastination and self-efficacy. The present study was conducted to find out the relationship between procrastination and self-efficacy among males and females.

The sample for the present study consisted of 60 samples (30 males and 30 females) from different places of India. The age range for males and females is from 18-25. General procrastination scale and General self efficacy scale was used in the study. The collected data were analyzed using appropriate statistical technique such as t-test and Pearson correlation coefficient.

**Tenability of hypothesis**

HYPOTHESIS	TENABILITY
•There will be no significant relationship between procrastination and self-efficacy.	Accepted
•There will be no significant difference between males and females on procrastination.	Accepted
•There will be no significant difference between males and females on self efficacy.	Accepted

**Implications of the study**

The study of the relationship between procrastination and self-efficacy among males and females has important implications. Understanding how these factors interact can help us develop strategies to overcome procrastination and enhance self efficacy for both genders. By identifying the specific factors that contribute to procrastination and low self efficacy , we can design interventions and support systems tailored to the unique needs of individuals. This knowledge can empower individuals to set realistic goals , manage their time effectively and build confidence in their abilities. Ultimately, the study can contribute to personal growth ,productivity and overall well being.

### **Limitations of the study**

- Sample size was comparatively small and so cannot be generalized .
- Limited to a particular country
- Study was conducted in a short term
- The truthfulness of the study depends on the honesty of those who filled the questionnaires.

### **Scope for further Research**

The variables included in the present study were limited. Hence further studies may be conducted in cooperating with new variables.

The study can redesign by following longitudinal study . Considering how environmental factors such as work or academic settings impact procrastination and self-efficacy in males and females can be studied. Further studies can examine how the relationship between procrastination and self-efficacy may vary across different age groups , such as adolescents , young adults and older adults.

## **REFERENCES**

Hajiloo, N. (2014). Relationships between self-efficacy, self-esteem and procrastination in undergraduate psychology students, Iranian journal of psychiatry and behavioral Science.

Tuckman, B. W. (1991). The development and concurrent validity of the procrastination scale. Educational and psychological measurement.

Tuckman, W. (1991). Measuring Procrastination Attitudinally and Behaviourally. Annual Meeting of the American Educational Research Association.

Ackerman, D. S., & Gross, B. L. (2005). Task characteristics of procrastination. Journal of Marketing Education.

Beswich, B., Rothblum, E. D., & Mann, L. (2011). Psychological antecedents of student procrastination.

Cikrikci, O. (2016). Academic procrastination: The role of metacognitive awareness and educational stress. Mediterranean Journal of Educational Research.

Conti, R. (2000). Competing demands and complimentary motives: Procrastination on intrinsically and extrinsically motivated summer projects, Journal of Social Behavior & Personality,

Bandura, A., & Adams, E. N. (1977). Analysis of Self-Efficacy Theory of Behavioural Change. Stanford University.

Bandura, A. (1997). Self-efficacy: The exercise of control. 1st ed. New York: W.H. Freeman and Company.

Elias, R.Z. (2008). Anti-intellectual attitudes and academic self-efficacy among business student, Journal of Education for Business.



H. Schouwenberg, C. Lay, T. Pychyl, & J. Ferrari (Eds.),  
counseling the procrastinator in academic settings. Washington, DC: American  
Psychological Association.

Schunk, D. H. (2000). Self-efficacy and achievement behaviors. *Educational  
Psychology review* .

Schwarzer, R., & Jerusalem, M. (1995). The General Self-Efficacy Scale (GSE)

Steel, P., and Ferrari, J. (2013). Sex, Education and Procrastination: An Epidemiological  
Study of Procrastinators' Characteristics from a Global Sample. *European Journal of  
Personality*.

Sirois, F., & Pychyl, T. A. (2013). Procrastination and emotion regulation,  
A review of the literature. *Personality and Social Psychology Review*.

Pychyl, T. A., & Procrastination Research Group. (2010). *Procrastination*,  
Sage Publications.

Lay, C. H. (1986). A sociocognitive model of procrastination and its measurement,  
*Journal of Personality and Social Psychology*.

Ferrari, J. R. (1991). *Procrastination and task avoidance, Theory, research, and treatment*  
Plenum Press.

Pychyl, T. A., & Sirois, F. (2016). *Procrastination, A steel trap of self-inflicted delay*. Guilford  
Publications.

Steel, P., & Pezdek, K. (2006). *Procrastination: Why people put things off and how to stop*  
Guilford Publications.

Sirois, F., & Pychyl, T. A. (2017). The General procrastination scale: A cross-cultural validity  
study. *Journal of Cross-Cultural Psychology*.

Parisa Rahmani(2018).The relationship between self-esteem,achievement goals and academic achievement among the primary school students.Procedia-Social and Behavioral Sciences.

Erdinc Duru, Murat Balkis(2014)The roles of academic procrastination tendency on the relationships among self doubt, self esteem and academic achievement.

M Balkis, E Duru,(2012)The direct and indirect role of self esteem and procrastination in the relation to fear of failure and self worth.Journal of Human Sciences, j-humansciences.com

Bandura A. (1992). Self-efficacy mechanism in psychological functioning.  
En Schwarzer R Editores, Self-efficacy: Thought control of action.

Yrene Cecilia Uribe Hernández, Oscar Fernando Alegría Cueto, Nikita Shardin-Flores, Carlos A Luy-Montejo (2020).Academic procrastination, self-esteem and self-efficacy in university students.International Journal 9.

Balkis, M., & Duru, E. (2017). Gender differences in the relationship between academic procrastination, satisfaction with academic life and academic performance. Electronic Journal of Research in Educational Psychology.

Sirois, F. M., Melia-Gordon, M. L., & Pychyl, T. A. (2003). "I'll look after my health, later": An investigation of procrastination and health. Personality and Individual Differences.

Chu, A. H. C., & Choi, J. N. (2005). Rethinking procrastination: Positive effects of "active" procrastination behavior on attitudes and performance. The Journal of Social Psychology.

Wolters,c.(2003) . Understanding procrastination from a self regulated learning perspective Journal of educational psychology.

## **APPENDICES**

## PROCRASTINATION SCALE (LAY-1986)

fill in the number on the 5 point scale that best describes you.

Extremely. Uncharacteristic	Moderately. Uncharacteristic.	Neutral	Moderately Characteristic.	Extremely Characteristic
1	2	3	4	5

1. I often find myself performing tasks that I had intended to do days before.
- 2.\* I do not do assignments until just before they are to be handed in.
- 3.\* When I am finished with a library book, I return it right away regardless of the date it is due.
4. When it is time to get up in the morning, I most often get right out of bed.
5. A letter may sit for days after I write it before mailing it.
6. I generally return phone calls promptly.
7. Even with jobs that require little else except sitting down and doing them, I find they seldom get done for days.
8. I usually make decisions as soon as possible.
9. I generally delay before starting on work I have to do.
- 10.\* I usually have to rush to complete a task on time.
11. When preparing to go out, I am seldom caught having to do something at the last minute.
12. In preparing for some deadline, I often waste time by doing other things.
- 13.\* I prefer to leave early for an appointment.
- 14.\* I usually start an assignment shortly after it is assigned.
15. I often have a task finished sooner than necessary.
16. I always seem to end up shopping for birthday or Christmas gifts at the last minute.
17. I usually buy even an essential item at the last minute.
18. I usually accomplish all the things I plan to do in a day.
19. I am continually saying I'll do it tomorrow.
20. I usually take care of all the tasks I have to do before I settle down and relax..

## GENERAL SELF EFFICACY SCALE (GSE))

1. I can always manage to solve difficult problems if I try hard enough

                                                                   
Not all true      Hardly true      Moderately true      Exactly true

2. If someone opposes me, I can find the means and ways to get what I want.

                                                                   
Not all true      Hardly true      Moderately true      Exactly true

3. It is easy for me to stick to my aims and accomplish my goals.

                                                                   
Not all true      Hardly true      Moderately true      Exactly true

4. I am confident that I could deal efficiently with unexpected events.

                                                                   
Not all true      Hardly true      Moderately true      Exactly true

5. Thanks to my resourcefulness, I know how to handle unforeseen situations.

                                                                   
Not all true      Hardly true      Moderately true      Exactly true

6. I can solve most problems if I invest the necessary effort.

                                                                   
Not all true      Hardly true      Moderately true      Exactly true

7. I can remain calm when facing difficulties because I can rely on my coping abilities.

                                                                   
Not all true      Hardly true      Moderately true      Exactly true

8. When I am confronted with a problem, I can usually find several solutions.

                                                                   
Not all true      Hardly true      Moderately true      Exactly true

9. If I am in trouble, I can usually think of a solution.

                                                                   
Not all true      Hardly true      Moderately true      Exactly true

10. I can usually handle whatever comes my way.

                                                                   
Not all true      Hardly true      Moderately true      Exactly true



**EXPLORING THE RELATIONSHIP BETWEEN PARENTAL ATTACHMENT AND  
PEER ATTACHMENT IN ADOLESCENTS**

Project submitted in partial fulfillment of the requirements for the Degree of Bachelor of  
Science in

**BSc PSYCHOLOGY**

Submitted by

**JYOTHI JOSEPH**

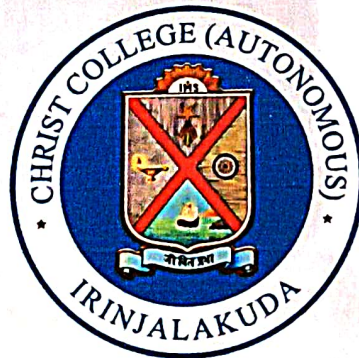
**CCAVSPY026**

Supervised by

**Asst Prof SREYA V S**

Department of Psychology

**CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA**



**DEPARTMENT OF PSYCHOLOGY**

**CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA**

**2021-2024**



**EXPLORING THE RELATIONSHIP BETWEEN PARENTAL ATTACHMENT AND  
PEER ATTACHMENT IN ADOLESCENTS**

Project submitted in partial fulfillment of the requirements for the Degree of Bachelor of

Science in

**BSc PSYCHOLOGY**

Submitted by

**NANDANA K T**

**CCAVSPY028**

Supervised by

**Asst Prof SREYA V S**

Department of Psychology

**CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA**



**DEPARTMENT OF PSYCHOLOGY**

**CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA**

**2021-2024**

**INFLUENCE OF PARENTAL AUTHORITY ON ACHIEVEMENT  
ANXIETY IN ADOLESCENTS**

*Project submitted to Christ College (Autonomous) in partial fulfilment  
of the requirements for the award of the Degree of Bachelor of  
Science in Psychology*

**Submitted by,**

**SARANG S RAJ**

**REG.NO – CCAVSPY030**



**B.Sc. PSYCHOLOGY**

**DEPARTMENT OF PSYCHOLOGY**

**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA**

**2021-2024**



EFFECT OF FEAR OF NEGATIVE EVALUATION ON SOCIAL AVOIDANCE AMONG  
YOUNG ADULTS.

Project Submitted in Partial Fulfilment of the requirements for the  
Degree in

PSYCHOLOGY

By  
ADITHYA S  
CCAVSPY033

Supervised by  
Asst.Prof. PARVANENDHU K. V  
Assistant Professor  
Department of Psychology  
Christ College Irinjalakuda



DEPARTMENT OF PSYCHOLOGY  
CHRIST COLLEGE IRINJALAKUDA  
2021-24

**STUDY ON RELATIONSHIP BETWEEN PARENTAL BONDING  
AND SELF ESTEEM AMONG YOUNG ADULTS**

Dissertation submitted to

**CHRIST COLLEGE (AUTONOMOUS)**

*In partial fulfillment of the requirement for the award of the degree of*

**BACHELOR OF SCIENCE**

Submitted by

**APARNA K A**

**(CCAVSPY039)**



**DEPARTMENT OF PSYCHOLOGY**

**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA**

**UNIVERSITY OF CALICUT**

**2021-2024**

**EXPLORING THE RELATIONSHIP BETWEEN PARENTAL ATTACHMENT AND  
PEER ATTACHMENT IN ADOLESCENTS**

Project submitted in partial fulfillment of the requirements for the Degree of Bachelor of  
Science in

**BSc PSYCHOLOGY**

Submitted by

**CRISTEENA P S**

**CCAVSPY044**

Supervised by

**Asst Prof SREYA V S**

Department of Psychology

**CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA**



**DEPARTMENT OF PSYCHOLOGY**

**CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA**

**2021-2024**

**EXPLORING THE RELATIONSHIP BETWEEN PARENTAL ATTACHMENT AND PEER**

**ATTACHMENT IN ADOLESCENTS**

Project submitted in partial fulfillment of the requirements for the Degree of Bachelor

of Science in

**BSc PSYCHOLOGY**

Submitted by

**MERLIN WILSON**

**CCAVSPY049**

Supervised by

**Asst Prof SREYA V S**

Department of Psychology

CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA



**DEPARTMENT OF PSYCHOLOGY**

**INFLUENCE OF PROCRASTINATION ON WORK-LIFE BALANCE AMONG IT  
PROFESSIONALS**

Project submitted in partial fulfillment of the requirements for the Degree of Bachelor of  
Science in

**BSC PSYCHOLOGY**

Submitted by

**NAYAN HAREENDRANATH**

**CCAVSPY051**

Supervised by

**Asst Prof AISWARYA RAJAN P**

Department of Psychology

**CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA**



**DEPARTMENT OF PSYCHOLOGY**

**CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA**

**2021-2024**



**EFFECT OF FEAR OF NEGATIVE EVALUATION ON SOCIAL AVOIDANCE AMONG  
YOUNG ADULTS.**

**Project Submitted in Partial Fulfilment of the requirements for the  
Degree in**

**PSYCHOLOGY**

**By  
SNEHA SANTHOSH  
CCAVSPY054**

**Supervised by  
Asst.Prof. PARVANENDHU K. V  
Assistant Professor  
Department of Psychology  
Christ College Irinjalakuda**



**DEPARTMENT OF PSYCHOLOGY  
CHRIST COLLEGE IRINJALAKUDA  
2021-24**