

**ACADEMIC PROCRASTINATION, PSYCHOLOGICAL INFLEXIBILITY
AND PSYCHOLOGICAL WELL-BEING AMONG UNIVERSITY STUDENTS**



By

MARIA IMTIAZ

Dr. Muhammad Ajmal

NATIONAL INSTITUTE OF PSYCHOLOGY

Center of Excellence

QUAID-I- AZAM UNIVERSITY

Islamabad-Pakistan

2015

**ACADEMIC PROCRASTINATION, PSYCHOLOGICAL INFLEXIBILITY
AND PSYCHOLOGICAL WELL-BEING AMONG UNIVERSITY STUDENTS**

**A Research Report Submitted In
Partial Fulfillment For The Requirements of The
Degree of Masters of Science In
Psychology**

BY

Maria Imtiaz

Dr. Muhammad Ajmal

NATIONAL INSTITUTE OF PSYCHOLOGY

Center of Excellence

QUAID-I- AZAM UNIVERSITY

ISLAMABAD

2015

**ACADEMIC PROCRASTINATION, PSYCHOLOGICAL INFLEXIBILITY
AND PSYCHOLOGICAL WELL-BEING AMONG UNIVERSITY STUDENTS**

BY

Maria Imtiaz

Approved by

(Dr. Sobia Masood)

Supervisor

(Dr. Anila Kamal)

Director NIP

(Dr. Syeda Shamama Tus Sabah)

External Examiner

CERTIFICATE

Certified that M.Sc. Research report on “**Academic Procrastination, Psychological Inflexibility, and Psychological Well-being among University Students**” by **Miss Maria Imtiaz** has been approved for submission to the National Institute of Psychology, Quaid-i-Azam University, Islamabad.

Dr. Sobia Masood

(Supervisor)

Dedicated to my

AMMI G

&

BABA JANI

**ACADEMIC PROCRASTINATION, PSYCHOLOGICAL INFLEXIBILITY
AND PSYCHOLOGICAL WELL-BEING AMONG UNIVERSITY STUDENTS**

CONTENTS

List of Tables	i
List of Appendices	ii
Acknowledgments	iii
Abstract	v
CHAPTER -1: INTRODUCTION	1
Procrastination	2
Academic Procrastination	3
Types of Academic Procrastination	4
Decisional Procrastination	5
Avoidant Procrastination	5
Reasons for Academic Procrastination	6
Consequences of Academic Procrastination	7
Theories of Academic Procrastination	8
Appraisal-anxiety-avoidance model of procrastination	8
Avoidance Model of Procrastination	8
Conflict Decisions theory	8
Anxiety, Fear of Failure, Perfectionism Model	8
Temporal Motivation Theory	8
Demographics and Academic Procrastination	9
Academic Procrastination among University Students	10
Psychological Inflexibility	12
Acceptance and Commitment Therapy Model	14
Psychological Wellbeing	17
Conceptual Models of Psychological Well-being	20
Relationship between Academic Procrastination, Psychological Inflexibility and Psychological Well-being	23
Rationale of the Study	25

CHAPTER-2: METHOD

Objectives	27
Hypothesis	27
Operational Definitions of Variables	27
Academic Procrastination	27
Psychological Inflexibility	28
Psychological Well-being	28
Research Design	28
Instruments	30
Tuckman Procrastination Scale	30
Affectometer 2	30
Acceptance and Action Questionnaire-II	31
Procedure	31
CHAPTER-3:RESULTS	37
CHAPTER-4:DISCUSSION	48
Limitations and Suggestions	52
Implications of Study	53
Conclusion	54
REFERENCES	55
APPENDICES	67

LIST OF TABLES

Table 1:	Alpha reliability coefficients of TPS, AAQ-II, and WBS (<i>N</i> =60)	32
Table 2:	Item -total Correlation for Items of Acceptance and Action Questionnaire-II (<i>N</i> =60)	33
Table 3:	Frequency and Percentages along Demographic Variables (<i>N</i> =460)	34
Table 4:	Alpha Reliability Coefficient and Descriptive Statistics on TPS, AAQ-II and Affectometer 2 (<i>N</i> =460)	38
Table 5:	Correlation among Tuckman Procrastination, AAQ-II, and Affectometer 2 (<i>N</i> =460)	39
Table 6:	Psychological Inflexibility as Mediator for Academic Procrastination in Predicting Psychological Well-being (<i>N</i> =460)	40
Table 7:	Mean differences along Gender on Academic Procrastination, Psychological Inflexibility and Psychological Well-being (<i>N</i> =460)	41
Table 8:	Correlation among Demographic Variables and Academic Procrastination, Psychological Inflexibility and Psychological Well-being (<i>N</i> =460)	42
Table 9:	Mean differences along Education of participants on Academic Procrastination, Psychological Inflexibility and Psychological Well-being (<i>N</i> =460)	43
Table 10:	Mean differences along Area of Study on Academic Procrastination, Psychological Inflexibility and Psychological Wellbeing (<i>N</i> =460)	44
Table 11:	Mean differences along Family Systems on Academic Procrastination, Psychological Inflexibility and Psychological Well-being (<i>N</i> =460)	45
Table 12:	Mean difference along Number of Siblings on Academic Procrastination, Psychological Inflexibility and Psychological Well-being (<i>N</i> =460)	46
Table 13:	Mean difference along Mothers' job on Academic Procrastination, Psychological Inflexibility and Psychological Well-being (<i>N</i> =460)	47

LIST OF APPENDICES

Appendix A:	Permission to Use Acceptance and Action Questionnaire-II	67
Appendix B:	Acceptance and Action Questionnaire-II, Original.	68
Appendix C:	Acceptance and Action Questionnaire-II, Try Out	69
Appendix D:	Tuckman Procrastination Scale	70
Appendix E-1:	Affectometer-2 (Part 1)	71
Appendix E-2:	Affectometer-2 (Part 2)	72
Appendix F:	Acceptance and Action Questionnaire-II, Final Form	73
Appendix G:	Information Sheet for Survey	74
Appendix H:	Consent Form	75
Appendix I:	Demographic Sheet	76
Appendix J:	Test Application Form for Procrastination Scale	77
Appendix K:	Test Application Form for Affectometer-2	78

ACKNOWLEDGEMENTS

AllhamdulillahAllah, my Merciful and Gracious Allah for making this research completion an accomplishment for me which was for sure impossible if YOU had not blessed me with the powers and resources to get through.

I owe debt of gratitude to my supervisor Dr. Sobia Masood, whose valuable guidance and brilliant supervision has always been a source of inspiration for me. I am thankful to her for her keen interest, advice, guidance, and constructive criticism that proved helpful throughout my research work. I express my deepest gratitude to Ms. Shaista Waqar for helping me in finalizing response categories of research instruments. I express my cordially thanks to all my teachers and especially of NIP. Many thanks to Library section, Computer section, Photocopier and Administration staff of NIP for facilitation throughout my course work.

I express my deepest gratitude to my loving friend Aaasi for being with me whenever I need someone to stand by me. I owe deep sense of gratitude to my friend Shehla Fazal for her love, extra ordinary care and encouragement during my research work.

I would cordially thank my friend Iqra Riaz for always being there for me. Aroosa Tabassum, Najm-us-Sehr Arif, Nimra Iqbal and Misbah Tabassum for helping me in data collection and providing me every possible suggestion. I would not forget to mention, Maryam Khan, Aliya Khalid, Maira Hassan, Rabiya, Maryam Fiaz and all my friends for their moral support.

I am indebted to prayers of my loving granny Bay-Jee and Nabila baji, Shabana Khalid, Habib and all my loving cousins and relatives.

Especially, I owe deep sense of gratitude to my loving mother for her never ending support and prayers, and my loving father for his trust and confidence in me. I am indebted to my sisters Zartashia Umer and Kinza Habib for their love and encouragement and to my little princesses Momina Imtiaz and Rahab Imtiaz for motivating me to complete my research work. I

would cordially thank to my brother Hamza Imtiaz for his support during all my work. Thanks a lot my family for always understanding me.

Maria Imtiaz

ABSTRACT

The present study focused on exploring the relationship between academic procrastination, psychological inflexibility, and psychological well-being among university students. The research also aimed at exploring the role of psychological inflexibility in the relationship between academic procrastination and psychological well-being. The study was carried out in three phases. Phase I was a try out to check the cultural appropriateness and easiness of scales being used in study. Phase II of the study was pilot study aimed to assess the psychometric properties of instruments. It consisted of 60 university students, (30 boys; 30 girls). Result showed the good psychometric properties of scales. Third phase was main study aimed for hypotheses testing and fulfillment of objectives. The sample consisted of 230 boys and 230 girls (age range: 18-35; $M=21$; $SD=2.71$). Results suggested that there was a negative relationship between academic procrastination and psychological well-being. The relationship between academic procrastination and psychological inflexibility was significant and positive while psychological inflexibility was negatively related to psychological well-being. No gender differences were found on academic procrastination, psychological well-being and psychological inflexibility. Age and education level of participants were significantly related with perceived well-being of university students. The number of siblings showed significant positive relationship with psychological inflexibility. Fathers' education was significantly related with academic procrastination and psychological inflexibility in university students showing significant and negative results while mothers' education showed positive significant findings along psychological well-being. The results suggested that psychological inflexibility acts as a mediator in the relationship between academic procrastination and psychological well-being.

INTRODUCTION

INTRODUCTION

“Nothing is more exhausting than the task that’s never started” (Rubin, 2014). All of us have some tasks to perform and sometimes these tasks are delayed for one reason or another. The tendency of delaying tasks that one has to complete is known as procrastination. Everyone procrastinates but the chronic procrastinators are 15-20% of general population (Ferrari, 2010). However, procrastination is highlighted as an issue mainly in (25% - 95%) students (Burka & Yuen, 1983, Gallagher, Golin & Kelleher, 1992; Steel, 2007) and has been associated with poor grades, increased stress, poor emotional and physical well-being, as well as delays in seeking medical treatment (Sirois, Gordon, & Pychyl, 2003; Sirois & Tosti, 2012). This shows that procrastination appears to affect not only the academic performance but also physical and psychological well-being of students.

Psychological well-being is the subjective idea of happiness and satisfaction with life. Psychological well-being depends upon how person identifies, regulates, and controls his/her affects, cognitions, and unhealthy behaviors. The idea of well-being is given the least importance in the underdeveloped countries like Pakistan. Among students the mental and physical health is an important issue to be addressed. So, there is a great need of studying procrastination and psychological well-being among university students. A number of researches have highlighted the role of change acceptance or psychological flexibility in affecting the outcomes of procrastination (Bond et al., 2011; Brown & Rayan, 2003; House et al., 2011; Kashdan & Rottenberg, 2010; Masuda & Tully, 2012). Psychological flexibility is the mindful awareness of one’s thoughts and feelings but with the condition that this awareness does not produce barriers to acting consistently with one’s values. Psychological flexibility may be important in disengaging individuals from automatic thoughts, habits, and unhealthy behavior patterns (such as procrastination) and thus could play a key role in fostering informed and self-endorsed behavioral regulation which has long been associated with well-being enhancement (Deci & Rayan, 2000).

Unfortunately, despite a recent increase in scientific research, much has yet to be learned about the causes and maintaining factors of procrastination (Steel, 2007). The present study is an attempt to understand the relationships among psychological inflexibility, psychological well-being, and procrastination. But in previous documented literature little attention has been paid to psychological inflexibility or psychological flexibility. Especially in Pakistan author found no previous research on psychological inflexibility. Even the previous western investigations had not determined the association between academic procrastination, psychological well-being, and psychological inflexibility. Therefore the present study investigates the role of psychological inflexibility in the relationship of academic procrastination and psychological well-being so that research based evidence may help to eliminate the problem of academic procrastination and enhance students' psychological well-being ensuring the success of university students of Pakistan.

Procrastination

According to Oxford dictionaries (2014), procrastination is “the action of delaying or postponing something”. Procrastination has variations in its definition which cause difficulty in understanding and treating the phenomenon. Silver (1974) proposed that procrastination is not only to avoid task. It is rational decision under certain circumstances. The individuals do not avoid task they only delay the task until they feel that task should be completed. Focusing on irrational aspects of procrastination definition by Silver and Sabini (1981) argued that procrastination is self-defeating and it is the inherently goal undermining. Solomon and Rothblum (1984) defined procrastination as

“The act of needlessly delaying tasks to the point of experiencing subjective discomfort”

(Solomon & Rothblum, 1984. p. 503).

They reported that procrastination is not only a deficit in study habits or time management but it involves a complex interaction of behavioral, cognitive and affective components. Bandura in 1986 defined procrastination as disbelieving one's

abilities to complete a task. Lay (1986) defined procrastination as deliberately postponing a necessary task until the last minute to provide a rush or thrill-seeking experience to complete a task. He perceived procrastination as frequent failure to achieve goals.

According to Tuckman, (1990) the lack of self regulation is procrastination.

“The tendency to put off or completely avoid an activity under one’s control”

(Tuckman & Sexton, 1989. p.463)

Procrastination can be of many types including procrastination in completing assignments and in preparing for examinations termed as academic procrastination; Decisional procrastination is the inability to make timely decisions. Neurotic procrastination is defined as the tendency to postpone major life decisions. Compulsive procrastination is decisional and behavioral procrastination in the same person. Life routine procrastination is experienced difficulty in scheduling when to do recurring chores and routines and in doing these routines on schedule. (Milgram, Sroloff, & Rosenbaum, 1988). Procrastination is not the problem of time management or planning. Procrastinators are not different to estimate their ability to estimate time, although they are more confident than other people. Ferrari (2005) said that it is same to tell a person to have a weekly planner who procrastinates like a man with depression to cheer up (Ferrari, 2005).

Academic Procrastination

Academic Procrastination refers to the delay in completing the assignments, and preparing for the examinations (Barrall, Chabot, Hill, & Hill, 1978). The significance of understanding academic procrastination in educational setting cannot be under estimated. Educational settings require completion of tasks and assignments on time. All this requires student’s attention and time to meet deadlines. In some conditions students fail to complete assignments on time. They do procrastination. If a specific task or activity is delayed then it is called a situational procrastination (Harris & Sutton, 1983). Knish, Lay, and Zanatta (1992) explained students’ procrastination

by different behaviors like lack of preparation, less effort and practice, unfavorable performance settings as well as selection of unfavorable preparation settings leading to academic procrastination (Knish, Lay, & Zanatta., 1992). Gallagher, Golin and Kelleher (1992) conducted a survey to know the number of students who need help for dealing with procrastination and findings suggested that 52% students need moderate to high help. (Gallagher, Golin & Kelleher, 1992).

Academic procrastination refers to procrastination in completing assignments and preparing for exams. It can be understood as student's failure in completing academic tasks within a given time frame (Koestner, Senecal, & Vellerand, 1995). In academic settings it is missing assignments, late submission of work, usually cram, anxious of tests and avoid studies and go for the alternatives that are interesting. As a result they get low grades (Lay, & Schouwenberg, 1993).

Academic procrastination is a behavioral disposition or trait to delay performing task or making decisions (Marshevsky, Miligram, & Sadeh, 1995). Ellis and Knaus (1977) defined academic procrastination as the postponement of academic goals to the point where optimal performance becomes highly unlikely. It is defined by Solomon and Rothblum (1984) as voluntary delay of scholastic responsibilities to the degree that the individual experiences emotional discomfort. Erede (2000) stated procrastination is avoidance of implementation of intention, and preference of behavior distracting from the aversiveness of intention.

Thus procrastinating academic tasks not only detrimental to the success but also deteriorates physical and psychological health of students. Tice and Baumeister (1997) found that procrastinators trade-off greater stress and illness at the end of the semester (as well as greater stress and illness overall).

Types of Academic Procrastination

Procrastination has two types.

- 1) Decisional Procrastination
- 2) Avoidant Procrastination

Decisional procrastination. This type of procrastination also termed as Indecisiveness (Janis & Mann, 1977). It is a coping pattern to deal with stressful decision making situations. It is not related to lack of intelligence rather is cognitive processing failure (Effert & Ferrari, 1989; Ferrari, 1989).

Avoidant procrastination. The tendency to delay is to avoid the aversive tasks and avoidance of failure that can lower self- esteem (Ferrari 1992, 1993, 1994). It is maladaptive coping when one deals with adverse tasks or situations (Ferrari, 1993).

Types of Procrastinators

Solomon and Rothblum (1984) have found two kinds of procrastinators. Tense type of procrastinators: those who feel both intense pressures to succeed and a fear of failure. Relaxed type of procrastination: those who have negative feelings about their work and get upset by the work load and reduce stress by playing. The relaxed type of procrastinators neglects their work. They avoid as many work as possible by avoiding challenging tasks. They get involved in pleasurable activities and use them as distracters.

Maguire and Sapadin (1997) divided procrastinators into following types. *The perfectionist*, do not do anything less than perfect; *the dreamers* having great ideas but hate doing the details; *the worriers* who fear of the things may go wrong and bringing changes can make them worst; *the defier* refusing to anything suggested by others; *the crisis- makers* who can make a big problems in projects and the over-burden make them procrastinate.

Ferrari (2005) categorized procrastinators into three types; (a) Arousal type or thrill- seekers, who wait to the last minute for joyful hurry.(b) Avoiders, who avoid tasks because of the fear of failure or even of success but they are very concerned of what others think of them . They would like others to think they lack effort rather ability. (c) Decisional procrastinators unable to take a decision because of the fear of being responsible for the consequences.

Recently, according to Choi and Chu (2005) there are two types of procrastinators.

Passive procrastinators. Procrastinators in traditional sense are passive procrastinators. They are paralyzed by their inability to act upon their decisions. They do not intend to procrastinate but end up delaying tasks.

Active procrastinators. This is a positive type of procrastinators. They deliberately decide to procrastinate. They prefer to work under pressure. They can take timely decisions and act on them.

The active procrastinators procrastinate to same level as passive procrastinators. Active procrastinators have high level of self efficacy as compared to passive procrastinators. They are more like the non procrastinators but differ in terms of purposive use of time, self-efficacy belief, control of time, coping styles, and outcomes including academic performance.

Reasons of Academic Procrastination

Literature highlighted different antecedents and causal factors of academic procrastination. Past studies show that some predictors of procrastination are self-handicapping (Ereder, 2003), rejection, low success rate, depression, social anxiety & disappointment (Ferrari, Ozer, Demir, 2010), three dimensions of perfectionism (concern over mistakes, parental criticism and doubts about action) (Jadidi, Mohammadkhani, & Tajrishi., 2011), dysphoric affect (Milgram, Sroloff, & Rosenbaum, 1988), number of siblings; grade level & underachievement (Rosáriooin, 2009), anxiety & low self esteem(Solomon & Rothblum, 1984), low self efficacy (Tuckman, 1991).

Effert and Ferrari (1989) explored reasons of academic procrastination being the lack of self confidence, low self concept, low sense of self worth, phobia, elevated depression, life dissatisfaction, lack of resourcefulness, forgetfulness and incompetence. However, according to literature strong and consistent reasons of academic procrastination are:

Fear of failure. Among thirteen major reasons fear of failure was the most accounted reason of academic procrastination and women more likely endorsed this reason for academic procrastination (Solomon & Rothblum, 1984).

Task aversiveness. The procrastination may be to avoid aversive task or consequences but the person face negative results for this behavior. (Demir, Ferrari, & Ozer, 2009). Task aversiveness is identified as abundant reason of academic procrastination. (Solomon & Rothblum, 1984).

Low self efficacy. Klassen and Kuzucu (2009) reported no difference in levels of procrastination among Turkish secondary school boys and girls however girls reported high levels of self efficacy for self regulation. Academic self efficacy was the strong predictor of academic procrastination for girls whereas self efficacy for self regulation was the strongest predictor of procrastination for boys. Nazish (2003) reported high self efficacy results in low levels of procrastination.

Consequences of Academic Procrastination

Different researches highlighted various outcomes of procrastination. Procrastination influences performance adversely but in context of academic it turns out to be poor performance, experiencing negative emotions such as shame and guilt about oneself, negative self-evaluation, depression, anxiety, and negative health behaviors, such as delaying seeking care for health problems, academic performance, psychological and physiological well-being, emotional distress, social anxiety, test anxiety, a failure to self-regulate to achieve one's goals and emotional upset.(as cited in Michel, Pychyl & Bennett, 2010). Various other outcomes are poor mental health, a failure to seek mental health services, and suicide proneness. (as cited in Glick, Millstein & Orsillo, 2014).

Theories of Academic Procrastination

Appraisal-anxiety-avoidance model of procrastination. Milgram and Toubiana (1999) appraisal-anxiety-avoidance model of procrastination represents that people assess the threat in situation, and then analyze their resources to deal

effectively. If the resources are inadequate they experience anxiety/stress. They try to escape the conflictive situation. In procrastination the anxiety provoking tasks are delayed or postponed. This avoidance leads to reduce stress, a negative reinforcement to continue a behavior pattern (Levison, Milgram, & Tal, 1998).

Avoidance model of procrastination. Solomon and Rothblum (1984) presented the avoidance model of procrastination. This model states the individuals who have a fear of failure will experience anxiety and will worry to perform any tasks. They will rather prefer to avoid that task and this way the fear will be avoided. They will act similar to phobic patients who fear of something. So the procrastinators avoid tasks to avoid the fear of being failed. Literature showed that high procrastinators attribute success to external circumstances than low procrastinators.

Conflict decisions theory. Jannis and Mann (1977) proposed a theory of procrastination which highlighted the phenomenon of avoiding a conflictive situation. The procrastinators avoid being evaluated or being in stressful or tough situation. They avoid taking decisions and wait for others to decide for them.

Anxiety: fear of failure, perfectionism model. This theory highlights the anxiety as being cause of procrastination. All situations provoking anxiety or stress are avoided so this result in postponing or delaying tasks and initiating procrastination. Another reason according to this model is irrational beliefs that provoke anxiety in people. The irrational beliefs include a vast category of thoughts and cognitions Ellis and Kannus (1977) defined irrational beliefs as hindering the happiness and fulfillment of desires and are unprovable including fear of failure and perfectionism.

Bridges and Roig (1997) tested the theory that academic procrastination is because of irrational thinking. Results on Procrastination Assessment Scale for Students (PASS) and Irrational Beliefs Inventory (IBI) showed a correlation of Irrational thinking with the Subscale of Problem Avoidance.

Temporal motivation theory. According to Steel and Koning (2006) temporal motivation theory time is a critical motivational factor. This theory helps

understanding impact of time especially deadlines. This theory models the motivating power of deadlines approaching, arguing the utility of given activity increasing expectancy.

Utility is how desirable a task is for an individual, Expectancy is probability of success, Value is the reward associated with particular outcome, Impulsiveness is sensitivity to delaying a task, and Delay is the time of realization. The activities that are high in expectancy and value should be more desirable. The enjoyable activities are short delayed and highly valued. As delay becomes large then for sure Utility will shrink. To apply the equation for the punishments, people like their punisher to be at distant.

To demonstrate temporal motivation theory each of its components should show strong correlation with procrastination. Expectancy is self efficacy for academic tasks. Value is represented by task aversiveness. More the unpleasant task more it is postponed. Need for achievement should be negatively associated with procrastination. Those who have high need for achievement they like to perform tasks for its own sake. Boredom proneness part of Value should be positively correlated to procrastination. Sensitivity to delay tends to decrease with age so is negatively related to procrastination. Distractibility, Impulsiveness, Lack of self control are related to sensitivity delay which has positive correlation with academic procrastination. Delay is operationalized as delay in rewards which is positively related to procrastination (Steel & Konig, 2006).

Demographics and Academic Procrastination

Gender and academic procrastination. Gender differences on academic procrastination are hard to predict (Steel, 2007). Demir, Ferrari and Ozer, (2009) found that male students reported more procrastination than female students. Significantly, more female students reported academic procrastination because of fear of failure and laziness whereas male students reported risk taking and rebellion against control as a reason of academic procrastination. Also, some researchers also reported no gender differences along academic procrastination (Effert & Ferrari, 1989; Murakani, Rothblum, & Solomon, 1986; Solomon & Rothblum, 1984).

In Pakistan researches showed that girls procrastinate more than boys, as boys have high self efficacy as compared to girls (Nazish, 2003). However, various other researchers reported no significant gender differences on academic procrastination showing equal levels of procrastination among boys and girls (Afzal, 2009; Chaudhy, 2008; Gulnaz, 2013; Zafar, 2013).

Age, number of siblings, parental education and academic procrastination. In Portugal research conducted by Rosário and colleagues showed that academic procrastination increased with the grade level because self regulated learning decreased with increased age and grade. Also underachievement increased as students engaged in more interesting activities and delayed unpleasant tasks. Parental education is inversely related to academic procrastination. Parents, high level of instruction during learning decrease academic procrastination. High maternal instructional level increased self regulation thus decreasing academic procrastination. With increasing number of siblings' distractions and appealing non- academic tasks increased thus increasing academic procrastination. (Rosário et al., 2009).

Culture and academic procrastination. A research conducted by Klassen and colleagues (2010) conducted a research in Singapore and Canada to explore academic procrastination and motivation in university students. In both contexts students procrastinate more on writing tasks. The academic procrastination is not affected by individualistic or collectivistic cultures. Singaporean students have more negative perception of procrastination. Also low level of self efficacy for self-regulated learning is significantly associated with academic procrastination in both contexts. Overall findings suggest cultural beliefs influence interpretations of procrastination.

Academic Procrastination among University Students

The significance to study procrastination in university students is highlighted in past researches. Procrastination is abundant among university students and almost 25% - 95% population procrastinate (Burka & Yuen, 1983; Ellis & Knaus, 1977; Gallagher, Golin & Kelleher, 1992; Steel, 2007).

Collins, Jiao and Onwuegbuzie, (2011) reported 41.7% procrastination on writing term paper, 39.3% when studying for exams, and 60.0% when reading weekly assignments. Students procrastinated on writing a term paper 11.8 %, and 26.4% procrastinated on performing administrative task (Collins, Jiao, Onwuegbuzie, & Voseles, 2011).

In Pakistani universities high prevalence of academic procrastination among university students was reported by Afzal (2009) and Batool (2005). The present study will highlight the adverse effect of academic procrastination on well-being so will be helpful in reducing academic procrastination. (Solomon & Rothblum, 1984). Also the study of psychological flexibility in Pakistani population will help to recognize and adapt to various situational demands (Hayes & Linehan, 2004).

Academic procrastination in Pakistani context is studied with various variables. In 2003 study was conducted by Nazish to explore relationship between academic procrastination and self efficacy. Results showed that students with high self efficacy have low procrastination. And college girls procrastinated more than boys. College boys had high self efficacy as compared to girls.

Fatimah (2001) studied perceived parental control and academic procrastination among adolescents at National Institute of Psychology, Quaid-i- Azam University, Islamabad, Pakistan using Parental Authority Questionnaire (Buri, 1991) and translated version of Procrastination Scale(Tuckman,1991). Results highlighted no significance association between perceived parental control (authoritative, authoritarian, and permissive) and procrastination for boys and girls.

Another study by Choudhary (2008) explored personality traits of individuals with procrastination. Translated version of Procrastination scale (Tuckamn, 1991) and Mini Marker Personality Inventory were used. Results revealed no significant difference between procrastination and agreeableness, openness and extraversion. However inverse relation existed between conscientiousness and emotional stability.

Saleem and Rafiquee (2012) conducted a research in Punjab University, Lahore, Pakistan. The research findings showed that negative association between

procrastination and self-esteem among university students. There were no gender differences on self esteem and procrastination. Birth order also has no significant association with procrastination.

Engaging in pleasant leisure activity may reduce stress and anxiety and provide relief. So the students use these strategies to enhance their mood. The students procrastinate more when they believe that they can change their mood and have ability to impact their moods. Baumeister, Bratslavsky, & Tice (2001) discovered that when the students are led to believe that they are unable to change their mood they will procrastinate less. This finding suggested that the acceptance of being unable to control internal feelings and experiences lower procrastination. This model of procrastination is consistent with theory of psychological problems proposed by Hayes and colleagues (1996). This theory suggests that *Experiential Avoidance* unwillingness to remain in contact with certain private feelings and thoughts and harmful attempt to avoid or alter them is a pathological process underlying many forms of psychopathology. The process is further specified as *Psychological Inflexibility*. It is related to greater levels of stress, anxiety, depression and overall psychological distress (Bond et al, 2011).

Psychological Inflexibility

Psychological inflexibility is studied in very limited number of researches. It is a slippery construct with dynamic processes unfolding over time. Psychological inflexibility demands, personal experience dominance over the values of the individual; thus involving concept of experiential avoidance (Bond et al, 2011).

The ACT Model of Psychopathology

ACT (Acceptance and Commitment) model of psychopathology illustrates six core psychological processes underlying the psychopathology.

Dominance of the conceptualized past or future- limited self knowledge. It involves being stuck in past by excessively rumination on negative thoughts or painful memories or fantasizing about future or worrying about what to do next. This

causes present moment ignored. In order to be in contact with present moment one needs to actively notice what is going on internally and externally. Without the contact with present moment one lacks full potential self-awareness and self-knowledge.

Cognitive fusion. It is the state of becoming rigid and stuck to one's thought attitude or belief. In this state one is out of touch with the world of direct experience. The self-defeating beliefs, thoughts and feelings provide temporary relief from anxiety or pain. These beliefs also provide convenient diversion from having to think about deeper truth.

Experiential avoidance. This is the opposite of acceptance. It is to avoid distressing thoughts, painful memories, or uncomfortable emotions. The attempt to avoid involves faulty thinking that pushes unwanted thoughts and feelings out of conscious awareness and give a sense of make it all go away. The experiential avoidance is resistance to acceptance or refusing the truth or feelings.

Attachment to the conceptualized self. One gets idea about his/her self by the descriptions or statements that one gives for his/her existence. These descriptions are objective and subjective facts and are termed as personal narratives or self-description. The personal narratives become problematic if person is overly attached to them. The degree to which one is fused with self-concept matters a lot and this ability needs flexibility.

Lack of values clarity/ contact. The fusion with one's thoughts, beliefs, attitudes or frequent experiential avoidance made it difficult to timely identify one's values and mold one's behavior to be in line with those values, thus making difficult to guide actions by one's values.

Unworkable action. The patterns of behaviors that pull person away from valued and mindful living. The actions are done in a way that these self-defeating patterns take person away from present-focused, intention based living. Unworkable actions include avoidance social withdrawal, avoiding enjoyable activities, being

inactive, excessive use of drugs and suicide attempts. These behaviors take a person away from present moment.

It includes cognitive rigidities such as rumination and worry (Lyubomirsky, Nolen-Hoeksema, Wisco, 2008), and inability to deal effectively with stressful events. Psychological inflexibility diminishes abilities to become versatile and adept to meaningful interest and values. (Hayes, Strosahl, & Wilson, 1999). The end point of flexibility continuum is inflexibility. In many disorders is that a person's fluid transactions with the environment break down and responses become stereotyped and invariable. The major features of depression imply loss of flexibility. Patients feel undifferentiated environment effected from their symptoms. Rumination is also stereotypical thinking. Also inflexible attribution styles to negative experiences may result in depression. People with greater inflexibility have lesser pain endurance, pain tolerance and slow recovery from distress (Feldner et al, 2006).

Literature suggests emphasis on enhancement of psychological flexibility to address wide range of psychological problems. The psychological flexibility is related to health and absence of which i.e., psychological inflexibility causes various psychopathologies.

Acceptance and Commitment Therapy Model (ACT; Hayes et al., 1999)

Basically, ACT model considers human suffering result of the disturbance of symbolic language into areas of life where it is not functionally useful (Hayes et al., 1999). More specifically, language becomes a problem when is used as a form of experiential avoidance. "Experiential avoidance is the phenomenon that occurs when a person is unwilling to remain in contact with particular private experience (e.g., bodily sensations, emotions, thoughts, memories, behavioral predispositions) and takes steps to alter the form or frequency of these experiences or the contexts that occasion them." The opposite of (and, the healthy attitude) experiential avoidance is called as psychological acceptance or flexibility. Psychological flexibility is about being aware of thoughts and feelings that unfold in the present moment without needless defense, and depending on what the situation affords, persisting or changing behavior to pursue central interests and goals. Psychological flexibility arrives from

enhancing ability to switch focus from one life domain to other, one time perspective to another. Acceptance based approach to one's experience will promote wellbeing and health.

Psychological flexibility. House, et al. (2011) proposed that psychological flexibility is a central concept underlying self awareness. Psychological flexibility involves mind full awareness of one's thoughts and feelings but adds the condition that such awareness does not produce barriers to acting consistently with ones values. (Hayes et al., 2011). Psychological flexibility is a multifaceted construct established through six key constructs.

Acceptance. The active embracement of internal thought and experiences.

Cognitive diffusion. The capacity to decrease attachment to, or believability of internal thoughts and experiences.

Being present. Awareness of present moment and non judgmental contact with experiences

Self as context. The ability to observe and experience oneself as not defined by one's beliefs, emotions and experiences but to see one's self as a context or location in which these experiences occur.

Values. Being consistent with one's values rather than trying to avoid or comply with different sets of values.

Committed action. Effective actions linked to chosen values.

Psychological flexibility spans a wide range of human abilities: to recognize and adapt to various situational demands; maintain balance among important life domains; and be aware, open, and committed to behaviors that are congruent with deeply held values. In many forms of psychopathology, these flexibility processes are absent (Hayes et al., 2004).

Building blocks of psychological flexibility. Three critical factors for being psychologically flexible are executive functioning, default states & personality configurations.

Executive functioning. It is the cognitive activity to allow control to refocus and pay attention, recognizing demands of situation, being versatile to organize and prioritize strategies for goal achievement. Executive functioning also typically includes working memory and recall, information processing speed, and the ability to inhibit behavior. These, too, are relevant to psychological flexibility.

Default states. For psychological flexibility a balance must be maintained between current surroundings investigation and conserving mental energy for potentially significant future situations. The balance can be achieved is through stereotyping and habits.

Personality configurations. Psychological flexibility much depends upon personality traits. People high on neuroticism find difficulty in detaching themselves from negative thoughts. Positive affect facilitates psychological flexibility. People with openness to experience are open to accept complex, uncertain activity rather showing avoidance. Self control of thinking and behavior is another major enabler of psychological flexibility.

Glick, Millstein and Orsillo (2014) explored the potential association between psychological inflexibility and procrastination in 258 undergraduates. The results showed that anxiety significantly predicted procrastination ($r^2\Delta=.19$; $p<.001$) but anxiety alone does not fully explain procrastination. Psychological inflexibility, some aspects of mindfulness and academic values together contribute to the prediction of procrastination over and above the effects of anxiety.

The psychological flexibility benefits a person and lead to healthier outcomes. Self regulation strategies cannot separate them from psychological flexibility. People tend to decrease unpleasant emotions and feel motivated to progress towards valued goals. Anger is productive in some situations though it is a negative emotion. People adapt to aversive situations and effectively manage social conflicts and negotiations.

Daily diaries studies showed that people monitor stressful life events and environmental stressors and use dynamic strategies to respond (Cheng, 2001). Those who used flexible coping strategies showed less symptoms of anxiety and depression (Cheng, 2003; Cheng & Cheung, 2005).

Psychological Well-being

Past decades psychology has emphasized the mental illness and psychopathology but with the development of positive psychology or psychology of strengths the notion of, enhancing the positive experience so to cope better with negative emotions, shed light over the construct of well-being. The physical and psychological well-being is enhanced to overcome negative affects or the illness. Increasing positive experiences will increase life satisfaction (Seligman, 2002). The four personal traits that add to positive psychology are self determination, optimism, well-being and happiness. Diener (2000), subjective wellbeing is what individual feels and thinks about life. The person's goals and values intervene between external events life experiences. Deci and Ryan (2000) pointed the trait of self determination another contributor of positive psychology. They proposed a theory with three need components: autonomy, competence and relatedness. When these needs are fulfilled individual is intrinsically motivated to progress leading to personal growth and personal fulfillment. The normal people need guidance to achieve fulfilling and rich existence. The literature highlights different promoters of positive experience with the prominent name of Abraham Maslow who gave self actualization theory. The wisdom, creativity and hope also contribute to positive experiences.

The concept of wellness or well-being initially emerged in the discipline of health and it was used synonymous with healthfulness. World Health Organization (WHO) defined health as a "positive state of physical, mental and social well-being, not merely the absence of disease or infirmity" (WHO, 1958). Now the construct of spiritual well-being has also been added to this definition.

Sociologists/psychologists and other social scientists used different terms for well-being and defined the concept from their own point of view. Well-being was

defined as a lack of illness by Sclar (1980, p.563). Bradburn, (1969) considered it as balance between positive affect (PA) and negative affect (NA).

Reich and Zanutr (1983, p. 121) defined well-being as one's good qualities of life. Schlosser (1990, p. 129) said it the appraisal of one's functioning status and outcomes, along different dimensions which comprise physical, mental healthfulness. He defines it as well-being means to reside strictly in the positive domain of health indicators. From the view of mental health professionals, an individual's sense of well-being is inferred from the presence or absence of depression. Having symptoms of depression is considered as a lack of satisfaction and well-being. It is said that absence of happiness with life and self which is a low sense of well-being can have wide spread behavioral effects (Mookherjee, 1992, p.514). Andrews and Robinson (1991, p.62) termed well-being as an attitude towards one's self and life." Literature revealed that concept of wellbeing is under vast study in many disciplines like Sociology, Anthropology, Greontology and Psychology. Bradburn (1969) studied positive mental health (psychological well-being in other words) using subjective reports. Andrews and Withey (1976) and Campbell (1976) devised questionnaire to probe the psychological aspects of well-being. It is evident that the psychologists are more interested in the subjective experience and perception of well-being.

Well-being is a common state of happy, satisfied with life and no negative feelings. According to Deci and Ryan (2008, p.1), it refers to the "optimal psychological experience and well-being". One may say that psychological well-being means one's positive sense of subjective well-being. It is to think positively about oneself and one's life. Well-being is a common state of happy, satisfied with life and no negative feelings. The high the positivity in life the more will the well-being of person.

According to Ryff (1995) well-being is a multi- dimensional construct which is not only being free from illness but it also comprises of positive self-esteem, mastery, autonomy, and having positive social relationships, developing a sense of meaning in life, and feelings of continued growth and development. This shows that well-being is best conceived as a multidimensional construct made up of six core constructs: *Self-*

acceptance, Positive relations with other, Autonomy, Environmental master, Purpose in life and Personal growth.

Self-acceptance. It is considered as a central feature of mental health as well as a characteristic of self-actualization, optimal functioning, and maturity. It emphasizes acceptance of self and of one's past life. Thus, holding positive attitudes toward oneself emerges as a central characteristic of positive psychological functioning.

Positive relations with others. The ability to love is viewed as a central component of mental health. Self-actualizers are described as having strong feelings of empathy and affection for all human beings and as being capable of greater love, deeper friendship, and more complete identification with others. Warm relating to others is posed as a criterion of maturity. The importance of positive relations with others is repeatedly stressed in these conceptions of psychological wellbeing.

Autonomy. The fully functioning person is described as having qualities like self-determination, independence, and the regulation of behavior from within also an internal locus of evaluation, whereby one does not look to others for approval, but evaluates oneself by personal standards.

Environmental master. The individual's ability to choose or create environments suitable to his or her psychic conditions is denned as a characteristic of mental health. Maturity is seen to require participation in a significant sphere of activity outside of self and the ability to manipulate and control complex environments. It is one's ability to advance in the world and change it creatively through physical or mental activities. The active participation in and mastery of the environment are important ingredients of positive psychological functioning.

Purpose in life. Mental health is denned to include beliefs that give one the feeling there is purpose in and meaning to life. The definition of maturity also emphasizes a clear comprehension of life's purpose, a sense of directedness, and intentionality such as being productive and creative or achieving emotional

integration in later life. Thus, one who functions positively has goals, intentions, and a sense of direction, all of which contribute to the feeling that life is meaningful.

Personal growth. Optimal psychological functioning requires not only that one achieve the prior characteristics, but also that one continue to develop one's potential, to grow and expand as a person. The need to actualize oneself and realize one's potentialities is central to personal growth.

In addition, Cloninger (2008) pointed out self-awareness as another key dimension of authentic well-being. Further, Deci and Ryan (2008) highlighted well-being should not be taken as an outcome but as the process of self-fulfillment. Besides, well-being is also separated as subjective well-being and psychological well-being. Subjective well-being includes general happiness and absence of illness, whereas psychological well-being comprises of individual development, self-actualization, attempting to grow up (Watermanas cited in Klassen & Kuzucu, 2006).

Conceptual Models of Psychological Well- Being

Different theoretical models explain psychological well-being which elaborates the construct.

Two domain model of psychological well-being indicates the two dimensions of well-being, being the positive and negative affect (Bradburn, 1969). These two affects are linked and presence of one effect suppresses the other. Feeling of happiness (positive affect) clearly means suppression of (negative affect) sadness (Diener, 1984). Illness and wellness were considered as two opposite poles and well-being was defined as a relative lack of pathological indicators (Sweeney & Witmer, 1992). When affect was considered as a component of well-being, it is said that the absence of negative affect is well-being.

Bottom up model explains that the happiness comes from a specific moment in life. Happiness is combination of both happy and unhappy moments and the pleasure extracted from them on a particular moment of life (Keyes & Moore, 2003).

The top-down assumes that people have a predisposition to interpret life events into positive or negative ways, and this predisposition effects ones evaluation of satisfaction in specific domains. Experience is not so much objectively good or bad but rather is interpreted that way. Kant (1958) viewed that the mind is active interpreter and organizer of sensory experiences. The mind not only accepts incoming sensations, but rather filters and selects only those sensations that are congruent with one's beliefs and attitudes. From a top-down perspective, our subjective interpretation of events, rather than objective circumstances themselves, should be primary influence on well-being. Costa, McCrae, and Norris (1981) mentioned that "despite circumstances, some individuals seem to be happy, whereas some people are unhappy." However many researchers tried to integrate the model and proposed Integrated model. The model proposes that the global features of personality and individual's objective life events influence the way in which a person interprets the conditions of his/her life and these interpretations influence subjective well-being.

The present study operationally defines psychological well-being as one's positive sense of subjective well-being. This employs that a person who evaluates positively his past and present experiences, has a positive cognition of his future; has a positive and energetic perception of self and is socially approved is psychologically well. Such perception provides the basis for the overall satisfaction and happy life. For these perceptual patterns a person should have certain personality dispositions, to perceive things in a certain manner. For example, if a person is pessimistic, and experiences many negative events in his life will definitely have low psychological well-being.

Our concept of well-being seems to be congruent with Ryff and Keyes (1995) psychological well-being model and also aligned with Diener (1984) as these dimensions are evaluated by the person in a global or general way.

Keyes and Ryff (1995) proposed multidimensional model of psychological well-being. They proposed that well-being is a construct, composed of six key dimensions. These are all the concepts of positive psychology. First is the self-acceptance that is the acceptance of one's own presence, life and past with a positive approach to life. Second dimension of well-being relates to the positive relationships

with people around. Third is the self determination of a person, being autonomous. Fourth dimension involves the capabilities to create the environment suitable for ones survival, linked to concept of purpose in life being fifth dimension and then sixth the positive growth to achieve self actualization in life.

Deci and Rayan (2001) theory of self determination indicates that intrinsic and extrinsic motivations help in performing a task or achieving something. They discussed role of need satisfaction in psychological outcomes like creativity, positive affect. Autonomy and competence contribute to self determined motivation which in turn predicts positive outcomes. Needs satisfaction has no impact on psychological outcomes rather the ability of needs to create and sustain motivational force to facilitate psychological growth. In educational context need of relatedness is not significantly related to self-determined motivation in education. Competence and autonomy showed significant association with education. The results clear as the education is individualistic type of activity. According to Deci and Rayan (2001) by completing the psychological needs of relatedness, autonomy and competence the positive experiences can be increased that will increase the pleasure so the life satisfaction and positive affect will increase resulting in enhanced psychological well-being.

Gender, Age, and Well-Being. The researches highlighted the gender differences on the experience of happiness. Feld, Gurin, and Veroff (1960) reported women experience more emotional problems as compared to men. Evidence also suggests that women also experience more dissatisfaction with their health and marriages than men and women reported that “they had less than their share of happiness in life”, more often than men do. (Campbell, 1981). Bradburn’s (1969) study using Affect balance scale showed that women reported more extreme positive and more extreme negative feelings. Women experience more negative affects and they also experience greater joys (Braun, 1977; Cameron, 1975). Bem (1974) and Heppner (1991) found that the gender role conflict is associated with less psychological well-being. Women’s psychological well-being depends upon age, marital satisfaction, availability of social support. The younger women are happier than younger men, and elder women are happier than older men (Spreitzer & Synder, 1974). Brunstein (1993) reported young respondents reported high positive and

negative affect. Andrews and Withey (1976) found no age effects on well-being. Campbell (1981) found that education has its influence on psychological well-being of respondents.

Academic procrastination results in deteriorated health. The physical as well as psychological well-being of procrastinator is affected by procrastination. Different researches highlighted various outcomes of procrastination. Procrastination effects performance adversely but in context of academic it turns out to be poor performance, experiencing negative emotions such as shame and guilt about oneself, negative self-evaluation, depression, anxiety, and negative health behaviors, such as delaying seeking care for health problems. Variety of outcome measures including academic performance, psychological and physiological well-being, emotional distress, social anxiety, test anxiety, a failure to self-regulate to achieve one's goals and Emotional upset.(Michel, Pychyl and Bennett, 2010). Various other outcomes are poor mental health, a failure to seek mental health services, and suicide proneness (Glick, Millstein and Orsillo in 2014).

Tice and Baumeister (1997) in two longitudinal studies examined procrastination among students. Early in the semester procrastinators reported less stress and illness as compared to non procrastinators but reported high stress and more illness later in term overall they were sicker. Procrastinators received lower grades on all assignments. Therefore, procrastinators appear to have self defeating behaviors marked by short term benefits and long term costs.

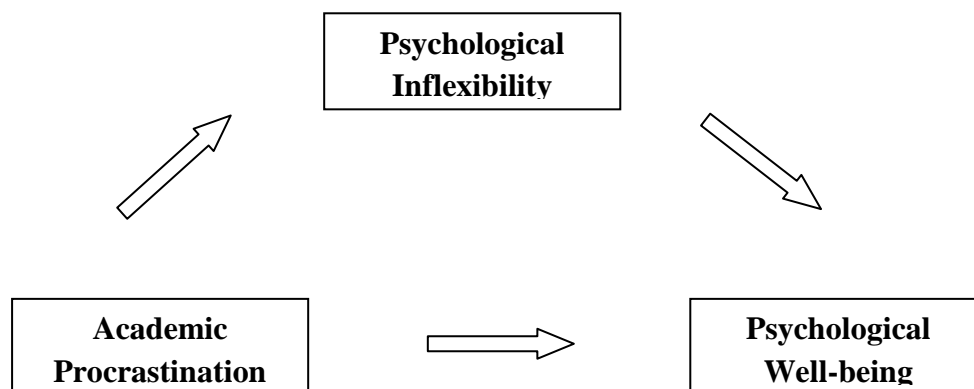
Relationship between Academic Procrastination, Psychological Well-being and Psychological Inflexibility

Glick, Millstein and Orsillo (2014) explored the potential association between psychological inflexibility and procrastination in 258 undergraduates, with age range 18-26. They reported procrastination was significantly positively correlated with trait anxiety and significantly negatively associated with acceptance/psychological flexibility In study 2 they found that anxiety significantly predicted procrastination but anxiety alone does not fully explain procrastination. Acceptance/psychological

flexibility, some aspects of mindfulness and academic values together contribute to the prediction of procrastination over and above the effects of anxiety.

Bond et al., (2011) found that higher the levels of psychological inflexibility, or experiential avoidance, was concurrently associated with greater depressive symptoms (on both DASS and Beck depression inventory-II), more anxiety related symptoms on both BDI-II and DASS, more stress on DASS and greater overall psychological ill health. Results indicate that higher levels of psychological inflexibility may serve as a risk factor for mental ill-health, as higher scores on the AAQ-II predicted, one year later, and greater psychological distress. Tice and colleagues (2001) demonstrated that the students who accept that they are unable to change or control their internal experiences may be less likely to procrastinate. House, et al., 2011 in a research article, “measuring psychological flexibility in medical students and residents: a psychometric analysis” found that higher psychological flexibility is related to higher life satisfaction. Also a significant relationship between psychological flexibility and personal distress resulted in a sample of 660 medical fourth years students and first and second year residents. Masuda and Tully (2012), investigated that whether mindfulness and psychological flexibility uniquely and separately accounted for variability in psychological distress (somatization, depression, anxiety, and general psychological distress) of 494 college undergraduates. The results revealed that psychological flexibility and mindfulness were positively associated with each other and were negatively associated with somatization, depression, anxiety, and general psychological distress.

The proposed model for testing role of psychological inflexibility:



Rationale of the Study

The positive experiences, traits, institutions are essential to improve life quality that becomes meaningless and not worthy of living by the pathologies. The long run emphasis on mental illness and diseases presents human being as a model of negativity only. The positivity is totally ignored. The positive psychology focuses on flourishing the positivity of human experiences such as well-being, satisfaction, hope, creativity interpersonal skills, courage spirituality, capacity to love, happiness, positive traits of personality, values, nurturance, tolerance, trust and many other positivities (Csikszentmihalyi & Seligmin, 2000). So, despite the negative connotation of the terms academic procrastination and psychological inflexibility the main objective of the present research is to provide the empirical evidence to promote psychological well-being among students by enhancing their psychological flexibility.

In educational psychology the concept of academic procrastination holds very much importance as it hinders academic success of students, so it needs to be explored (Steel, 2007). The significance to explore psychological inflexibility is reported in different researches. The psychological inflexibility is related to greater levels of stress, anxiety, depression, and overall psychological distress (Bond et al., 2011). Thus by increasing psychological flexibility students will be able to react more mindfully (Blackledge & Hayes, 2006; Orsillo & Roemer, 2009). According to Deci and Ryan, (2000) psychological flexibility is a key ingredient to psychological health. However, the research is fragmented in this area and the psychological process underlying the concept of procrastination needs unfolding and thus addressing psychological inflexibility is quiet essential. The possible solution suggested can be the subtraction of negative experiences like academic procrastination, addition of positive experiences by dealing with inflexibility and aggregation of time will result in entire well-being of individual. So the focus on psychological well-being will be helpful in preventing and eliminating procrastination (Csikszentmihalyi & Seligmin, 2000). So the present study is an effort to explore psychological inflexibility and its role in predicting psychological well-being of university students. Literature shows that psychological well-being intrinsically motivates the university to achieve their goals and cope with difficult situation (Collin, 1997). Seligmin (2002) stressed to focus on students' well-being and strengths so they can develop their abilities.

High prevalence of academic procrastination has been reported in Pakistani university students (Afzal, 2009; Batool, 2005). However, the research highlighting the outcomes of academic procrastination is lacking. Hence, the present study attempted to investigate relationship between academic procrastination and psychological well-being among university students. Also, the research is initial investigation of role of psychological inflexibility in relationship between psychological well-being and academic procrastination. It has focused on exploring academic procrastination along different demographic variables so that factors effecting academic behavior of students can be highlighted and precautionary and preventive measures can be taken.

The instruments used in the present research were selected for various reasons. Acceptance and Action Questionnaire-II (Bond et al., 2011) is uni-factorial and explicit measure of psychological inflexibility and experiential avoidance so has been used in the present research. Tuckman Procrastination Scale (Tuckman, 1991) has been preferred on other instruments of procrastination for the reason of being available in Urdu language and having sound psychometric properties (Fatimah, 2001). Affectometer 2, (Kammann & Flett, 1983) measure of well-being in terms of general happiness and perceived well-being in terms of confidence , optimism, self-esteem, freedom, energy, self-efficacy, social support, social interest, cheerfulness and thought clarity was selected as measure of psychological well-being. Diener, (1984) provided the evidence that the Affectometer 2 is a unitary measure of positive affect and deserves to be widely used for measuring well-being. Also the Affectometer 2 was translated in Urdu language by Naheed (1997) and was used with Pakistani sample.

The research findings will be very useful for the educationists, counselors, and the psychologists in making the intervention plans for students who procrastinate. The research findings will play a significant role in understanding psychological process of inflexibility and its role in procrastination. Thus, the treatments aimed to decrease academic procrastination will focus on enhancing psychological flexibility of students thus ensuring psychological well-being of students.

METHOD

METHOD

Objectives

The present research aimed at the following:

1. To explore the relationship between academic procrastination, psychological inflexibility, and psychological well-being in university students.
2. To explore the role of psychological inflexibility in academic procrastination and psychological well-being.
3. To explore the effect of demographic variables (age, gender, number of siblings, parental education) on academic procrastination and psychological inflexibility and psychological well-being.

Hypotheses

1. There will be a negative relationship between academic procrastination and psychological well-being.
2. There will be positive relationship between academic procrastination and psychological inflexibility.
3. There will be a negative relationship between psychological inflexibility and psychological well-being.

Operational Definitions of Variables

Academic procrastination. Tuckman (1991) defined academic procrastination as the tendency to every time delay academic tasks and experience problematic level of anxiety associated with it. It was measured by the Tuckman

Procrastination Scale (Tuckman, 1991). High score indicate high academic procrastination and low score indicate low academic procrastination.

Psychological inflexibility. Psychological inflexibility demands, personal experience dominance over the values of the individual; thus involving concept of experiential avoidance (Bond et al, 2011). In present research it was scored on Acceptance and Action Questionnaire-II (AAQ-II; Bond et al., 2011). High score on scale indicates high psychological inflexibility whereas low score shows high psychological flexibility.

Psychological well-being. According to Kammann and Flett (1983) the psychological well-being is defined as state of general happiness and perceived well-being. High scores show high psychological well-being.

Research Design

Present study was a cross-sectional co-relational research that was conducted in three phases. In first phase, a try out was carried out for assessing the convenience of psychological inflexibility scale in Pakistani culture. Whereas, in phase II pilot study was conducted on 60 students to check the psychometric properties of scales. In the phase III, Main Study was conducted on sample size of 460 students. The data was collected through survey method.

Phase I: Try out

The try out phase was carried out to check the cultural appropriateness and the ease of comprehension of the instrument used in this research for measuring psychological inflexibility i.e., Acceptance and Action Questionnaire-II (Bond et al, 2011). The age range of the sample is 18-35 years that was kept in mind. This phase was completed in the following steps:

Step 1: Author's consent. At first author of the Acceptance and Action Questionnaire- II, was contacted via email and he was requested for the permission to

use the instrument in the present research. Consent was received from author along with permission of usage of AAQ-II (see Appendix A).

Step-II: Expert opinion. In the next step, five experts were contacted with education level M. Phil / Ph. D for expert opinion with research experience at National Institute of Psychology. The purpose of try out phase was explained. After taking informed consent of the participants, they were given verbal instructions and were asked to give their opinion about the cultural appropriateness and ease of comprehension of each item in English version of AAQ-II (see Appendix B). The items were found easy to be used with university students.

Step III: Sample Opinion. For obtaining sample opinion, 15 students were approached at National Institute of Psychology using convenience sampling technique. The age of participants ranged from 18-35 years. Each participant was explained purpose of study. The participants were provided with written as well as verbal instructions to provide their opinion about the cultural appropriateness and ease of comprehension of all the items of AAQ-II. The participants' responses suggested that they were facing difficulty in item number 4 i.e., my painful memories prevent me from having a fulfilling life, of AAQ-II (see Appendix C). The sample opinion was also taken regarding the response categories of Tuckman Procrastination Scale Urdu version. They were found confusing and participants were asked to give suggestions regarding the changes in the response categories.

Step IV: Committee Approach. In committee approach two professors of Psychology were individually approached and they were asked for the opinion about selecting the alternative of difficult word. For the word "fulfilling", a word giving the same meaning was selected that was "satisfied" and was placed in brackets along the word fulfilling. The committee approach was used for the selection of appropriate response category for the Tuckman procrastination scale Urdu version.

Results

The alternatives were selected and the categories were changed after approval from committee. The scale was responded by 14 students. The one of the respondent

filled in hurry and even did not listened instructions properly. So the questionnaire was excluded to prevent results being contaminated. The 5 items were rated “Easy” by all respondents whereas item number 1 was rated as “Moderate” by two respondents. Also item number 4 was rated as “Moderate” by two respondents. They also suggested alternatives for difficult words.

Phase-II: Pilot Study

The aim of pilot study was to check the psychometric properties of Acceptance and Action Questionnaire-II (AAQ-II; Bond et al, 2011), Affectometer-2 (Naheed, 1997) and Tuckman Procrastination Scale (Tuckman, 1991).

Sample. The sample consisted of 60 students (30=boys; 30=girls) with the age range of 18 to 35. The data was collected by using convenience sampling technique from Quaid-i-Azam University, Islamabad. Both natural sciences and social sciences students were included in the sample.

Instruments.

Tuckman Procrastination Scale (Tuckman, 1991). Tuckman Procrastination Scale was used to measure procrastination among students. The scale consists of 16 items. The scale is a Likert type scale with four response categories ranging from ‘that’s me for sure’ (4), ‘that’s my tendency’ (3), ‘that’s not my tendency’ (2) and ‘that’s not me for sure’ (1). A high score indicates high tendency to procrastinate. The scale has been translated and adapted in Urdu language to use it with Pakistani sample by Fatemah (2001). Urdu translated version was used in the present research as a measure of academic procrastination. The alpha reliability endorsed by Fatemah was .60 (see Appendix D).

Affectometer 2. The Well-Being Scale (Naheed, 1997). Affectometer 2 by Kammann and Flett (1983) is 40 items self report measure of well-being, consist of 20 statements and 20 adjectives items.

Affectometer 2 has been translated and adapted in Urdu language to use with Pakistani by Naheed (1997). Translated Well-Being Scale consisted of 39 items (Part I = 19 statements & part II = 20 adjectives) with 5 response categories, 1=*Not at all*, 2= *Occasionally*, 3= *Some times*, 4= *Often*, 5= *All of the times*. Ten items, no 1,3,5,7,9,11,13,14,16,18 in part I are positive items while nine items, no 2,4,6,8,10,12,15,17,19 are negative items (see Appendix E-1). In part II item no.1 to 10 are positive and 11 to 20 are negative items (see Appendix E-2). Alpha reliability of part I was .80 and part II was .85 and of whole scale was .88. The scoring was reversed for negative items. Maximum score on the scale could be 195, which reveals very high psychological well-being. Median score of the scale is 117 which indicate a moderate level of well-being. Minimum possible score could be 39, which indicates a very low psychological well-being. As the score increases from the median score, it would indicate a high level of well-being accordingly.

Acceptance and Action Questionnaire (AAQ-II, Bond et al., 2011). The Acceptance and Action Questionnaire-II is a 7-item instrument followed by a seven-category response scale, ranging from 1 'Never true' to 7 'Always true'. Higher scores indicate greater psychological inflexibility. It is a holistic measure of psychological inflexibility. Bond et al. defined an AAQ-II score above a range of 24–28 as a preliminary cutoff. Higher scores on the AAQ-II, indicate of greater psychological inflexibility. AAQ-II is designed for general population. (See Appendix F).

Procedure.

Participants were given information sheet in Urdu which provided them detailed information about the the nature and purpose of study, right of participation, confidentiality, and withdrawal from study (See Appendix G). Participants were required to sign consent form if they agree to participate in the study (see Appendix H). For personal information demographic sheet in Urdu language was also provided to the participants. The information about the name, age, gender, and parental education, number of siblings, education, area of study, education system, family system and mothers' employment status was collected (see Appendix I).

They were provided with AAQ-II (Bond et al., 2011), TPS (Tuckman, 1991) and WBS (Naheed, 1997). They responded on the given scales. The reliability of the scales was calculated using SPSS.

Results

To determine the psychometric properties of scales for the present research, Cronach's alpha for all the three scales were calculated.

Table 1

Alpha Reliability Coefficients of TPS, AAQ-II, and WBS (N=60)

Scale	No of items	α
TPS	16	.53
AAQ-II	7	.81
WBS(total)	39	.52
WBS-I	19	.59
WBS-II	20	.82

Note. α = Alpha reliability. TPS= Tuckman Procrastination Scale; AAQ-II= Acceptance and Action Questionnaire-II; WBS=Well-being Scale (Affectometer 2); WBS-I Well-being Scale Part- I; WBS-II= Well-being Scale Part-II.

Table 1 illustrates the reliability coefficients of instruments in pilot study with sample of 60 university students (30=boys; 30=girls) from natural and social sciences. As Table 1 indicates that the alpha reliabilities for all the three scales ranges from .52 (WBS) to .82 (WBS-II) that depicts satisfactory to high internal consistencies of instruments.

Another important objective of pilot study was to check the internal consistency of English version of AAQ-II. So that any item that shows negative correlation with the items of scale could be excluded before the start of main study.

Table 2

Item -total Correlation for Items of Acceptance and Action Questionnaire-II (N=60)

S.No	Items	Item-total correlation
1	1	.59**
2	2	.57**
3	3	.51**
4	4	.64**
5	5	.46**
6	6	.56**
7	7	.59**

Note. ** $p < .01$

Table 2 specifies the item-total correlation which explains the correlation of a single item with the total scale items. All the items of AAQ-II show significant positive correlations and have interrelatedness with the scale thus depicting good internal consistency. The correlation values ranges from .46 to .64.

Discussion

Overall the results of pilot study showed that all the three instruments are reliable. It revealed the satisfactory psychometric properties of the scales. The inter-item correlation values for 7 items of AAQ-II were significant indicating the construct validity of scale for assessing psychological inflexibility. The results of pilot study illustrate that all the items of AAQ-II were culturally appropriate and easy to understand.

Phase III: Main Study

The purpose of main study was to test the hypotheses and achieve objectives.

Sample

A sample of 460 individuals including 230 boys and 230 girls (age range = 18-35; $M=21.6$; $SD=2.71$), was taken. Convenience sampling technique was used to approach the participants from government and private universities of Islamabad and Rawalpindi. The details of demographics have been presented in a tabular form.

Table 3

Frequency and Percentages along Demographic Variables (N=460)

Demographics	<i>f</i> (%)	Demographics	<i>f</i> (%)
Age		Gender	
18-20years	130(28)	Male	230(50)
21-23years	227(49)	Female	230(50)
24 or more	103(22)		
Participants' education		Education system	
Graduates	166(36)	Semester system	454(99)
Post-graduates	294(64)	Annual System	6(1)
Area of education		Family system	
Social sciences	263(57.2)	Joint family system	202(43.9)
Natural sciences	197(42.8)	Nuclear family system	258(56.1)
Grades		Mothers' education	
60% and below	31(7)	Illiterate	145(31.5)
61-70%	169(37)	Till metric	149(32.4)
71-80%	179(39)	Till graduation	120(26.1)
81% or above	81(17.6)	Masters & above	46(10)
Fathers' education		Number of siblings	
Illiterate	47(10.2)	1-3	126(27.3)
Till metric	104(22.6)	4 or more	334(72.6)
Till graduation	143(31.1)		
Masters & above	166(36.1)		
Working mothers			
Yes	68(14.8)		
No	392(85.2)		

Note. *f*= frequency; % =percentage.

Table 3 illustrates the frequency distribution of the sample along various demographics. As shown in Table 3, the highest percentage lie for participants with 21-23 years of age, involved in post-graduate studies, social sciences, studying in semester system, nuclear family system, having four or more siblings. The Table 3 also indicates that high percentage of participants' father was educated up to masters and above whereas higher percentage of mothers were educated up to Matric i.e 32.4% but the percentage of illiterate mothers is also high and is 31.5% that cannot be underestimated. 85.2 % of mothers were reported as not employed and were housewives. The number of participants in annual system came out to be 6 only forming 1% out of total sample from semester system. It might be because very few universities offer annual education system.

Instruments

Following instruments were used in the main study (For detail see Pilot Study pp.31-33)

1. Tuckman Procrastination Scale (Tuckman, 1991)
2. Affectometer 2. The Well-Being Scale (Naheed, 1997)
3. Acceptance and Action Questionnaire (AAQ-II, Bond et al, 2011)
4. Information Sheet for Survey
5. Inform Consent Form
6. Demographic Sheet

Procedure

The procedure followed during pilot study was also employed for main study. Researcher directly approached the participants and informed about the purpose of study. 38 participants refused to fill the questionnaires. Majority of participants showed interest in the variables. Ethical considerations were followed throughout the study. To conduct this study firstly information sheet for survey was provided to participants. They were also told that they have right to quit the study anytime if they feel uncomfortable and uneasy to participate in the study. After reading that those who agreed to take part in study they signed Informed Consent Form. They were then provided with questionnaires and were told that they have right to leave questionnaire unfilled anytime during the study without informing about the reason to quit. They were given scales booklet and were given 15 to 20 minutes to respond the items. Though instructions were written on each questionnaire but a brief verbal account was also given to participants regarding the nature of the study. They were ensured that they will not be harmed psychologically or physically, while obtaining information. Participants were ensured that they have right of confidentiality and privacy and data will be used only for research purposes. At the end of data collection, all the data was analyzed by Statistical Package for Social Sciences (SPSS-18).

In total 530 questionnaires were distributed and 463 were returned. 3 questionnaires were left incomplete so they were excluded. Overall data collection phase was smooth but researcher faced lack of corporation from participants. Some students were also interested in results of the research and their email addresses were taken and were sent results via email.

RESULTS

RESULTS

The aim of the present study was to explore the relationship among academic procrastination, psychological inflexibility, and psychological well-being in university students. Differences along different demographic variables i.e., age, gender, education, education system, area of study, grades, family system, number of siblings, fathers' education, mothers' education and working or non-working mothers were also explored.

The Cronbach's alpha coefficient for Tuckman Procrastination Scale (TPS), Acceptance and Action Questionnaire-II (AAQ-II) and Affectometer 2 were determined as the reliability of the scales. The construct validity of AAQ-II was also checked by item-total correlation of the scale as this was used for the first time with Pakistani population. To check the normality of data for the present study, descriptive statistics were computed. To explore the mediating role of psychological inflexibility in the relationship between academic procrastination and psychological well-being, mediation analysis was done by using multiple hierarchical analysis. To find the relationship of academic procrastination, psychological inflexibility, and psychological well-being correlation coefficients were computed. Independent sample *t*-test was computed to check the mean differences along gender, education system, area of education, family system, and working/non-working mothers. Results are presented in a tabular form.

Descriptive Statistics and Alpha Reliability Coefficients of TPS, AAQ-II and Affectometer 2

In order to examine the descriptive statistics on TPS, AAQ-II and WBS, mean, median, standard deviations, skewness were computed. Table 4 shows the reliability coefficients, and descriptive statistics of all three scales and two subscales of Affectometer 2.

Table 4

Alpha Reliability Coefficient and Descriptive Statistics on TPS, AAQ-II and Affectometer 2 (N=460)

Scale	No of items	α	M	SD	Range		Skewness
					Potential	Actual	
TPS	16	.85	39.6	7.88	16 – 64	19 – 63	-.08
AAQ-II	7	.82	22.5	8.87	7 – 49	7 – 47	.28
WBS(total)	39	.87	138	18.4	39 –195	88–185	.08
WBS-I	19	.75	66.5	9.51	19 – 95	40 – 92	.07
WBS-II	20	.85	71.6	11.3	20 –100	38 – 99	-.02

Note. α = Alpha reliability. TPS= Tuckman Procrastination Scale; AAQ-II= Acceptance and Action Questionnaire-II; WBS=Well-being Scale (measured by Affectometer 2); WBS-I Well-being ScalePart- I; WBS-II= Well-being Scale Part-II; M = Mean; $S.D$ = Standard Deviation

Results in Table 4 depicts that the all the three scales have good reliabilities ranging from .75 to .87, demonstrating high internal consistency of scales and their subscales. The values of SD indicate that the responses are scattered from the mean of each variable. Among descriptive statistics, the scales and their subscale have their skewness values below 1 indicating that their distribution lies within normality (Miles &Shevlin, 2001). Positive values for skewness indicate presence of higher values and the tail points towards the right side. While negative values indicate the presence of lower values and the tail points towards the left side.

Correlation among Academic Procrastination, Psychological Inflexibility, and Psychological Well-being

Table 5 represents the values of correlation among academic procrastination, psychological inflexibility, and psychological well-being measured by TPS, AAQ-II, and Affectometer 2.

Table 5

Correlations among Academic Procrastination, Psychological Inflexibility, and Psychological Well-being (N=460)

	1	2	3	4	5
1.TPS	-	.35**	-.40**	-.36**	-.34**
2.AAQ-II	-	-	-.42**	-.35**	-.40**
3.WBS(total)	-	-	-	.85**	.88**
4.WBS-I	-	-	-	-	.54**
5.WBS-II	-	-	-	-	-

Note. TPS= Tuckman Procrastination Scale; AAQ-II= Acceptance and Action Questionnaire-II; WBS=Well-being Scale (measured by Affectometer 2); WBS-I Well-being Scale Part- I; WB-II= Well-being Scale Part-II.

** $p < .01$

Results in Table 5 shows that academic procrastination has a negative relationship with psychological well-being. Thus hypothesis 1 is proved showing that the high procrastinators showed low psychological well-being. Table 5 also indicates that there is significant positive relationship of academic procrastination with psychological inflexibility so hypothesis 2 is accepted that is: There is a positive relationship between academic procrastination and psychological inflexibility. It means that individuals scoring high on procrastination will have low psychological flexibility. Psychological inflexibility also showed negative relationship with psychological well-being. Thus hypothesis 3 is also proved. This suggests that people showing low acceptance or flexibility for their thoughts and behaviors experience low psychological well-being. The well-being scale part-I assessing general happiness as an indicator of psychological well-being is also negatively correlated with psychological inflexibility and academic procrastination. The perceived psychological well-being also showed negative correlation with academic procrastination and psychological inflexibility.

Mediating role of Psychological Inflexibility for Academic Procrastination in Predicting Psychological Well-being

For exploring the mediating role of psychological inflexibility in the relationship between academic procrastination and psychological well-being, multiple linear regression was carried out.

Table 6

Psychological Inflexibility as Mediator for Academic Procrastination in Predicting Psychological Well-being (N=460)

Predictors	Model 1 β	Model 2 β	S.E	95% CI	
				<i>LL</i>	<i>UL</i>
Constant	172.1***	178.9***	3.75	172	186
Academic Procrastination	-.38***	-.29***	.09	-.81	-.44
Psychological Inflexibility		-.33***	.09	-.86	-.51
R^2	.15	.25			
F	79.2***	74.4***			
ΔR^2		.10			
ΔF		59.5***			

Note. *LL* = Lower limit; *UL* = Upper limit; *CI* = Confidence interval.

*** $p < .001$

Table 6 indicates that academic procrastination predicts psychological well-being and explains 15% variance in contributing to it. The relationship is partially mediated by psychological inflexibility. The mediating role of psychological inflexibility explains additional 10% variance in psychological well-being. Sobel $t = 5.52$ ($p < .001$) confirms the significantly partial mediating role of psychological inflexibility in the relationship between academic procrastination and psychological well-being. Academic procrastination has partially lost its significance when psychological inflexibility is entered in model 2. The direction of prediction is negative meaning that academic procrastination in the presence of psychological inflexibility do not leads to psychological well-being.

Gender differences on Academic Procrastination, Psychological Inflexibility, and Psychological Well-being

Independent sample *t*-test was applied in order to find out whether significant differences exist between male and female university students on procrastination.

Table 7

Mean differences along Gender on Academic Procrastination, Psychological Inflexibility and Psychological Well-being (N=460)

Variables	Male (<i>n</i> = 230)		Female (<i>n</i> =230)		<i>t</i> (458)	<i>p</i>	95% <i>CI</i>		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
TP	40.1	8.08	39.1	7.65	1.37	.17	-.43	2.45	-
AAQ-II	22.2	8.66	22.8	9.08	.8	.42	-2.29	.96	-
WBS(total)	138	17.9	138	18.9	.09	.93	-3.52	3.21	-
WBS-I	66.2	9.31	66.9	9.7	.82	.42	-2.47	1.02	-
WBS-II	72	11.7	71.3	10.9	.62	.53	-1.41	2.72	-

Note. TPS= Tuckman Procrastination Scale; AAQ-II= Acceptance and Action Questionnaire-II; WBS= Well-being Scale; WBS-I Well-being Scale Part- I; WBS-II= Well-being Scale Part-II; CI= Confidence Interval; LL= Lower Limit; UL= Upper Limit.

Table 7 shows that there are non-significant differences between the male and female university students on academic procrastination, psychological inflexibility, and psychological well-being.

Relationship of Demographic Variables with Procrastination, Psychological Inflexibility, and Psychological Well-being

For testing hypothesis, correlation between various demographic variables (age, education, number of siblings, fathers' education, mothers' education and grades) with scales and the subscales of well-being scale was estimated for a population comprising of university students (*N*=460).

Table 8

Correlations among Demographic Variables and Academic Procrastination, Psychological Inflexibility and Psychological Well-being (N=460)

Demographics	TP	AAQ-II	WBS(total)	WBS-I	WBS-II
Age	-.05	-.06	-.06	.00	-.10*
Education	-.05	-.07	-.08	-.03	-.10*
No. of siblings	.03	.13**	-.02	.01	-.06
Fathers' education	-.10*	-.10*	.05	.07	.04
Mothers' education	-.05	-.09	.10*	.10*	.07
Grades	-.01	-.01	-.04	-.04	-.01

Note. TPS= Tuckman Procrastination Scale; AAQ-II= Acceptance and Action Questionnaire-II; WBS= Well-being Scale; WBS-I Well-being Scale Part- I; WBS -II= Well-being Scale Part-II; CI= Confidence Interval; LL= Lower Limit; UL= Upper Limit

** $p < .01$

Table 8 depicts that there is a significant negative relationship between age and perceived psychological well-being. This means that with age people perceive that their psychological well-being deteriorates. Also education shows significant correlation with the well-being but in negative direction. This means that with increase of education of participants perceived psychological well-being decrease. Numbers of siblings are also positively related with psychological inflexibility. This means that with less number of siblings the psychological flexibility is more. Father's education shows significant negative relationship with procrastination and psychological inflexibility. This means that the higher the fathers' education, higher will be children psychological well-being. Mothers' education shows significant positive correlation with psychological well-being and general happiness. This means that children of highly educated mothers experience more general happiness and psychological well-being. However, grades have non-significant relationship with these study variables.

Comparison between Graduates and Post-graduate University students on Academic Procrastination, Psychological Inflexibility and Well-being

One objective of the study was to check whether procrastination is affected by educational level of university students or not. For this Independent sample *t*-test was

applied in order to find out whether significant differences exist between graduates and post graduate university students on procrastination

Table 9

Mean differences along Education of participants on Academic Procrastination, Psychological Inflexibility, and Psychological Well-being (N=460)

Variables	Graduate (n = 166)		Post-graduate (n = 294)		t(458)	p	95% CI		Cohen's d
	M	SD	M	SD			LL	UL	
TP	40.15	7.74	39.3	7.95	1.05	.29	-.70	2.31	-
AAQ-II	23.3	9.06	22.0	8.74	1.50	.13	-.40	2.98	-
WBS(total)	140	18.0	137	18.5	1.76	.08	-.37	6.62	-
WBS-I	66.9	9.35	66.3	9.60	.66	.51	-1.21	2.42	-
WBS-II	73.1	10.7	70.8	11.5	2.13	.03	.18	4.46	.20

Note. TPS= Tuckman Procrastination Scale; AAQ-II= Acceptance and Action Questionnaire-II; WBS= Well-being Scale; WBS-I Well-being Scale Part- I; WBS-II= Well-being Scale Part-II; CI= Confidence Interval; LL= Lower Limit; UL= Upper Limit.

**p<.05

Table 9 shows that there are non-significant differences between graduate and post graduate university students on procrastination, psychological inflexibility and well-being. However, significant differences exist on part II of well-being scale i.e., ‘perceived psychological well-being’ among graduate and post graduate university students. Graduate university students experience high perceived psychological well-being as compared to post-graduate university students. The value of Cohen’s *d* for perceived psychological well-being is indicating small effect size.

Comparison between Natural and Social Sciences Students

Area of education is categorized into natural and social sciences and the differences between university students were observed.

Table 10

Mean differences along Area of Study on Academic Procrastination, Psychological Inflexibility and Psychological Wellbeing (N=460)

Variables	Social sciences (n=263)		Natural sciences (n=197)		t(458)	p	95% CI		Cohen's d
	M	SD	M	SD			LL	UL	
TP	39.5	7.95	39.8	7.80	.48	.63	-1.82	1.10	-
AAQ-II	22.3	9.17	22.8	8.46	.60	.55	-2.14	1.15	-
WBS(total)	140	19.1	137	17.2	1.72	.09	-.43	6.35	-
WBS-I	67.5	9.81	65.2	8.94	2.62	.01	.59	4.08	.25
WBS-II	71.8	11.6	71.5	10.9	.30	.76	-1.77	2.41	-

Note. TPS= Tuckman Procrastination Scale; AAQ-II= Acceptance and Action Questionnaire-II; WBS= Well-being Scale; WBS-I Well-being Scale Part- I; WBS-II= Wellbeing Scale Part-II ; CI= Confidence Interval; LL= Lower Limit; UL= Upper Limit.

Table 10 shows that there are non-significant differences between natural and social sciences students on study variables. However, the differences were significant on the Wellbeing Scale part 1 with small effect size as predicted by cohen's *d* value =.25. The students in social sciences experience more general happiness as compared to students in natural sciences.

Comparison along Family System on Academic Procrastination, Psychological Inflexibility, and Psychological Well-being

For finding out whether significant differences exist between nuclear and joint family system for academic procrastination, psychological inflexibility and psychological well-being independent sample *t*-test was estimated. Table 11 demonstrates the results attained.

Table 11

Mean differences along Family Systems on Academic Procrastination, Psychological Inflexibility and Psychological Well-being (N=460)

Variables	Joint system (n=202)		Nuclear system (n=258)		<i>t</i> (458)	<i>p</i>	95% CI		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
TP	39.8	7.66	39.5	8.06	.3	.77	-1.24	1.68	-
AAQ-II	23.1	8.97	22	8.78	1.26	.21	-.59	2.68	-
WBS(total)	139	18.1	138	18.6	.3	.77	-2.88	3.9	-
WBS-I	66.4	9.45	66.6	9.57	.21	.83	-1.94	1.57	-
WBS-II	72.1	11.89	71.3	10.8	.7	.48	-1.34	2.83	-

Note. TPS= Tuckman Procrastination Scale; AAQ-II= Acceptance and Action Questionnaire-II; WBS= Well-being Scale; WBS-I Well-being Scale Part- I; WBS-II= Well-being Scale Part-II; CI= Confidence Interval; *LL*= Lower Limit; *UL*= Upper Limit.

The results indicate non-significant differences on academic procrastination. Similarly, family system has not effect on psychological well-being and psychological inflexibility of university students.

Comparison along of number of siblings on Academic Procrastination, Psychological Inflexibility, and Psychological Well-being

One objective of study was to explore whether the number of siblings' effect procrastination, psychological well-being or psychological inflexibility of university students or not. The independent sample *t*-test was applied for this purpose.

Table 12

Mean difference along Number of Siblings on Academic Procrastination, Psychological Inflexibility and Psychological Well-being (N=460)

Variables	1-3 siblings (n= 126)		4 or more siblings (n=334)		<i>t</i> (458)	<i>p</i>	95% CI		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
TP	39.4	7.92	39.7	7.87	.46	.64	-2	1.24	-
AAQ-II	20.7	7.65	23.2	9.2	2.94	.004	-4.16	-.83	-.28
WBS(total)	139	19.4	138.1	18	.43	.67	-4.16	-.83	-
WBS-I	66.4	9.8	66.6	9.41	.2	.84	-2.16	1.75	-
WBS-II	66.6	9.41	71.3	11	1.07	.28	-1.04	3.59	-

Note. TPS= Tuckman Procrastination Scale; AAQ-II= Acceptance and Action Questionnaire-II; WBS= Well-being Scale; WBS-I Well-being Scale Part- I; WBS-II= Well-being Scale Part-II; CI= Confidence Interval; *LL*= Lower Limit; *UL*= Upper Limit.

Table 12 indicates that a significant difference $p < .001$ exist on psychological inflexibility among university students on basis of varying number of siblings. The Cohen's *d* value shows a very small effect size. The results suggest that students with 4 or more siblings show higher psychological inflexibility as compared to university students with 1-3 siblings.

Comparison along Mothers' Employment Status on Academic Procrastination, Psychological Inflexibility, and Psychological Well-being

An important aim was to explore the effect of mothers' employment status on academic procrastination, psychological inflexibility and psychological well-being.

Table 13

Mean Difference along Mothers' Job on Academic Procrastination, Psychological Inflexibility and Psychological Well-being (N=460)

Variables	Working mothers (n=68)		Non- working mothers (n=392)		<i>t</i> (45 8)	<i>p</i>	95% <i>CI</i>		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
TP	41.0	8.23	39.4	7.80	1.51	.13	-.47	3.59	-
AAQ-II	22.4	8.86	22.5	8.88	.08	.94	-2.38	2.20	-
WBS(total)	137	18.9	139	18.3	.69	.49	-6.40	3.09	-
WB-I	65.6	10.1	66.7	9.39	.89	.37	-3.57	1.34	-
WB-II	71.4	11.3	71.7	11.3	.23	.82	-3.25	2.58	-

Note. TPS= Tuckman Procrastination Scale; AAQ-II= Acceptance and Action Questionnaire-II; WBS= Well-being Scale; WBS-I Well-being Scale Part- I; WBS-II= Well-being Scale Part-II; CI= Confidence Interval; *LL*= Lower Limit; *UL*= Upper Limit

Table 13 depicted non-significant difference on academic procrastination. The students with their mothers working were not different on academic procrastination as compared to non-working mothers. There were non-significant differences on psychological inflexibility and well-being among university students.

DISCUSSION

DISCUSSION

The present study was planned to explore the role of psychological inflexibility in the relationship of academic procrastination and psychological well-being. The study also explored the effect of several demographics on academic procrastination and psychological well-being. These demographics included age, gender, education, area of education, number of siblings, parents' education, family system, and employment status of mothers. The study was conducted in three phases. In phase I try out was carried out to determine the cultural appropriateness and the ease of comprehension of the instrument used in this research for measuring psychological inflexibility i.e. Acceptance and Action Questionnaire-II (AAQ-II; Bond et al ., 2011). In phase II pilot study with sample of 60 university students was carried out to assess psychometrics of instruments and workability of the study design.

The results of pilot study revealed the psychometric properties of scales used (see Table 1). Results specify that AAQ-II was good enough to be used with Pakistani population with reliability of .81. The alpha values reported was .84 (Bond et al ., 2011). The reliability of procrastination scale turned out to be .53 for sample of 60 students. The alpha values reported was .60 ($n=60$) by Fatemah (2001). The reliability of Well-Being Scale (Affectometer 2) was .52 which was reported .91 ($n=75$) by Bukhari(2000) whereas Part I reliability was .59 and Affectometer Part II was .82. The values were .70($n=75$) and .93($n=75$) (Bukhari, 2000). These alpha values were satisfactory but the reliabilities increased with increase in sample in main study with total sample of 460 university students.

The phase III consisted of main study. The Chronbach's alpha of TPS was .85 that shows that the scale was reliable one. These values are more or less same. 79($n=200$) as reported in Afzal (2009). The Chronbach's alpha of AAQ-II is .82. The reliability of scale as reported by author was .84 (Bond et al, 2011). The Chronbach's alpha of total Well-being Scale (Affectometer 2) was .87, which was similar as reported by Naheed (1997) and Well-being Scale Part-I (Affectometer 2) was .75 and

Part II was .85. These reliabilities were significant and near to results reported, .80 and .85 for Part-I and Part-II respectively (Naheed, 1997). These alpha values were reliable one. In short all the reliability estimates for the study questionnaires were found to be within acceptable to excellent range (from .67 to .94).

The descriptive statistics of the instruments were assessed for the sample (see Table 4). The values of skewness were negative which means that there is the presence of high scores in the data. To check the normal distribution of data, value of skewness were considered. Since the values of skewness were not greater than 1, so we say that the extreme values do not exist in present data. Hence, data on all the measures were normally distributed.

First hypothesis of our research was: There will be a negative relationship between academic procrastination and psychological well-being. This hypothesis was tested by using Pearson correlation. Results revealed that there was a significant negative relationship between academic procrastination and psychological well-being (See Table 5). These findings are consistent with previous results (Baumeister & Tice, 1997; Bond et al., 2011; Pychyl, 2003; Sirois & Tosti, 2012) showing that psychological well-being lowers when academic procrastination increases.

Second hypothesis of research was: There will be positive relationship between academic procrastination and psychological inflexibility (see Table 5). Results showed that hypothesis was supported in present study. Previously, the significant positive correlation was depicted between academic procrastination and psychological inflexibility (Bridges & Roig, 1997; Glick, Millstein & Orsillo, 2014; Sirois & Tosti, 2012; Tice et al., 2001).

Third hypothesis of research proposed that higher the psychological inflexibility among university students lower will be their psychological well-being. The results depicted by Table 5 showed significant negative correlation between psychological inflexibility and psychological well-being. Also there exists a negative relationship between psychological inflexibility and general happiness on part 1 of well-being scale and perceived psychological well-being part 2 of well-being scale.

The findings are consistent with previous studies (Bond et al., 2011; Brown & Rayan, 2003; House et al., 2011; Kashdan & Rottenberg, 2010; Masuda & Tully, 2012).

To determine whether the psychological inflexibility contributes to variance in psychological well-being of university students over and above the role of academic procrastination, multiple linear regression was conducted with academic procrastination entered at first step and AAQ-II entered at second step. Academic procrastination predicts psychological well-being and explains 15% variance in contributing to it. The relationship is partially mediated by psychological inflexibility. The mediating role of psychological inflexibility explains additional 10% variance in psychological well-being (see Table 6). Sobel $t = 5.52$ ($p < .001$) confirms the significant partial mediating role of psychological inflexibility in the relationship between academic procrastination and psychological well-being. Glick, Millstein and Orsillo, (2014) found negative association between psychological inflexibility and procrastination and predicting role of anxiety in procrastination. However, results showed that psychological inflexibility also contribute to prediction of procrastination over and above the effects of anxiety.

An objective of the study was to explore whether number of siblings will effect academic procrastination or not. The previous findings suggest that procrastination increase with the number of siblings (Risario, Costa, Nunez, Pienda, Solano, & Valle, 2009). Table 12 showed non-significant results along number of siblings and academic procrastination. However the relationship between psychological inflexibility and number of siblings was significant and positive. The participants with 4 or more number of siblings had higher inflexibility as compared to 1- 3 siblings and effect size was 0.28 showing small difference. These findings are due to the reason that with increasing number of siblings' individual experience more emotions of frustration with more intensity. And tolerance level for frustration is low that's why they show higher inflexibility (Greene, 2012).

Results of present study depicted that no significant difference were found along genders regarding academic procrastination, psychological inflexibility and psychological well-being. The results are consistent with findings reported by Zafar (2013) showing non-significant gender differences on academic procrastination. Both

male and female displayed similar nature of academic procrastination. Results in previous researches (Afzal, 2009; Chaudhry, 2008; Effert & Ferrari, 1989; Gulnaz, 2013; Solomon & Rothblum, 1984; Murakani, Rothblum, & Solomon, 1986) reported the same findings that male and female students showed same levels of procrastination.

The research had objective to explore relationship of different demographic variables with academic procrastination, psychological well-being and psychological inflexibility. One objective of the research was to explore difference in academic procrastination among students belonging to social sciences and natural sciences. The results in Table 10 showed the non-significant differences on participants from natural and social sciences. Participants from both the disciplines are having equal levels of procrastination (Afzal, 2009; Gulnaz, 2013; Qurban, 2014). However, the significant findings were reported on well-being scale part I with an effect size of .25. The students in social sciences experience more general happiness as compared to students in natural sciences. This can be because of the nature of subjects and easiness of content (Afzal, 2009).

The research objective was to explore effect of education level on academic procrastination and psychological well-being. The results in Table 9 showed that levels of education showed non-significant differences on academic procrastination, and psychological inflexibility. According to Stefanie (2002) there is non-significant interaction between academic procrastination and education levels. Same findings are reported by Afzal (2009). However, the results showed that education level has significant negative effect on perceived psychological well-being. The graduates experience more perceived psychological well-being as compared to post graduate university students. (Palmore, 1979; Palmore & Luikart, 1972).

Another objective of research was to explore the relationship between academic procrastination and grades. The results (see Table 8) showed non-significant findings along grades. These findings were inconsistent with previous findings. The factor of social desirability may account for the reason. Another reason may be that university students require certain grades for admission. Then however they scored on academic procrastination but they were not the low achievers. Chu and

Choi (2005) showed that high procrastinators will be low achievers. Research also investigated whether procrastination will be higher among students living in joint family system. The results were non-significant as shown in Table 11. The results were in contradiction to previous findings because of cultural differences in samples.

The demographic variable of parental education was explored in relationship with academic procrastination, psychological inflexibility, and psychological well-being. Low parental education was assumed to be related to higher academic procrastination. Table 8 showed that fathers' education was significantly and negatively correlated with academic procrastination and psychological inflexibility. These results can be because of societal norms and values highlighting fathers' as a dominant figure of homes so having great impact on children education and other life aspects. The Table 8 also depicted that mothers' education was significantly and positively correlated with psychological well-being of university students and was also linked with general happiness among university students. Higher the education level of parents the less procrastination is displayed by the children (Risario, Costa, Nunez, Pienda, Solano, & Valle, 2009).

Another important objective of research was to explore effect of mothers' employment status on academic procrastination. The results depicted in Table 13 showed non-significant findings. These findings were inconsistent with previous findings. The contradiction in findings is due to the reason reported by Milgram and Toubiana (1999) that parental involvement especially the role of mothers in lowering the anxiety and examination tension helps children to procrastinate less so in sample with age range 18-35 this role played by mothers is limited so there was no effect of employment status of mothers' on university students procrastination.

Limitations and Suggestions

It is not surprising that research has limitation of participants' awareness of their internal experiences, procrastinating behavior and their perceived well-being.

The sample was also restricted to Islamabad and Rawalpindi region that should be increased to national level in further researches. The sample size was small

hence limiting generalizability of research findings to general population. In the present research AAQ-II was used which was termed as explicit measure of psychological inflexibility but additional research is needed to improve the measures of psychological processes like psychological inflexibility. The psychological well-being is a broad psychological construct that should be measured using a more comprehensive measure of well-being. Also psychological inflexibility or awareness of emotions, feelings and thoughts are the concepts that need a comprehensive research.

Despite the limitations the benefits of studying psychological inflexibility will help to understand the underlying mechanism of procrastination and psychological process affecting their psychological well-being. If psychological inflexibility is the precursor of procrastination and low psychological well-being then treatments aimed at increasing psychological flexibility will help to reduce the procrastination and will enhance well-being.

Future research should go beyond the academic procrastination to other areas of procrastination that include emotions and psychological flexibility including making decisions.

Implications of Study

The present research explored the role of psychological inflexibility as a mediator in the relationship between academic procrastination and psychological-wellbeing. This finding implies that the procrastination behavior can be modified if the underlying psychological processes be molded i.e., psychological inflexibility. The study is helpful for the educationists and students to modify their procrastination in academic tasks only by showing acceptance and enhancing psychological flexibility. This will also help people in general to improve their psychological well-being by enhancing their psychological flexibility and reducing inflexibility that contributes to stress, anxiety, and psychological distress. So, the psychological process of psychological inflexibility underlying pathologies can be modified and made strength by converting into flexibility thus enhance well-being and ensuring health. This study can also help in making intervention plans for students and people

in general for the enhancement of psychological well-being and decreasing academic procrastination.

Conclusion

The present study proved the mediating role of psychological inflexibility in the relationship of academic procrastination and psychological well-being. The study is the first investigation of mediating role of psychological inflexibility with these two variables. Further research should be carried out to see relationship of psychological inflexibility with various other variables.

REFERENCES

References

- Afzal, S. (2009). *Prevalence and reasons for academic procrastination among university students*. (Unpublished M.Sc Research Report). National Institute of Psychology, Quaid-i- Azam University, Islamabad, Pakistan.
- Andrews, F. M. & Robinson, J. P. (1991). Measurement of subjective well-being. In J. P. Robinson, P. R. Shaver & L. S. Wrightsman (Eds.), *Measures of personality and social psychological attitudes*, (pp.61-114), New York: Academic Press.
- Andrews, F. M., & Withey, S. B. (1976). *Social indicators of well-being: Americans' perceptions of life quality*. New York: Academic Press.
- Bandura, A. (1986). *Social foundation of thought and action*. Englewood Cliffs, NJ: Prentice-hall.
- Baumeister, R. F., Bratslavsky, E., & Tice, D. M. (2001). Emotional distress regulation takes precedence over impulse control: If you feel bad, do it!. *Journal of Personality and Social Psychology*, 80, 53–67.
- Bem, S. L. (1974). The measurement of psychological androgyny. *Journal of Counseling and Clinical Psychology*, 42, 155-162.
- Blackledge, J. T., & Hayes, S. C. (2006). Using Acceptance and Commitment Training in the Support of Parents of Children Diagnosed with Autism. *Child & Family Behavior Therapy*, 28(1), 1-18.
- Bond, F. W., Hayes, S, C., Baer, R. A., Carpenter, K. M., Guenole, N, Orcutt, H. K., Waltz, T. Z., & Robert, D. (2011). Preliminary psychometric properties of the Acceptance and Action Questionnaire – II: A revised measure of psychological flexibility and acceptance. *Behavior Therapy*, 42(4), 676- 688.
- Bradburn, N. M. (1969). *The structure of psychological wellbeing*. Chicago: Adline.

- Braun, P. M. W. (1977). Psychological Wellbeing and location in the social structure. Doctoral Dissertation. University of California, 1976. *Dissertation abstracts International*, 38, 2351.
- Bridges, R. K., & Roig, M. (1997). Academic procrastination and irrational thinking: A re-examination with context controlled. *Person and Individual Differences*, 22(6), 941-944.
- Brown, K. W., & Ryan, R. M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology*, 84, 822-848.
- Brunstein, (1993). Personal goals and subjective well-being: A longitudinal study. *Journal of Personality and Social Psychology*, 65(5), 1061-1070.
- Bukhari, S. (2000). *Emotional state of dermatological patients and their psychological wellbeing*. (Unpublished M.Phil Thesis). National Institute of Psychology, Quaid-i- azam University, Islamabad, Pakistan.
- Buri, J. R. (1991). Parental Authority Questionnaire. *Journal of Personality Assessment*, 57, 110-119.
- Burka, J., & Yuen. L. (1983). *Procrastination: Why you do it, what to do about it*. Reading MA: Addison-Wesley.
- Buro, K., Howell, J. A. Powell, A. R., & Watson, C. D. (2006). Academic procrastination: The pattern and correlates of behavioural postponement. *Personality and Individual Differences*, 40, 1519–1530.
- Cameron, P. (1975). Mood as an indicator of happiness: Age, sex, social class and situational differences. *Journal of Gerontology*, 30, 216-224.
- Campbell, A. (1976). Subjective measures of well-being. *American Psychologist*, 31, 117-124.
- Campbell, A. (1981). *The sense of well-being in America: Recent patterns and trends*. New York: McGraw-Hill.

- Chaudhry, S. (2008). *Relationship between personality traits and procrastination*. (Unpublished M.Sc. Research Report). National Institute of Psychology, Quaid-i- Azam University, Islamabad, Pakistan.
- Cheng, C. (2001). Assessing coping flexibility in real-life and laboratory settings: A multimethod approach. *Journal of Personality and Social Psychology*, 80, 814–833.
- Cheng, C. (2003). Cognitive and motivational processes underlying coping flexibility: A dual- process model. *Journal of Personality and Social Psychology*, 84, 425–438.
- Cheng, C., & Cheung, M. W. L. (2005). Cognitive processes underlying coping flexibility: Differentiation and integration. *Journal of Personality*, 73, 859–886.
- Choi, J. N., & Chu, A. H. C. (2005). Rethinking Procrastination: Positive effects of "active" procrastination behavior on attitudes and performance, *The Journal of Social Psychology*, 145(3), 245-264.
- Cloninger C. R., (2008). On Well-Being: Current Research Trends and Future Directions (Editorial). In: *Medicine, Mental Health, Science, Religion, and Well-being* (A.R. Singh and S.A. Singh eds.), *Mens Sana Monogr*, 6, 3-9. doi: 10.4103/0973-1229.40564
- Collins, M. T., Jiao, Q. G., Onwuegbuize, A. J., & Voseles, D. A. (2011). Academic procrastination and the performance of graduate-level cooperative groups in research methods courses. *Journal of the Scholarship of Teaching and Learning*, 11(1), 119 – 138.
- Collins, W. A., & Laursen, B. (1997). Changing relationships, changing youth interpersonal contexts of adolescent development. *The Journal of Early Adolescence*, 24(1), 55-62.
- Costa, P. T., McCrae, R. R., & Norris, A. H. (1981). Personal adjustment to aging: Longitudinal prediction from neuroticism and extraversion. *Journal of Gerontology*, 36(1), 78-85.

- Csikszentmihalyi, M., & Seligman, M. E. P. (2000). Positive psychology: An Introduction. *American Psychologist*, 55 (1), 5-14.
- Deci, E. L. & Ryan, R. M. (2008). Hedonia, eudaimonia, and well-being: An introduction. *Journal of Happiness Studies*, 9, 1-11.
- Deci, E. L., & Ryan, R. M. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. *Annual review of Psychology*, 52(1), 141-166.
- Demir, A., Ferrari, J., & Ozer, B. (2009). Exploring Academic Procrastination among Turkish Students: Possible Gender Differences in Prevalence and Reasons. *The Journal of Social Psychology*. 149(2), 241-257.
- Diener, E. (1984). Subjective well-being. *Psychological Bulletin*, 95(3), 542-575.
- Diener, E. (2000). Subjective well-being: the science of happiness and a proposal for a national index. *American Psychologist*, 55, 34-43.
- Effert, B. R., & Ferrari, J. R. (1989). Decisional procrastination: Examining personality correlates. *Journal of Social Behavior and Personality*, 4, 151-161.
- Ellis, A., & Knaus, W. J. (1977). *Overcoming procrastination*. New York, NY: Institute for Rational Living.
- Erede, V. W. (2000). Procrastination: Self-regulation in initiating aversive goals. *Applied Psychology*, 49 (3), 372–389. doi: 10.1111/1464-0597.00021.
- Erede, V. W. (2003). A meta-analytical derived nomological network of procrastination. *Personality and Individual Differences*, 35(6), 1401-1418.
- Fatemah, G. (2001). *Relationship of perceived parental control with procrastination among adolescents*. (Unpublished M.Sc Research Report) National Institute of Psychology, Quaid-i- Azam University, Islamabad, Pakistan.
- Feld, S., Gurin, G., & Veroff, J. (1960). *Americans view their mental health: A nationwide interview survey*. New York: Basic Books.

- Ferrari, J. R. (1994). Dysfunctional procrastination and its relationship self-esteem, interpersonal dependency, and self-defeating behaviors. *Personality & Individual Differences, 17*, 673-679.
- Ferrari, J. R. (1989). *Self handicapping by procrastination: Effects of task importance and performance privacy*. Doctoral Dissertation. Edlly University, Garden City, N. Y.
- Ferrari, J. R. (1992). Procrastination and perfect behavior an exploratory factor analysis self- presentation, self awareness, and self-handicapping components, *Journal of Research in Personality, 26*, 75-84.
- Ferrari, J. R. (1993). Christmas and Procrastination: Explaining lack of diligence at a real world task deadline. *Personality and Individual Differences, 14*, 25-33.
- Ferrari, J. R. (2005). There's always tomorrow. *Chronicle of Higher Education*. Retrieved from <http://chronicle.com/colloquy/2005/12/procrastination/>
- Ferrari, J. R. (2010). *Psychology of Procrastination: Why people put off important tasks until the last minute*. The American Psychological Association, Washington, D.C.
- Ferrari, J. R., Johnson, J. L., & Mccown, W. G. (1995). *Procrastination and task avoidance: Theory, research and treatment*. New York, NY, USA: Plenum Press.
- Ferrari, J., Ozer, B., & Demir, A. (2009). Exploring Academic Procrastination among Turkish Students: Possible Gender Differences in Prevalence and Reasons. *The Journal of Social Psychology.149*(2), 241-257.
- Gallagher, R. P., Golin, A., & Kelleher, K. (1992). The personal, career and learning skills needs of college students. *Journal of College Student Development, 33*, 301-309.
- Glick, D. M., Millstein, D. J., & Orsillo, S. M. (2014). A preliminary investigation of the role of psychological inflexibility in academic procrastination. *Journal of Contextual Behavioral Science, 3*(2), 81-88.

- Glick, M. D., Millstein, D. J., & Orsillo, M. S. (2014). A preliminary investigation of the role of psychological inflexibility in academic procrastination. *Journal of Contextual Behavioral science*, 3, 81-88.
- Greene, R. (2012). *The explosive child program: a parent guide to the treatment of inflexible-explosive children*. Retrieved from <http://bipr.org/wp-content/uploads/2012/04/Explosive-Child-Prgram-2.pdf>
- Gulnaz. (2013). *Academic procrastination and self regulation among adolescents*. (Unpublished M.Sc Research Report). National Institute of Psychology, Quaid-i- Azam University, Islamabad, Pakistan.
- Harris, N., & Sutton, R. (1983). Task Procrastination in Organizations: A Framework for Research. *Human Relations*, 11(36), 987-995. doi: 10.1177/001872678303601102
- Hayes, S. C., Wilson, K. G., Gifford, E. V., Follette, V. M., & Strosahl, K. (1996). Experiential avoidance and behavioral disorders: A functional dimensional approach to diagnosis and treatment. *Journal of Consulting and Clinical Psychology*, 64, 1152–1168.
- Hayes, S. C., Luoma, J. B., Bond, F. W., Masuda, A., & Lillis, J. (2006). Acceptance and commitment therapy: Model, processes and outcomes. *Behavior Research and Therapy*, 44, 1–25.
- Hayes, S. C., Strosahl, K., & Wilson, K. G. (1999). *Acceptance and commitment therapy: An experimental approach to behavior change*. New York: Guilford Press.
- Hayes, S., & Linehan, M. (2004). *Mindfulness and acceptance: Expanding the cognitive behavioral tradition*. New York: Guilford Press.
- Hen, M., & Goroshit, M. (2014). Academic self-efficacy, emotional intelligence, GPA and academic procrastination in higher education. *Eurasian Journal of Social Sciences*, 2(1), 1-10.

- Heppner, J. B. (1991). Faunal regions and the diversity of Lepidoptera. *Tropical lepidoptera*, 2.
- Hill, M., Hill, D., Chabot, A., & Barral, J. (1978). A survey of college faculty and student procrastination. *College Students Personal Journal*, 12, 256-262.
- House, A., Gillies, R., Salazar, W., Stepleman, L., Palladino, C., Rollock, M., Zeidan, R., (2011). Measuring psychological flexibility in medical students and residents: a psychometric analysis. *Medical Education Online*. 18. Retrieved from [http:// dx.doi.org/10.3402/m eo. v18i0.20932](http://dx.doi.org/10.3402/meo.v18i0.20932).
- Jadidi, F., Mohammadkhani, S. & Tajrishi, K. Z. (2011) Perfectionism and academic procrastination. *Procedia Social and Behavioral Sciences*, 30, 534 – 537
- Janis, I. L. & Mann, L. (1977). *Decision making: a psychological analysis of conflict, choice, and commitment*. University of Michigan: Free Press.
- Kammann, R., & Flett, R. (1983). Affectometer 2. In J.P Robinson., P. R. Shaver, & L. S. WRIGHTSMAN (Eds.), *Measures of personality and social psychology attitudes*. 98-99. New York: Academic Press.
- Kammann, R., & Flett, R. (1983). Affectometer 2: A scale to measure current level of general happiness. *Australian journal of psychology*, 35(2), 259-265.
- Kant, I. (1958). *Critiques of pure reason*. (N. K Smith, Trans.). New York: The Modern Library.
- Kashdan, T. B., & Rottenberg, J. (2010). Psychological flexibility as a fundamental aspect of health. *Clinical Psychology Review*. 30(7), 865-878.
- Keyes, C. L. M., & Moores, K. (2003). *Well-being: Positive development throughout the life events*. Mahwah, N. J: Erlbaum.
- Klassen, M. R., & Kuzucu, E. (2009). Academic procrastination and motivation of adolescents in Turkey. *Educational Psychology: An International Journal of Experimental Educational Psychology*, 29(1), 69-81.

- Klassen, R. M., Ang, R. P., Chong, W. H., Krawchuk, L. L., & Huan, V. S. (2010). Academic Procrastination in Two Settings: Motivation Correlates, Behavioral Patterns, and Negative Impact of Procrastination in Canada and Singapore. *Applied Psychology: An International Review*, 59(3), 361–379.
- Knish, S., Lay, C. H. & Zanatta, R. (1992). Self-handicappers and procrastinators: A comparison of their practice behavior prior to an evaluation. *Journal of Research in Personality*. 26, 242-257. doi.org/10.1016/0092-6566(92)90042-3
- Koestner, R., Senecal, C., & Vallerand, R. J. (1995). Self-regulation and academic procrastination. *Journal of Social Psychology*. 135, 607-619.
- Lay, C. H. (1986). At last my research in procrastination. *Journal of Research in Personality*, 20, 479-495.
- Lay, C. H., & Schouwenberg, H. C. (1993). Trait procrastination, time management, and academic behaviour. *Journal of Social Behaviour and Personality*, 8, 647-662.
- Levison, Y., Milgram, N., & Tal, M. G. (1998). Procrastination, generalized or specific, in college students and their parents. *Personality & Individual Differences*, 25, 297-316.
- Lyubomirsky, S., Hoeksema, N. S., & Wisco, B. E. (2008). Rethinking rumination. *Perspectives on Psychological Science*, 3, 400–424.
- Maguire, J., & Sapadin, L. (1997). *It's about time !: The six styles of procrastination and how to overcome them*. New York, N. Y., U. S. A: Penguin Books.
- Marshevsky, S., Milgram, N., & Sadeh, C. (1995). *Correlates of academic procrastination: discomfort, task aversiveness, and task capability*. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/7760291>
- Masuda, A., & Tully, E. C. (2012). The role of mindfulness and psychological flexibility in somatization, depression, anxiety, and general psychological distress in a nonclinical college sample. *Journal of Evidence-Based Complementary Alternative Medicine*. 17(1).66-71.

- Michel, J. A., Pychyl, A. T & Bennett, H. S. (2010). I forgive myself, now I can study: How self-forgiveness for procrastinating can reduce future procrastination. *Personality and Individual Differences*, 48, 803–808.
- Miles, J., & Shevlin, M. (2001). *Applying regression and correlation*. SAGE. Retrieved from <http://books.google.com.pk/book?id=1pkoAgAAIbd=pa2>.
- Milgram, A. N., & Toubiana, Y. (1999). Academic anxiety, academic procrastination, and parental involvement in students and their parents. *British Journal of Educational Psychology*, 69 (3), 345–361.
- Milgram, A. N., Sroloff, B. & Rosenbaum, M. (1988). The procrastination of everyday life. *Journal of Research in Personality*, 22, 197-212.
- Mookherjee, H. N. (1992). Perception of Well-being by metropolitan and non metropolitan population in the United States. *The Journal of Social Psychology*, 132(4), 513-524.
- Naheed, S. (1997). *Professional attitude of teachers and their Psychological Well-being*. (Unpublished M.Phil Thesis). National Institute of Psychology, Quaid-i-Azam University, Islamabad, Pakistan.
- Nazish. (2003). *Relationship between Self Efficacy and Procrastination among college students*. (Unpublished M.Sc. Research Report), National institute of Psychology, Quaid-i- Azam University, Islamabad, Pakistan
- Palmore, E. (1979). Predictors of successful aging. *The Gerontologist*, 19(5), 427-431.
- Palmore, E., & Luikart, C. (1972). Health and social factors related to life satisfaction. *Journal of Health and Social Behavior*, 68-80
- Procrastination. (2014). *Oxford dictionaries*. Oxford University Press.
- Pychyl, A. T. (2003). I forgive myself, now I can study: How self-forgiveness for procrastinating can reduce future procrastination. *Personality and Individual Differences*, 48, 803–808.

- Qurban, G. (2014). *Forgiveness and psychological well-being among adults; mediating role of future time perspective*. (Unpublished M.Sc Research Report). National Institute of Psychology, Quaid-i- Azam University, Islamabad, Pakistan
- Reich, J. W., & Zautra, A. J. (1983). Life events and perceptions of life quality: Developments in a two-factor approach. *Journal of Community Psychology*, *11*, 121–132.
- Rosário, P. (2009). Academic Procrastination: Associations with Personal, School, and Family Variables. *The Spanish journal of Psychology*, *12*(1), 118-127.
- Rosario, P., Costa, M., Núñez, J. C., Pienda, G. J., Solano, P., Valle, A. (2009). Academic Procrastination: Associations with Personal, School, and Family Variables. *The Spanish Journal of Psychology*. *12* (1), 118-127.
- Rubin. (2014). Secret of Adulthood, *The Happiness Project*. Retrieved from <http://www.psychologytoday.com/blog/the-happiness-project/201410/secret-adulthood>.
- Ryan, R. M., & Deci, E. L. (2000). Self determination theory and the facilitation of intrinsic motivation, social development, and wellbeing. *American Psychologist*, *55*, 68-78.
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, *57*, 1069–1081.
- Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of personality and social psychology*, *69*(4), 719.
- Saleem, M., & Rafique, R. (2012). Procrastination and Self-Esteem among University Students. *Pakistan Journal of Social and Clinical Psychology*, *10*(2), 50-53.
- Sandvik, E., Diener, E., & Seidlitz, L. (1993). Subjective well-being: The convergence and stability of self-report and non-self-report measures. *Journal of Personality*, *61*(3), 317-342.

- Schlosser, B. (1990). The assessment of subjective well-being and its relationship to the stress process. *Journal of Personality Assessment*, 54(1 & 2), 128-140.
- Sclar, E. D. (1980). Community economic structure and individual well-being: A look behind the statistics. *International Journal of Health Services*, 10, 563-579.
- Seligman, M. E. P. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. New York: Free Press/Simon and Schuster.
- Silver, M. (1974). Procrastination. *Centerpoint*, 1, 49-54.
- Silver, M., & Sabini, J. (1981). Procrastinating. *Journal for the Theory of Social Behaviour*, 11(2), 207-221.
- Sirois, F. M., Gordon, L. M., & Pychyl, A. T. (2003). 'I'll look after my health, later': an investigation of procrastination and health. *Personality and Individual Differences*, 35, 1167-1184.
- Sirois, F. M., & Tosti, N. (2012). Lost in the Moment? An Investigation of Procrastination, Mindfulness, and Well-being. *Journal of Rational Emotive Cognitive-Behavior Therapy*. doi 10.1007/s10942-012 0151-y.
- Solomon, L. J., & Rothblum, E. D. (1984). Academic Procrastination: Frequency and Cognitive-Behavioral Correlates. *Journal of Counseling Psychology*, 31(4), 503-509.
- Spreitzer, E., & Snyder, E. E. (1974). Correlates of life satisfaction among the aged. *Journal of gerontology*, 29(4), 454-458.
- Steel, P., & Konig, C. J. (2006). Integrating Theories of Motivation. *Academy of Management Review*, 31(4), 889-913. doi:10.5465/amr.2006.22527462
- Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self regulatory failure. *Psychological Bulletin*, 133(1), 65-94.
- Stefanie, P. (2002). *Procrastination across variables*. Retrieved from <http://www.missouriwestern.edu/psychology/research/psy302/fall96/stephine.page.html>

- Tice, D. M., & Baumeister, R. F. (1997). Longitudinal study of procrastination, performance, stress, and health: The costs and benefits of dawdling. *Psychological Science, 8*, 454-458. doi10.1111/j.14679280.1997.tb00460.x
- Tice, D. M., Twenge, J. M., Baumeister, R. F., & Stucke, T. S. (2001). If you can't join them, beat them: effects of social exclusion on aggressive behavior. *Journal of Personality and Social Psychology, 81*(6), 1058.
- Tuckman, B. W. (1991). *Measuring procrastination attitudinally and behaviorally*. American Educational Research Association, Boston.
- Tuckman, B. W., & Sexton, T. L. (1989). The relation between self-beliefs and self-regulated performance. *Journal of Social Behavior, 5*, 463-472.
- Witmer, J. M., & Sweeney, T. J. (1992). A holistic model for wellness and prevention over the life span. *Journal of Counseling & Development, 71*(2), 140-148.
- Wolters, C. A. (2003). Understanding procrastination from a self regulated learning perspective. *Journal of Educational Psychology, 95*(1), 179-187.
- World Health Organization. (1958). *Constitution of the world health organization, Annexure 1*. In the first ten years of the world health organization.
- Zafar, M. (2013). *Realtionship between metacognitive beliefs and procrastination among university students*. (Unpublished M.Sc Research Report). National Institute of Psychology, Quaid-i-Azam University, Islamabad, Pakistan.

APPENDICES

Permission to Use AAQ-II

Submitted by *Steven Hayes*

The 7-item Acceptance and Action Questionnaire - II (AAQ-II)

The AAQ-II was developed in order to establish an internally consistent measure of ACT's model of mental health and behavioral effectiveness. Although the original AAQ (Hayes, Luoma, Bond, Masuda and Lillis, 2006), obtaining sufficient alpha levels for it has at times been a problem. It appears that there are several reasons for this (e.g., scale brevity, item wording, item selection procedures), and they were addressed in developing the AAQ-II. As a result, it is recommended that researchers and practitioners use this newer scale instead of the original AAQ (which from here forward will be termed the AAQ-I).

NOTE: The AAQ-II started out as a 10-item scale, but after final psychometric analysis has been reduced to a 7-item scale (new in 2011). Please be sure to download the current version, below.

It was designed to assess the same construct as the AAQ-I and, indeed, the two scales correlate at .97, but the AAQ-II has better psychometric consistency. The reference for the AAQ-II is:

Bond, F. W., Hayes, S. C., Baer, R. A., Carpenter, K. M., Guenole, N., Orcutt, H. K., Waltz, T., & Zettle, R. D. (2011). Preliminary psychometric properties of the Acceptance and Action Questionnaire - II: A revised measure of psychological flexibility and experiential avoidance. *Behavior Therapy*.

Use of the AAQ-II: Permission is given to use the AAQ-II for research and with clients, and does not require additional author permission. If, however, the AAQ-II was to be used in any type of money making enterprise (e.g., consultancy to organizations), seeking permission is requested by the authors. - Frank Bond, Goldsmiths College, London

Original AAQ-II

Below you will find a list of statements. Please rate how true each statement is for you by selecting an option next to it. Use the Scale given to make your choice.

never true	very seldom true	seldom true	sometimes true	frequently true	almost always true	always true		
1	2	3	4	5	6	7		
Item No	Statements	1	2	3	4	5	6	7
1	My painful experiences and memories make it difficult for me to live a life that I would value.							
2	I'm afraid of my feelings.							
3	I worry about not being able to control my worries and feelings.							
4	My painful memories prevent me from having a fulfilling life.							
5	Emotions cause problems in my life.							
6	It seems like most people are handling their lives better than I am.							
7	Worries get in the way of my success.							

Try Out (AAQ-II)

Below you will find a list of statements. Please rate how easy and understandable each statement is for you by selecting an option next to it. Use the Scale given to make your choice.

Item No	Statements	Easy	Moderate	Difficult
1	My painful experiences and memories make it difficult for me to live a life that I would value.			
2	I'm afraid of my feelings.			
3	I worry about not being able to control my worries and feelings.			
4	My painful memories prevent me from having a fulfilling life.			
5	Emotions cause problems in my life.			
6	It seems like most people are handling their lives better than I am.			
7	Worries get in the way of my success.			

Appendix D

ہدایات

اس سوال نامے میں کچھ بیانات درج ہیں جن کا تعلق تعلیمی کاموں کو وقت پر کرنے اور نہ کرنے سے ہے۔ ہر بیان کو غور سے پڑھیے اور یہ بتائیے کہ ہر بیان کس حد تک آپ کی شخصیت سے مطابقت رکھتا ہے۔ ہر بیان کے لئے چار جوابات درج ہیں جو جواب آپ کے خیال میں آپ کے لئے سب سے مناسب ہے اس پر () کا نشان لگائیں۔ آپ کے تعاون کا شکریہ۔

نمبر شمار	بیانات	مکمل طور پر متفق	متفق	غیر متفق	مکمل طور پر غیر متفق
1	میں با ضرورت کام کو مکمل کرنے میں تاخیر کرتا کرتی ہوں جبکہ وہ بہت اہم بھی ہوں۔				
2	جو کام مجھے ناپسند ہوں میں انہیں ملتوی (کرتا کرتی رہتا رہتی ہوں)۔				
3	اگر کسی کام کو کرنے کا وقت مقرر ہو تب بھی میں اسکی تکمیل کے لیے آخری لمحے کا انتظار کرتا کرتی ہوں۔				
4	میں مشکل فیصلے کرنے میں تاخیر کرتا کرتی ہوں۔				
5	میں ہر کام دیر سے کرنے کی عادت کو بدلنے کی کوشش میں بھی تاخیر کرتا کرتی ہوں۔				
6	میں کسی کام کو نہ کرنے کی وجہ تلاش کرتا کرتی ہوں۔				
7	میں اہم وقت کو بور کاموں میں صرف کرتا کرتی ہوں۔				
8	مجھے وقت ضائع کرنے کی بہت عادت ہے۔				
9	وقت ضائع کرنا میری عادت ہے لیکن اس سے نجات حاصل کرنے کے لئے میں کچھ نہیں کرتا کرتی۔				
10	جب کسی کام کو کرنے میں مجھے مشکل پیش آرہی ہو تو میں اسے ملتوی کر دیتا دیتی ہوں۔				
11	میں اپنے آپ سے کچھ نہ کچھ کرتے رہنے کا عہد کرتا کرتی ہوں لیکن پھر بھی اس پر عمل نہیں کرتا کرتی۔				
12	میں جب کسی کام کا منصوبہ بناؤں تو اسے پایہ تکمیل تک پہنچاتا پہنچاتی ہوں۔				
13	اگرچہ مجھے اپنے کام میں تاخیر کرنا ناپسند ہے مگر میں پھر بھی کام جلد شروع نہ کرتا کرتی۔				
14	میں وقت بچانے کے لئے اکثر ضروری کام جلدی ختم کر لیتا لیتی ہوں۔				
15	کام کو جلد شروع کرنے کی اہمیت کا اندازہ ہونے کے باوجود مجھے اس کو شروع کرنے میں مسئلہ ہوتا ہے۔				
16	کسی کام کو کل پر چھوڑنا میری عادت نہیں ہے۔				

حصہ (الف)

ہدایات

ہر شخص اپنی زندگی اور ذات کے بارے میں مخصوص سوچ اور رائے رکھتا ہے۔ اس سوال نامے میں ایسے بیانات شامل ہیں جو ہماری روزمرہ زندگی سے متعلق ہیں۔ ہر بیان کے سامنے جوابی کالم موجود ہے۔ آپ ان بیانات کو غور سے پڑھیں اور جو جوابی کالم آپ کی رائے کو مکمل طور پر ظاہر کرتا ہو اس پر نشان لگائیں۔ مثال:-

نمبر شمار بیانات

میری زندگی مسائل سے بھری رہتی ہے۔

اگر درج بالا بیان آپ کے حالات سے مطابقت نہیں رکھتا تو کالم نمبر 1 میں نشان لگائیں اور اگر مکمل طور پر مطابقت رکھتا ہو تو آخری کالم میں نشان لگائیں۔ اسی طرح جو جوابی کالم متعلقہ بیان آپ کے حالات کی عکاسی کرتا ہو اس پر نشان لگائیں۔

یاد رہے کہ ہر بیان کیلئے صرف ایک کالم میں نشان لگائیں کوئی بیان خالی نہ چھوڑیں۔ پہلے ایک بیان پر غور کر کے نشان لگائیں پھر دوسرے بیان کو پڑھیں تاکہ آپ کو فیصلہ کرنے میں آسانی رہے۔

نمبر شمار	بیانات	بالکل نہیں	بہت کم	کبھی کبھی	زیادہ تر	ہمیشہ
1	میری زندگی صحیح طور پر بسر ہو رہی ہے۔					
2	کاش میں اپنی زندگی کا کچھ حصہ تبدیل کر سکتا/کر سکتی۔					
3	مجھے اپنا مستقبل روشن دکھائی دیتا ہے۔					
4	ایسا لگتا ہے کہ جیسے میری زندگی کے بہترین سال گزر چکے ہیں۔					
5	میں خود کو پسند کرتا/کرتی ہوں۔					
6	ایسا لگتا ہے کہ مجھ میں کچھ نہ کچھ خرابی ضرور ہے۔					
7	میں کسی بھی درپیش مسئلہ کو حل کر سکتا/سکتی ہوں۔					
8	میں خود کو ایک ناکام انسان محسوس کرتا/کرتی ہوں۔					
9	میں محسوس کرتا/کرتی ہوں کہ لوگ مجھ سے محبت کرتے ہیں اور مجھ پر اعتبار کرتے ہیں۔					
10	ایسا لگتا ہے کہ جب مجھے ان کے ضرورت ہوتی ہے لوگ میرا ساتھ چھوڑ دیتے ہیں۔					
11	میں خود کو اپنے ارد گرد کے لوگوں کے قریب محسوس کرتا/کرتی ہوں۔					
12	مجھے دوسرے لوگوں میں کوئی دلچسپی نہیں رہی اور نہ ہی مجھے ان کی پرواہ ہے۔					
13	میرا خیال ہے کہ میں جو چاہوں کر سکتا/کر سکتی ہوں۔					
14	میرے پاس اپنے کاموں سے زائد قوت ہے۔					
15	میں کچھ بھی کرنے کی پریشانی نہیں لے سکتا/سکتی۔					
16	میں بہت زیادہ مسکراتا اور ہنستا رہتا ہوں/رہتی ہوں۔					
17	ایسا لگتا ہے کہ میرے لئے کسی چیز میں کوئی لطف باقی نہیں رہا۔					
18	میں واضح اور تخلیقی انداز میں سوچتا/سوچتی ہوں۔					
19	میں بے فائدہ سوچوں کے تصور میں الجھا رہتا/رہتی ہوں۔					

ہدایات

حصہ (ب)

اس سوالنامے کا حصہ چند انسانی صفات پر مشتمل ہے۔

ہر صفت کے سامنے جوابات کے لئے 5 کالم موجود ہیں۔ آپ ہر صفت کو غور سے پڑھیں اور غور کریں کہ یہ صفت آپ میں کس حد تک موجود ہے اور کس حد تک نہیں؟ اپنی رائے کو متعلقہ کالم میں نشان () لگا کر ظاہر کریں۔ مثال:

نمبر شمار صفات بالکل نہیں بہت کم کبھی کبھی زیادہ تر ہمیشہ
- دلیر

اگر درج بالا صفت آپ میں بالکل موجود نہیں تو کالم نمبر 1 میں نشان () لگائیں اور اگر ہمیشہ موجود ہوتی ہے تو آخری کالم میں نشان () لگائیں۔ اسی طرح جو کالم آپ میں صفت کی موجودگی کی صحیح نشاندہی کرتا ہو اسی کالم میں نشان لگائیں۔

واضح رہے کہ ایک صفت کے لئے صرف ایک نشان لگائیں کوئی صفت خالی نہ چھوڑیں۔ کوشش کریں کہ ہر صفت پر غور کر کے نہایت دیانت داری سے نشان لگائیں تاکہ آپ کی بہتر رائے ہمیں

میر آسکے۔

نمبر شمار	صفات	بالکل نہیں	بہت کم	کبھی کبھی	زیادہ تر	ہمیشہ
1	satisfied مطمئن					
2	optimistic پر امید					
3	useful کارآمد					
4	confident پر اعتماد					
5	understood مجھے دوسرے سمجھ گئے ہوں					
6	interested in other people پیار کرنے والا/اولی					
7	relaxed about things بے تکلف					
8	enthusiastic پر دلولہ					
9	good nature خوش اطوار					
10	clear headed بیدار مغز					
11	discontented بے اطمینان					
12	hopeless نا امید					
13	lonely تنہا					
14	withdrawn الگ تھلگ					
15	insignificant غیر اہم					
16	helpless بے بس					
17	depressed ذہنی/اعصابی تناؤ کا شکار					
18	confused متضحل					
19	impatient بے صبر					
20	tense متذبذب					

AAQ-II (FINAL FORM)

Below you will find a list of statements. Please rate how true each statement is for you by selecting an option next to it. Use the Scale given to make your choice.

never true	very seldom true	seldom true	sometimes true	frequently true	almost always true	always true
1	2	3	4	5	6	7

Item No	Statements	1	2	3	4	5	6	7
1	My painful experiences and memories make it difficult for me to live a life that I would value.							
2	I'm afraid of my feelings.							
3	I worry about not being able to control my worries and feelings.							
4	My painful memories prevent me from having a fulfilling (satisfied) life.							
5	Emotions cause problems in my life.							
6	It seems like most people are handling their lives better than I am.							
7	Worries get in the way of my success.							

تعلیمی کاموں میں تاخیر اور نفسیاتی صحت کے بارے میں یونیورسٹی طلباء کا اظہار خیال معلوماتی شیٹ برائے سروے

اسلام و علیکم:-

میں قومی ادارہ نفسیات قائد اعظم یونیورسٹی کی طالبہ ہوں اور یونیورسٹی طلباء کی تعلیمی کاموں میں تاخیر اور نفسیاتی صحت کے بارے میں ریسرچ کر

رہی ہوں

اس ریسرچ کا کیا مقصد ہے؟

ہم میں سے بہت سے لوگ ہر کام وقت پر کرنے کے عادی ہوتے ہیں بعض کام کرنے میں تاخیر سے کام لیتے ہیں یہی تاخیر طلباء کی کامیابی میں رکاوٹ ثابت ہو سکتی ہے۔ اس تحقیق کے ذریعے میں یہ جاننا چاہتی ہوں کہ تعلیمی کاموں (مثلاً Tests Projects) اور دیگر Assignments میں تاخیر سے نفسیاتی صحت (Psychological Wellbeing) کس حد تک متاثر ہوتی ہے۔ اور اس میں نفسیاتی لچک کس حد تک ڈھال ثابت ہوتی ہے۔

کیا اس ریسرچ میں حصہ لینا ضروری ہے؟

حصہ لینے کی صورت میں مجھے کیا کرنا ہوگا؟

آپ پر کوئی زبردستی نہیں کہ آپ میری اس ریسرچ میں حصہ لینے کی دعوت کو قبول کریں لیکن اگر آپ شرکت کریں گے تو مجھے مدد حاصل ہوگی اور میں آپ کی احسان مند رہوں گی اگر آپ میری ریسرچ میں حصہ لینے کا فیصلہ کرتے ہیں تو آپ کو Consent Form پر سائن کر کے اپنی مرضی سے آگاہ کرنا ہوگا آپ کو تین سوالنامے دیے جائیں گے جن کو آپ اپنا کام لکھے بغیر مکمل کر سکتے ہیں اس میں تقریباً 20 منٹ لگ سکتے ہیں۔

آپ کو سوالنامہ مکمل کرتے وقت کچھ پوچھنا ہو تو بلا جھجک پوچھ سکتے ہیں۔ اس معلوماتی شیٹ برائے سروے کو پڑھیے اور اپنا قیمتی وقت دینے کے

لیے بہت شکر یہ۔

Consent Form

سوالنامہ شروع کرنے سے پہلے گزارش ہے کہ اس فارم کو پڑھ کر سائن کریں تاکہ یقین ہو سکے کہ آپ اپنی مرضی سے ریسرچ میں حصہ لے رہے ہیں۔

ریسرچ کا موضوع: یونیورسٹی طلباء کی تعلیمی کاموں میں تاخیر اور نفسیاتی صحت

مجھے اس ریسرچ کے بارے میں تفصیلی معلومات دی گئی ہیں۔ اور مجھے اس سے متعلق سوال پوچھنے کا موقع دیا گیا ہے میں جانتا رہتا رہتا ہوں کہ اس ریسرچ میں حصہ لینا میرا ذاتی فیصلہ ہے اور مجھے بغیر وجہ بتائے کسی بھی وقت withdraw کرنے کا حق حاصل ہے۔ مجھے یقین ہے میری شناخت ظاہر نہیں کی جائے گی۔ میری دی گئی معلومات کو صیغہ راز میں رکھا جائے گا۔ اور صرف تحقیقاتی مقاصد کے لیے استعمال کیا جائے گا۔

میں اس سروے میں حصہ لینے کے لیے رضامند ہوں۔

Signature.....

Date.....

ذاتی کوائف

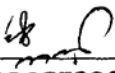
-----		عمر:
عورت-----	مرد-----	جنس:
ایم ایس سی ایم اے-----	بی ایس ر بی اے-----	آپ کی تعلیم
پی ایچ ڈی-----	ایم ایس ایم فل-----	
سالانہ-----	-----	سہ ماہی
-----	نچیرل سائنسز-----	سوشل سائنسز
-----%		پچھلے امتحان میں آپ کے نمبر
-----		آپ کل کتنے بہن بھائی ہیں
-----		آپ کے والد کی تعلیم
-----		آپ کی والدہ کی تعلیم

TEST APPLICATION FORM

Name of Applicant Maria Intiaz
 Name of Supervisor/Professor Dr. Sobia
 Institution / Department National Institute of Psychology
 Test Required: (title, year, author, edition, and publisher):
Adaptation of "Tuckman Procrastination Scale" (2001) Gulnaz Fatemah.
 Purpose: Research / Teaching / Clinical Assessment / Any other Research
 Topic of research / teaching Procrastination, Psychological wellbeing and Psychological inflexibility
 M.Sc./M.Phil./Ph.D./M.S./Diploma/Any other M.Sc.

Undertaking

This is hereby specified that the above mentioned information is correct. I applied for the above mentioned scale after appropriate research and consultation with my supervisor. I am convinced that this Test/Videos/Resource Material is especially relevant to my work. I also understand that I have to follow the copy rights requirements of the test developers and will not violate the ethics of research at any moment. This work is the intellectual property of the author / publisher. No part of this test may be reproduced or photocopied or disseminate or to republish without written permission from the author / publisher. I am also under obligation to share my data and research findings with the TRC of NIP.

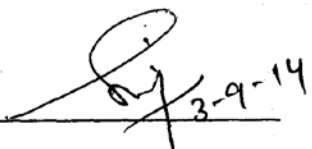

 ASSISTANT PROFESSOR
 National Institute of Psychology
 Centre of Excellence
 Quaid-i-Azam University
 Islamabad

Maria Intiaz

Student

Practitioner

Permission granted for the above mentioned research only


 3-9-14
 Coordinator (Signature & Stamp)

Test Resource Centre

National Institute of Psychology, Quaid-i-Azam University

TEST APPLICATION FORM

Name of Applicant Maria Imbiaz
 Name of Supervisor/Professor Dr Sabia
 Institution / Department NIP

Test Required: (title, year, author, edition, and publisher):

Affektometer - 2. Urdu version.

Purpose: Research / Teaching / Clinical Assessment / Any other Research

Topic of research / teaching Psychological flexibility, well-being, and procrastination.

M.Sc./M.Phil./Ph.D./M.S./Diploma/Any other —

Undertaking

This is hereby specified that the above mentioned information is correct. I applied for the above mentioned scale after appropriate research and consultation with my supervisor. I am convinced that this Test/Videos/Resource Material is especially relevant to my work. I also understand that I have to follow the copy rights requirements of the test developers and will not violate the ethics of research at any moment. This work is the intellectual property of the author / publisher. No part of this test may be reproduced or photocopied or disseminate or to republish without written permission from the author / publisher. I am also under obligation to share my data and research findings with the TRC of NIP.

[Signature]

Supervisor/Professor

[Signature]

Student

Practitioner

Permission granted for the above mentioned research only

[Signature] 17-9-14

Coordinator (Signature & Stamp)

Test Resource Centre

National Institute of Psychology, Quaid-i-Azam University

