

Investigating the Relationship between Fear of Failure and Academic Procrastination of Iraqi EFL Undergraduates

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دراسة علاقة الخوف من الفشل بالتسويف الأكاديمي لدى طلبة
البكالوريوس العراقيين الذين يدرسون اللغة الإنجليزية كلغة أجنبية

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Abstract

The research aims to examine the fear of failure and academic procrastination of Iraqi EFL undergraduate students. To achieve the research objective, 120 male and female Iraqi undergraduate students studying English as a foreign language were selected randomly from two public colleges located in the city of Baghdad for the academic year 2023-2024. To collect the needed data, a modified 5-point Likert scale consisting of (21) items developed by Abd al-Munam et al. (2019) to measure the fear of failure and a modified 5-point Likert scale consisting of (15) items developed by McCloskey (2012) were administered to the research sample. The results revealed that the research sample did not experience fear of failure; on the other hand, they experienced academic procrastination while learning the English language. There is no statistically significant difference between males and females in fear of failure. There is no statistically significant difference between males and females in academic procrastination. As for students' fear of failure and academic procrastination, a very weak positive correlation is proven. The researcher recommended identifying the types of academic procrastination and their associated variables provides researchers and educators with insights into potential strategies for addressing this phenomenon.

Keywords: Iraqi EFL learners, fear of failure, undergraduate students, academic procrastination

1. Introduction

Multiple opportunities can be garnered through higher education, which assists in improving fundamental abilities, enhancing knowledge in a specific domain, and expanding career possibilities. Simultaneously, higher education offers diverse and engaging experiences to an individual due to higher accessibility to higher levels of freedom and independence. Nevertheless, academic requirements from classroom instructions, assignments, and tasks can pose significant challenges owing to a higher emphasis on an individual's preferences and needs compared to secondary education, with stipulated systems and structures. The functional, contextual, and structural variations necessitate more proactive and self-disciplined attitudes from students when high expectations of being autonomous, self-regulated, and responsible in personal learning are ubiquitous.

Several factors contribute to higher learning stress, including the fear of failure that is considered a barrier to fully harnessing personal potential for various accomplishments (Robins & Pals, 2002). Conroy et al. (2003) denoted fear of failure as "a tendency to appraise threat and feel anxious during situations that involve the possibility of failing." Fear of failure can also be regarded as a self-evaluative framework that impacts an individual's perception, orientation, and experiences in various settings (Heckhausen, 1991), which may lead to frequent avoidance in circumstances where failure is more probable. Conroy (2001) explicated that an individual more inclined towards a fear of failure would constantly shun undesirable outcomes, such as shame or awkwardness in the presence of other significant individuals, to protect personal reputation, social status, and self-esteem.

Beery (1975) was an educational pioneer who performed multiple case studies on fear of failure at the University of Berkeley. Beery (1975) discovered that the sentiment was highly ubiquitous among higher education students. "If a person

states an aspiration below his or her level of assured success, the person can't lose; any score will seem a success. Students can study too little. They can study too late. They can study inefficiently, using poor study habits or trusting luck (reading only half the material, for example, and hoping the exam will not cover anything else). They can find themselves victimized by unconscious blocks, such as physical symptoms that strike while they are studying or thinking about studying. Or more frequently, they are distracted, daydream, and remember something that needs to be done right now" (p. 198).

Withdrawal allows certain individuals to ascribe personal failure to inadequate endeavors instead of personal competence as a strategy to preserve self-esteem (Cox, 2009; Beery, 1975; Thompson, 1999). McClelland, Atkinson, Clark, and Lowell (1953), who were motivational theorists, expounded that the motivation to achieve originated from an emotional tension between striving for success and avoiding failure or fear of failure. Furthermore, fear of failure may indicate a higher predisposition towards perfectionist attitudes and behaviors (Beery, 1975), which may encourage destructive demeanors that constrain academic performance (Rothblum, 1990). Students with a higher level of the sentiment may demonstrate a lower degree of self-assurance in different academic tasks and will continuously provide different pretexts to suppress personal performance and achievements to reduce the risk of shame and awkwardness from failure (Beery, 1975). Resultantly, procrastination has become the sole approach to protect self-worth and self-esteem (Beery, 1975).

The ambivalence of fear of failure is reflected in the ability to assist in academic performance and encourage the resolution of real-life and future difficulties, while generating the sentiments of humiliation and shame. Thus, the sentiment is irrational, as learners may procrastinate on tasks perceived as more

challenging and producing less positive outcomes. The purpose is to prevent the emergence of negative emotions, including embarrassment and shame, while preserving self-worth and social status (Birney et al., 1969). Kachgal, Hansen, and Nutter (2001) revealed that fear of failure was one of the primary contributing factors, on top of indolence and task aversiveness, to procrastination, with consensus among over 20% of learners (Solomon & Rothblum, 1984).

Tuckman (1991) denoted procrastination as a “tendency to put off or completely avoid an activity under one’s control” (p. 474). Solomon and Rothblum (1984) also recommended the inclusion of an additional element as “the act of needlessly delaying tasks to the point of experiencing subjective discomfort” (p. 503). Accordingly, academic procrastination is the inclination to voluntarily delay a learning plan and obligations, although being aware of the unavoidable adverse outcomes (Steel & Klingsieck, 2016; Zhao & Elder, 2020, Salman & Hussien, 2019). A high level of being illogically involved in inessential deeds or actions that result in incomplete assignments or low-quality task completion within the stipulated period can also be referred to as procrastination.

Previous scholars determined academic procrastination as a ubiquitous type of behavioral procrastination among learners (Peixoto et al., 2021; Sirois & Pychyl, 2013; Zhao & Elder, 2020), including circumventing personal learning responsibilities, postponing assignments, incomplete tasks within the stipulated period, examination preparations at the 11th hour, and avoidance of quotidian and weekly reviews and readings (Onwuegbuzie, 2004; Senécal et al., 2003; Steel, 2007). While short-term procrastination potentially offers a relief from the feelings of embarrassment and shame due to personal failure (Covington, 1992; Tice, 1991), deteriorated academic performance and achievement are guaranteed in the long term (Urduan & Midgley, 2001).

The present study sought to appraise the association between the fear of failure and academic procrastination among university students currently learning a foreign language, namely English, in Iraq. High levels of dedication and diligence are vital to foreign language acquisition, particularly when the target language is not the primary communication medium in the learning context. Therefore, foreign language students do not possess ample opportunities and exposure to regularly practice the target language. Foreign language students are required to complete various assignments, including listening to audio materials, speaking in and outside of the classroom, text readings, and essay writing, in the target language. The large quantity of learning tasks necessitates a thorough evaluation of foreign language students' procrastinatory demeanors.

To achieve this, the researcher seeks to find answers to the following research questions:

1. To what extent do students experience fear of failure?
2. To what extent do students experience academic procrastination?
3. How do male and female students differ concerning their fear of failure?
4. How do male and female students differ in terms of academic procrastination?
5. What is the relationship between students' fear of failure and academic procrastination?

Due to the research questions, the researcher developed two hypotheses as follow:

- Ha: Iraqi male and female students show significant differences in fear of failure and academic procrastination.
- Ha: There is a significant positive correlation between students' fear of failure and academic procrastination.

2. Literature Review

2.1 Multidimensionality of the Fear of Failure in Learning

2.1.1 Performance Avoidance

The construct is defined as the predisposition to shun ambiguous or adverse occurrences. Past researchers demonstrated that a positive correlation existed between fear of failure and adopting objectives related to PA (Conroy, 2004; Elliot & McGregor, 1999, 2001; Thrash & Elliot, 2002; Van Yperen, 2006). Specifically, Elliot and Church (1997) uncovered that the primary contributing factor to PA was the fear of failure and low competence expectancies. Elliot and Murayama (2008) also discovered that the negative sentiment significantly predicted PA. Similarly, higher examination anxiety levels were associated with more PA goals (Putwain & Daniels, 2010). Fear of failure has also profoundly contributed to higher levels of academic procrastination to delay the performance of or avoid assigned tasks (Haghbin, McCaffrey & Pychyl, 2012; Schouwenburg, 1992; Steel & Klingsieck, 2016; Salman, 2019).

2.1.2 Feeling of Shame (FS)

Personal embarrassment and the self-presentational effect upon personal failure are denoted as the FS. Previous academicians contended that shame was the core sentiment of the fear of failure (Atkinson, 1957; McGregor & Elliot, 2005; Sagar, Lavalley & Spray, 2007), in which individuals with a higher tendency towards the fear of failure would experience more intense feelings of shame (McGregor & Elliot, 2005).

2.1.3 Self-Handicapping

A deed that lowers personal responsibilities for encountered failure is regarded as SH, which is a cognitive strategy to produce barriers as pretexts for

unsatisfactory performance. Elliot and Church (2003) discovered that fear of failure was linearly correlated with SH behaviors. Chen et al. (2009) also contended that fear of failure was the primary determinant of SH to preserve self-worth. Moreover, Schwinger et al. (2014) demonstrated in the meta-analysis on academic SH and achievement that fear of failure resulted in more SH demeanors, which subsequently diminished personal performance. Other scholars also revealed that learners with a higher level of fear of failure tended to implement SH approaches (Harris et al., 1986; Martin & Marsh, 2003; Schwinger et al., 2014; Urdan & Midgley, 2001).

2.1.4 Learned Helplessness

A personal perception of being without control over a specific circumstance is considered LH. Prior scholars also defined LH as the embracement of personal failure and unconditionally accepting the eventual outcomes without endeavoring to prevent personal failure (Abramson, Seligman & Teasdale, 1978; Covington, 1992; Martin & Marsh, 2003). Academically, learners with LH will not complete assignments owing to the perception that the final results are predetermined, irrespective of personal endeavors. Particularly, LH leads to the perception that personal endeavors are in vain and failure is impending. Previous researchers also uncovered that maladaptive and uncontrollable motivational patterns, such as LH, elevated the feelings of fear and anxiety (Baratta et al., 2007; Dweck, 1986; Hartley et al., 2014; Maier & Seligman, 1976; Maier & Watkins, 1998). Specifically, Martin and Dowson (2009) posited that controllability could function as “a significant determinant of students’ responses to setback pressure and fear of failure” (p. 333). Martin and Marsh (2003) also propounded that fear of failure could contribute to LH.

2.2 Primary Contributing Factors to Fear of Failure

Fear of failure is an intricate psychological phenomenon with substantial impacts across various areas, such as social, academic, and professional contexts. The negative sentiment originates from diverse and interconnected factors highly embedded in cognitive and emotional processes.

2.2.1 Perfectionism

Perfectionism significantly contributes to fear of failure, as individuals with higher degrees of perfectionism frequently establish unrealistic goals owing to the perception that any imperfection is a failure. Resultantly, anxiety and task avoidance are ubiquitous, constraining personal performance (Yosopov et al., 2024):

- Self-critical perfectionism refers to severe self-criticism when an individual does not fulfill personal expectations, which elevates the fear of failure (Dunkley et al., 2003).
- Other-oriented perfectionism is defined as the perception of other individuals anticipating an individual to excel, which can create profound pressure and result in a higher fear of failure (Flett et al., 1998). The self-worth theory postulates that individuals who highly associate self-esteem with personal accomplishments tend to experience a higher fear of failure when perfectionism intensifies the pressure to succeed (Martin V. Covington, 1992).

2.2.2 Low Self-Esteem and Self-Worth

Covington's self-worth theory (1992) expounds that fear of failure emerges when self-worth is equated with personal capabilities to attain success, with failure constantly considered a threat to self-esteem. Thus, lower self-esteem frequently results in lower self-worth, wherein personal failure is not merely due to substandard

performance but also indicates personal incapability. An exaggerated fear of failure will be observed when the individual regards minor flaws as pronounced inadequacies instead of improvement opportunities.

2.2.3 Past Negative Experiences

Fear of failure can originate from past negative experiences, especially in crucial life domains, including career, academics, or relationships, which can elevate personal sensitivity to failure in future circumstances. Experiencing embarrassment or emotional pain in past failure events can stimulate avoidance demeanors in future similar settings (Bandura & Wessels, 1997). For example, an individual who encountered a significant professional mishap might demonstrate higher apprehension of future job-associated failures (Bandura & Wessels, 1997).

2.2.4 High Parental or Societal Expectations

Fear of failure can be induced by societal and parental pressures amidst the high emphasis on success and a high stigma on failure. The profound pressure to fulfill external expectations may engender a substantial apprehension of disappointing other individuals. Specifically, parents who highly emphasize children's academic or professional success over other personal development areas may inadvertently ingrain a higher fear of failure. Children gradually learn the importance of connecting parental approval and love with personal success, which can generate significant anxiety about potential failures (Martin V. Covington, 1992).

2.2.5 Performance Anxiety

Another significant antecedent of fear of failure is performance anxiety when an individual is required to perform under immense pressure. The anxiety emerges

from apprehension of being incapable of fulfilling external anticipations, which can engender profound stress and self-doubt during personal performance in intense circumstances. Fear of failure is also ubiquitous in academic contexts, in which learners exhibit higher anxiety about substandard academic performance and achievement, including assignments, examinations, and presentations. Anxiety can diminish performance and generate a continuous loop of fear and substandard outcomes (Nagel, 1990).

2.2.6 Social Comparison

A continuous comparison with other individuals can intensify fear of failure when peers are perceived to be more competent or successful. The social comparison theory posits that personal competence is regularly appraised against other individuals, which can engender higher apprehension when discerning personal inadequacies. The fear of failure is further exacerbated during upward social comparison or the comparison with more competent individuals (Suls & Wheeler, 2012).

2.3 Procrastination Categories

Procrastination is classified into four types in the existing literature, namely general procrastination (Lay, 1987), decisional procrastination (Effert & Ferrari, 1989), academic procrastination (Solomon & Rothblum, 1984), and compulsive or dysfunctional procrastination (Ferrari, 1991a). General procrastination is defined as the challenge in developing and scheduling quotidian tasks and duties (Lay, 1987), while decisional procrastination is the challenge in performing prompt decisions about different life aspects (Effert & Ferrari, 1989). Academic procrastination is denoted as delaying personal obligations, including assignments and examination

preparations, until the 11th hour (Solomon & Rothblum, 1984). Compulsive or dysfunctional procrastination is the most severe and pathological type, wherein an individual demonstrates the symptoms of both decisional and behavioral procrastination (Ferrari, 1991b). All four types can considerably disrupt interpersonal and intrapersonal relationships and engender the perception of personal inadequacies to address challenges.

2.3.1 Academic Procrastination

Academic procrastination occurs when learners intentionally shun or postpone personal learning tasks or duties that result in incompleteness within the stipulated period (Solomon & Rothblum, 1984). Particularly, learners may constantly seek distractions or pretexts to delay task commencement. The contributing factors could be low self-assurance, fear of failure, ineffective time management, or being unmotivated. Academic procrastination can diminish performance, elevate stress, lower performance, and forfeit learning opportunities, which can jeopardize the overall productivity and the attainment of personal learning objectives (Steel, 2007; Pychyl et al., 2000).

2.3.2 Causes of Academic Procrastination

Kutlu and Saral (2016) categorized the contributing factors of academic procrastination into two primary dimensions, namely internal and external. The internal dimension encapsulates factors originating from learners or self-caused, such as perfectionism, fear of failure, ineffective learning habits, ineffectual time management, the tendency of avoiding self-exhaustion, distractibility, personal inclinations towards frightening activities, a lower emphasis on academic duties, the absence of model instructors, the perception of academic tasks being tedious, deteriorated physical health and mental well-being, low motivation levels, and

negative financial health (Reynolds, 2015). In addition, the locus of control is related to how an individual perceives that a reward depends on personal attributes or external factors beyond personal control. Beretvas, Suizzo, Durham, and Yarnell (2008; as cited in Reynolds, 2015) delineated that an internal locus of control emanates from perceiving events as based on personal capabilities, whereas an external locus of control attributes occurrences more to fortune, chance, destiny, or supernatural forces. A learner with an internal locus of control will complete academic tasks within the stipulated time compared to peers with an external locus of control. Additionally, students may procrastinate owing to lower self-esteem, irrational beliefs about self-worth and personal standards, lower emotional intelligence, indecision, and the absence of self-motivation.

External factors contributing to academic procrastination encompass the learning setting, parenting style, and institutional management leadership practices. Authoritarian parents are highly directive and prioritize absolute obedience to personal authority over children. Comparatively, permissive parents express minimal demands and permit children to extend personal autonomy in regulating personal activities. Authoritative parents are between the two extremes of the spectrum and offer unambiguous and firm direction for children, with disciplinary clarity but moderated by reasonable flexibility, warmth, and verbal reciprocity. Learners with permissive parents are more predisposed to demonstrate a lower degree of academic procrastination relative to peers with authoritarian parents, owing to sufficient exposure to exercise personal autonomy and self-independence (Reynolds, 2015).

2.4 Self-Worth Theory

The self-worth theory has constantly been applied to elucidate fear of failure and procrastination, which are employed to preserve self-worth by circumventing

events with a higher potential of failure. Educational psychologist Martin Covington (1992) introduced the theory and postulated that self-worth is frequently associated with personal performance and success, which motivates individuals to protect self-worth by preventing failure. Failure is regarded as a direct threat to self-esteem, as failure may reflect incompetence. Resultantly, defensive behaviors constantly emerge to prevent events with a higher potential of failure, including delaying a task indefinitely.

Procrastination can serve as a self-worth protective strategy. Postponing tasks can assist individuals in lowering the possibility of failure and adverse influences on self-esteem. The individual can also ascribe substandard performance to insufficient time instead of personal incompetence through procrastination. Hence, procrastination is an SH type and an expedient pretext for potential failure, which can aid in preserving the individual's perception of personal intelligence and abilities. Covington (1992) also explicated that individuals might procrastinate to control the narrative regarding personal competence. Procrastination can be employed to justify personal failure without attributing the failure to personal competence. Procrastination can also be utilized to demonstrate personal competence for any accomplishment by highlighting minimal personal efforts in task completion.

2.5 Previous Studies

Nair & Sutar (2023) examined the academic performance in relation to fear of failure and academic self-efficacy of undergraduate and postgraduate students enrolled in various courses in Bangalore, India. A 25-item multidimensional questionnaire of cognitive-emotional-relational appraisals related with fear of failure by (Conroy et al., 2003) and A 40 items questionnaire was prepared based on the Self-Efficacy theory of Albert Bandura (1977) to measure the academic self-efficacy

were administered to 150 students to collect the needed data. The results exposed that there is a significant negative relationship between Academic Self-efficacy and Fear of Failure ($r = -0.254$, $p < 0.01$). a positive significant relationship between academic performance and academic self-efficacy ($r = 0.257$, $p < 0.01$). There is no significant correlation between academic performance and fear of failure.

Kumari and Malik (2021) explore the relationship of academic procrastination with impulsiveness and fear of failure among Indian university students. For data collection, two five-point Likert questionnaires with 25 items on each were employed to measure Academic Procrastination by McCloskey (2012) and Performance Failure Appraisal by PFAI (Conroy, D.E, 2002), respectively. 400 male and female postgraduate students from different departments of Maharshi Dayanand University, Rohtak, and Haryana were chosen purposively to serve as the quantitative sample of the study. The findings disclosed that academic procrastination has a positive significant correlation with Impulsiveness and fear of failure, fear of failure performed as a weak predictor of academic procrastination, Impulsiveness emerged as vigorous predictor of academic procrastination.

Karim & Alim (2021) scrutinized fear of failure in relation to academic procrastination among university undergraduate students in Indonesian. The study included a sample of 428 male and female undergraduate students collected randomly from Makassar in Indonesia. The researcher utilized two main scales: Academic Procrastination Scale was used to measure the level of students' procrastination, as well as Fear of Failure Scale was applied to assess the level of fear of failure among the sample. The result showed that fear of failure positively affects academic procrastination; the more students feel fear of failure, the more they tend to procrastinate. It also revealed that High levels of fear of failure could lead to avoidance of taking action, which procrastination could mitigate as deadlines

approach. Being criticized by others, insecurity, and feelings of embarrassment are significant factors that enhance the tendency of procrastination.

Duru et al (2024) investigated the effect of emotion regulation difficulties and procrastination as mediators on the correlation between academic satisfaction and fear of failure. The researcher utilized four different scales with 5-likert alternatives: Difficulties in Emotion Regulation scale-short form, Turkish version academic satisfaction scale, Tuckman procrastination scale-Turkish version, and the performance failure appraisal inventory to collect the needed data, these scales were applied to a sample of 292 male and female students from different departments of Pamukkale University. The research results revealed that emotion regulation difficulties and procrastination positively correlate to fear of failure, meaning that students with a high level of fear of failure have difficulty managing emotions and are more likely to procrastinate. Procrastination negatively correlates with academic satisfaction, but it positively correlates with difficulties in emotion regulation. Emotion regulation difficulties are recognized as a mediator between fear of failure and procrastination. Procrastination is found to mediate the relationship between fear of failure, emotion regulation difficulties, and academic satisfaction.

Parlade & Karayigit (2022) investigated the relationship between procrastination and fear of failure in terms of gender. To achieve this aim, the researcher administered the Performance Failure Appraisal Inventory and Pure Procrastination Scale to a sample of 310 randomly selected male and female university students. The results showed a moderate correlation between procrastination and fear of failure's forms. Moreover, female students have a higher level in all forms of fear of failure compared to male students. Balkis et al (2024) found out irrational academic beliefs are indirectly associated with academic procrastination through fear of failure. There is positive relationship between

irrational academic beliefs and academic procrastination through fear of failure differs based on the level of rational academic beliefs. Improving domain-specific rational academic beliefs and reducing fear of failure could play significant role in preventing or diminishing academic procrastination. Tan et al (2022) examined the relationship between fear of failure and academic procrastination. To do this, 102 undergraduate students enrolled in core subjects were selected using the snowball from the Psychology Department at a private university in Malaysia. The researchers utilized the PROCESS macro for SPSS to conduct Bootstrap analysis. The findings disclosed a statistically significant positive correlation between fear of failure and academic procrastination, higher fear of failure is associated with increased academic procrastination.

Sudirman et al (2023) investigated the correlation between fear of failure, perfectionism, and academic procrastination among students. A sample of 153 students enrolled in the Islamic psychology study program at Universities Raden Intan, Lampung was chosen randomly. To collect the needed data, three scales were employed. Ferrari et al. (1995) Academic Procrastination Scale was used to assess aspects such as delays, tardiness, and engagement in other activities. Perfectionism scale developed by Hewitt and Flett (1998) to measure self-oriented, other-oriented, and socially prescribed perfectionism. Fear of Failure Scale developed by Conroy's (2003) theory to evaluate fears related to self-esteem, humiliation, social influence, future uncertainty, and disappointing important people. The research utilized a correlational quantitative approach. The study underlined the significance of teaching students effective time management strategies, managing anxiety, and understanding failure as part of the learning process. It also indicated that while high standards can drive success, they should not compromise mental health.

Rahmaningtyas (2022) scrutinized how achievement motivation and fear of failure could impact academic procrastination, with self-control as a potential mediating factor. A total of 286 students chosen randomly using the Slovin formula to ensure representativeness from the Faculty of Economics at Universities Negeri Semarang employed as a research sample. To assess achievement motivation, fear of failure, self-control, and academic procrastination, the researcher utilized four scales. The findings revealed that achievement motivation positively influenced self-control; fear of failure did not have a significant effect on self-control. Achievement motivation and self-control did not significantly affect academic procrastination. Self-control did not mediate the relationship between fear of failure, achievement motivation, and academic procrastination. a positive and significant relationship between fear of failure and academic procrastination.

3. Methodology

3.1 Participants

To collect the necessary data, 120 male and female Iraqi undergraduates were chosen randomly from two English language departments at public universities in the city of Baghdad, which was achieved during the academic year 2023-2024. Two homogeneous groups of 60 males and 60 females made up the research sample. Participants are between the ages of 19 and 22 on average. Given the researcher's aim to measure the research variables in general, the level of English proficiency was not taken into account.

3.2 Research Instruments

A descriptive-quantitative approach was adopted to investigate the objective of the research. A pair of scales was utilized, which ranged from "strongly true of

me” to “strongly not true of me.” a modified 5-point Likert scale consisting of (21) items developed by Abd al-Munam et al. (2019) to measure the fear of failure and a modified 5-point Likert scale consisting of (15) items developed by McCloskey (2012) were administered to the research sample as research tools to collect the needed data. They were modified to be more comprehensible and suitable for the research population.

3.3 Data Analysis

Using the normality test, the distribution of the research sample with respect to fear of failure and academic procrastination was investigated. To assess the internal consistency of the surveys, the reliability statistic was employed. To examine the level of fear of failure and academic procrastination that research sample has, one-sample t-test was used. Furthermore, an independent sample t-test was utilized to scrutinize the significant differences between males and females in terms of fear of failure and academic procrastination. In addition, Pearson product-moment correlation was computed to identify the relationship between fear of failure and academic procrastination.

3.4 Tests of Normality

Since it is necessary to determine the appropriate tests to process the collect data, it is imperative to look at the distribution of the research sample with regard fear of failure and procrastination.

Table 1. Tests of normality

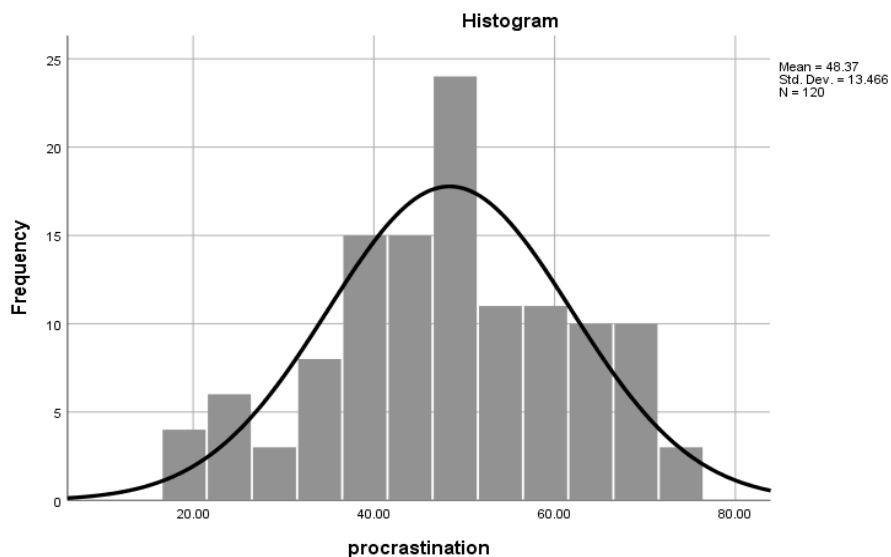
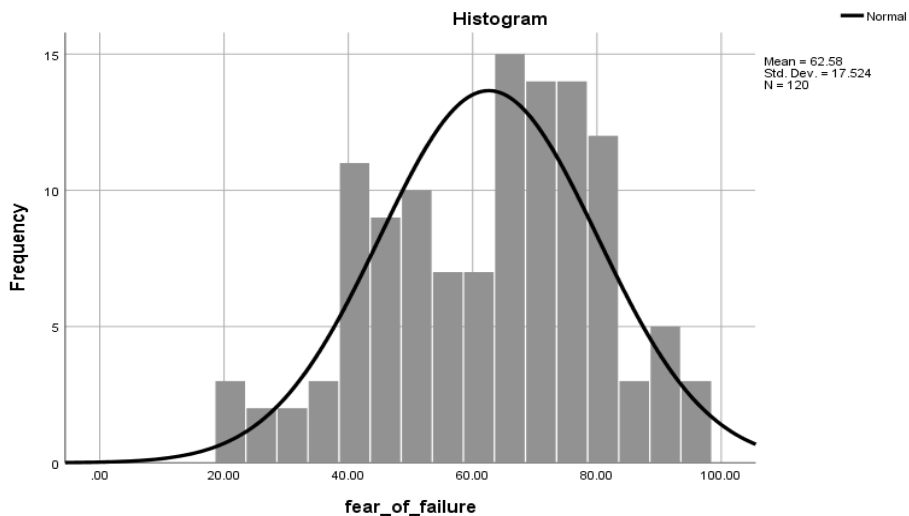


Table (1) shows the normal distribution of the study sample.

3.5 Reliability Statistics

To assess the questionnaires' internal consistency of fear of failure and academic procrastination, Cronbach's alpha test version 26 was performed.

Table 2. Reliability statistics

	Cronbach's Alpha	N of Items
Fear of failure	.911	21
academic Procrastination	.873	15

As shown in table, the reliability values of fear of failure and academic procrastination scales' items point out that the inter-correlations have an acceptable reliability index (.911, .873) (Bland & Altman, 1997).

4. Results

This section includes the findings of the current research.

1. To measure students' fear of failure, a one-sample t-test was used.

T-test

This table reveals the level of fear of failure among the research sample.

Table 3. One-sample test

	Mean	Std. Deviation	Test Value = 63				
			t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference
							Lower
Fear of failure	62.5833	17.52385	-.260-	119	.795	-.41667-	-3.5842-

The results in Table 3 show the mean score of fear of failure is $M = 62.5833$ and $SD = 17.52385$, which is lower than the test value of 63, and the calculated $t = -.260$ is less than the tabulated $t (1.98)$ at the 0.05 level of significance. Concurrently, the p -value is (.795), greater than (0.05). This implies that there is no significant difference between the fear of failure mean score and test value, proving that Iraqi EFL university students do not experience fear of failure. It generally means students see failure as an opportunity to learn, improve, and develop their skills; they are willing to take risks and learn from their mistakes without being concerned about the consequences of not succeeding.

2. To measure the extent to which students procrastinate achieving their academic tasks in their learning environment, a one-sample t -test was utilized.

T-test

This table discloses the level of academic procrastination of the research sample.

Table 4. One-sample test

			Test Value = 45				
			t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference
Mean	Std. Deviation	Lower					
academic procrastination	48.3750	13.46646	2.745	119	.007	3.37500	.9408

The findings in Table 4 show that the mean score of academic procrastination is $M = 48.3750$, $SD = 13.46646$, which is greater than the test value of 45, and the calculated $t = 2.745$ is upper than the tabulated $t (1.98)$ at the 0.05 level of significance. Concurrently, the p -value is (.007), less than (0.05). This indicates that there is a significant difference between the academic procrastination mean score

and the test value, which implies that the research sample experiences procrastination throughout their learning. Accordingly, academic procrastination can be attributed to a variety of internal and external factors, which are categorized into psychological, cognitive, emotional, and situational attributes.

3. To examine the difference between male and female students in terms of fear of failure, an independent samples test was used.

Independent Samples Test

This table exposes the differences of fear of failure between males and females.

Table 5. Group statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Fear Of Failure	Male	60	61.4667	18.51107	2.38977
	Female	60	63.7000	16.55837	2.13768

Table (6) Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Fear of Failure	Equal Variances Assumed	.408	.524	-.697-	118	.487	-2.23333-	3.20635	-8.58277-	4.11611
	Equal Variances Not Assumed			-.697-	116.563	.487	-2.23333-	3.20635	-8.58358-	4.11692

The researcher utilized the independent sample t-test to scrutinize if there is any significant difference between male and female students in Fear of Failure. The outcomes, as shown in Tables 5 and 6, disclose that the average scores of male and female students were close enough, which means there is no significant

difference (M = 61.4667, SD = 18.51107, and M = 63.7000, SD = 16.55837), respectively. The p-value is .487, greater than 0.05, and the calculated (t) value is -.697, lower than the tabulated value of 1.98 at the 0.05 significance level. As a result, the proposed alternative hypothesis is rejected, as there is no statistically significant difference between males and females in fear of failure. This implies gender is not a factor that impacts the degree to which students experience fear of failure.

4. To examine the difference between male and female students in terms of Academic

Procrastination, an independent samples test was used.

Independent Samples Test

This table exposes the differences of Academic Procrastination between males and females.

Table 7. Group statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Academic Procrastination	Male	60	49.5500	12.41435	1.60269
	Female	60	47.2000	14.45132	1.86566

Table (8) Independent Samples Test

		Levene's Test For Equality Of Variances		T-Test For Equality Of Means						
		F	Sig.	T	Df	Sig. (2-Tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval Of The Difference	
									Lower	Upper
Academic Procrastination	Equal Variances Assumed	1.154	.285	.955	118	.341	2.35000	2.459	-2.520-	7.220
	Equal Variances Not Assumed			.955	115.377	.341	2.35000	2.459	-2.521-	7.221

The researcher utilized the independent sample t-test to seek any significant differences between male and female students in academic procrastination. The results in Tables (7) and (8) illustrate no difference in the average scores of male and female students ($M = 49.5500$, $SD = 12.41435$ and $M = 47.2000$, $SD = 14.45132$), respectively. Therefore, the proposed alternative hypothesis is rejected as the p-value ($p = .341$) is greater than 0.05 at 0.05, and the calculated (t) value = .955 is less than the tabulated value (1.98) at the 0.05 level of significance. These findings indicate that there is no statistically significant difference between males and females in academic procrastination. This implies that both genders exhibit similar tendencies to delay completing assignments or preparing for exams.

5. To examine the relationship between students' fear of failure and academic procrastination, a correlation coefficient test was employed.

This table reveals the correlation between fear of failure and academic procrastination.

Table 9. Correlations

		Fear Of Failure	Procrastination
Fear Of Failure	Pearson Correlation	1	.032
	Sig. (2-Tailed)		.731
	N	120	120
Procrastination	Pearson Correlation	.032	1
	Sig. (2-tailed)	.731	
	N	120	120

Pearson's correlation coefficient test was utilized to explore the statistical correlation between students' fear of failure and academic procrastination. The achieved result, as shown in Table 9, indicated that students' fear of failure and academic procrastination had a very weak positive correlation ($r=0.032$) and was

not statistically significant ($p=0.731$), suggesting no linear relationship between the variables. Students might procrastinate because they are unmotivated or distracted, not because of fear of failure. In another sense, they might be confident of their ability but lack time. Hence, the proposed alternative hypothesis is rejected.

5. Discussion

It has been acknowledged that learning English is difficult and complex for non-native speakers, not only because it requires mastery of the four fundamental skills and the ability to communicate, but also because fear of failure and academic procrastination are significant factors that negatively affect students' productivity. For that reason, this research examined the fear of failure and academic procrastination of Iraqi EFL undergraduate students. To achieve the research objectives, five questions were raised. The result of the first question, which investigated whether English language learners in Iraq were experiencing fear of failure in learning the English language, was incongruent with the findings of research conducted by (Abdullah, 2018; Büchele de Montes, 2021; Ali & awad, 2021; Omer, 2022, Qusay and Saad (2024), which found that the participants of research experienced a good level of Fear of failure. As for the second question, the results revealed that the research sample has experienced procrastination during the process of learning the English language.

When it comes to the disparity between male and female students in their fear of failure, the results are compatible with the findings of research undertaken by Omer (2022), which concluded there is no statistically significant difference between Iraqi male and female students in terms of fear of failure in learning the English language. Nevertheless, it is inconsistent with the findings of studies conducted by Nelson et al. (2013), Alkhazaleh and Mahasneh (2016), Büchele de Montes (2021,

Parlade & Karayigit (2022), and Qusay and Saad (2024) that found a significant difference in the level of fear of failure between males and females. Regarding the differences in academic procrastination between males and females, the research's results are inconsistent with earlier research by Tessema et al. (2012), Steel and Klingsieck (2016), Balkis and Duru (2024), and Kassim et al. (2022) demonstrated that academic procrastination significantly differs between males and females.

Regarding the correlation between the fear of failure and academic procrastination of the research sample, the outcome revealed a weak positive correlation between the fear of failure and academic procrastination, aligning with the outcomes of (Solomon and Rothblum (1984), Zarrin, Gracia and Paixão (2020), Kumari and Malik (2021), and Nair & Sutar (2023). However, it contradicts the findings of research conducted by Karim and Alim (2021), Parlade and Karayigit (2022), Tan et al (2022), Rahmaningtyas (2022), Sudirman et al. (2023), Balkis et al (2024), and Duru et al (2024), which found a positive correlation between fear of failure and academic procrastination. This implies that a person will procrastinate more in their academic tasks the more they fear failure. On the other hand, academic procrastination decreases with a person's low level of fear of failure.

6. Conclusion

The research aimed to investigate the fear of failure and academic procrastination among Baghdad University students and to identify the difference between male and female students in terms of fear of failure and academic procrastination. Additionally, the research aimed to examine the correlation between fear of failure and academic procrastination. The findings of the research exposed that the chosen EFL university students do not experience fear of failure, as well as they tend to delay starting or completing their academic tasks. There is no

statistically significant difference between males and females in fear of failure and academic procrastination. As a final result, students' fear of failure and academic procrastination had a very weak positive correlation ($r=0.032$), which is not statistically significant ($p=0.731$). It implies that academic procrastination is not necessarily related to fear of failure; experiencing social and psychological factors may affect the achievement of academic tasks. To conclude, the researcher recommended holding seminars to identify the reasons behind academic procrastination and finding solutions.

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دراسة علاقة الخوف من الفشل بالتسويق الأكاديمي لدى طلبة البكالوريوس العراقيين الذين يدرسون اللغة الإنجليزية كلغة أجنبية

المستخلص

يهدف البحث إلى دراسة الخوف من الفشل والتسويق الأكاديمي لدى طلبة البكالوريوس العراقيين الذين يدرسون اللغة الإنجليزية كلغة أجنبية. ولتحقيق هدف البحث، تم اختيار 120 طالباً وطالبة عراقيين بطريقة عشوائية يدرسون اللغة الإنجليزية كلغة أجنبية من كليتين حكوميتين تقعان في مدينة بغداد للعام الدراسي 2023-2024. ولجمع البيانات اللازمة، تم تطبيق مقياس ليكرت معدل من 5 نقاط يتكون من (21) عنصراً تم تصميمه من قبل عبد المنعم وآخرون (2019) لقياس الخوف من الفشل و فضلاً عن مقياس ليكرت معدل من 5 نقاط يتكون من (15) عنصراً تم تصميمه من قبل ماكلوسكي (2012) على عينة البحث. كشفت النتائج أن عينة البحث لم تعاني من الخوف من الفشل؛ من ناحية أخرى، فقد عانوا من التسويق الأكاديمي أثناء تعلم اللغة الإنجليزية، ولا يوجد فرق ذو دلالة إحصائية بين الذكور والإناث في الخوف من الفشل. لا يوجد فرق ذو دلالة إحصائية بين الذكور والإناث في التسويق الأكاديمي. أما فيما يتعلق بخوف الطلبة من الفشل والتسويق الدراسي، فقد ثبت وجود علاقة إيجابية ضعيفة جداً. وأوصى الباحث بتحديد أنواع التسويق الدراسي والمتغيرات المرتبطة بها، مما يوفر للباحثين والمعلمين رؤى ثاقبة حول الاستراتيجيات الممكنة لمعالجة هذه الظاهرة.

الكلمات المفتاحية: الخوف من الفشل، التسويق الأكاديمي، متعلمي اللغة الانكليزية

كلغة ثانية

