

Expert Panel Validation of a Counselling Intervention Aimed at Re-engaging Students Delayed in Thesis Completion

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ABSTRAK

Keterlambatan penyelesaian skripsi merupakan permasalahan akademik yang berdampak pada rendahnya keterlibatan mahasiswa, meningkatnya emosi negatif, serta menurunnya kesejahteraan psikologis. Intervensi konseling diperlukan, namun pengembangan intervensi berbasis teori sering kali belum disertai proses validasi konten yang memadai. Penelitian ini bertujuan untuk memvalidasi konten rancangan intervensi konseling yang dikembangkan berdasarkan control-value theory of achievement emotions guna meningkatkan keterlibatan mahasiswa yang terlambat menyelesaikan skripsi. Metode penelitian menggunakan pendekatan mixed methods melalui penilaian panel ahli dengan rubrik validitas konten serta diskusi kelompok terstruktur. Analisis kuantitatif dilakukan menggunakan Content Validity Index (I-CVI dan S-CVI), sedangkan data kualitatif dianalisis melalui analisis isi. Hasil menunjukkan seluruh komponen intervensi memiliki validitas konten sangat tinggi (I-CVI dan S-CVI/Ave = 1,00). Secara kualitatif, panel ahli menilai intervensi relevan dan tepat sasaran, dengan rekomendasi penyempurnaan pada kejelasan tujuan dan alur konseling. Disimpulkan bahwa intervensi konseling ini valid secara teoritis dan praktis serta layak diuji secara empiris pada konteks pendidikan tinggi.

Kata Kunci :

keterlambatan penyelesaian skripsi, intervensi konseling, validitas konten, control-value theory, keterlibatan mahasiswa.

ABSTRACT

Delays in completing a thesis are an academic problem that leads to low student engagement, increased negative emotions, and decreased psychological well-being. Counseling interventions are needed, yet the development of theory-based interventions is often not accompanied by adequate content validation. This study aims to validate the content of a counseling intervention grounded in the control-value theory of achievement emotions to increase engagement among students who are late in completing their thesis. The research method employs a mixed-methods approach, including expert panel assessment using a content validity rubric and structured group discussions. Quantitative data were analyzed using the Content Validity Index (I-CVI and S-CVI), whereas qualitative data were analyzed through content analysis. The results showed that all intervention components had very high content validity (I-CVI and S-CVI/Ave = 1.00). Qualitatively, the expert panel assessed the intervention as relevant and on target, with recommendations to improve the clarity of objectives and the counseling flow. It was concluded that this counseling intervention is both theoretically and practically valid and warrants empirical testing in higher education.

Keywords:

Thesis Completion Delay, Counseling Intervention, Content Validity, Control-Value Theory, Student Engagement

1. INTRODUCTION

Delays in completing thesis remain a significant problem in academic institutions, especially in undergraduate programs that require substantial learning autonomy and self-regulation. Students who experience delays in completing their thesis often exhibit reduced academic engagement, characterized by behavioral persistence, inadequate cognitive engagement, and the emergence of detrimental emotional states such as anxiety, frustration, and worry. These difficulties not only undermine students' psychological well-being but also adversely affect on-time graduation rates and the overall quality of higher education institutions. The achievement emotional control value theory states that student engagement in academic endeavors is significantly shaped by cognitive evaluations of subjective control and perceived value associated with each task. When students perceive that their thesis is beyond their control or assign it low subjective value, negative emotions tend to arise, leading to

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academic disengagement and procrastination (Pekrun et al., 2017). Thus, tailored counseling interventions are a significant strategy for supporting students in reassessing cognitive appraisals and positively managing achievement-related emotions.

Prior to implementing such interventions, a validation process is crucial to ensure content relevance, objective clarity, and theoretical significance. A validation process involving a panel of experts is a fundamental component of formulating theory-oriented counseling interventions, as it ensures that intervention components are consistent with the theoretical framework and address specific needs (Polit & Beck, 2017). Therefore, this study aims to validate, through expert input, the counseling intervention framework designed to support students who are delayed in completing their thesis.

Rationale and Development of the Counselling Intervention

The counseling intervention design in this study was based on empirical findings indicating that delayed thesis completion is closely associated with reduced student engagement, which in turn is influenced by cognitive and emotional assessments of academic success. In line with the theory of emotional control value achievement, student engagement in academic tasks depends on their subjective evaluation of the control and intrinsic value associated with the tasks they perform, which then generates positive or negative emotions, thereby influencing the strength of their efforts and persistence in behavior (Pekrun et al., 2017). Thus, interventions are needed to support students' cognitive functioning and emotion regulation during thesis development.

Counseling intervention is defined as a pre-designed strategy to improve students' analytical evaluation skills related to their perceptions of control and the importance of their thesis work, identification of newly emerging emotions of achievement, and promotion of adaptive coping strategies and emotional regulation practices. The choice of counseling methods is based on their ability to effectively engage with personal and contextual factors, consistent with the obstacles students face in completing their thesis (Corey, 2016). The intervention development process includes a comprehensive needs analysis through a preliminary survey, the construction of intervention concepts based on control value theory, and a systematic description of the objectives and activities for the counseling sessions.

To ensure the theory's relevance, content clarity, and practical feasibility, a panel of experts evaluated the initial draft of the intervention. This methodology aims to ensure that each part of the intervention is consistent with the theoretical basis and feasible to implement in the context of higher education (Polit & Beck, 2017).

A Framework for Content Validation in Intervention Development

Content validation is an important phase in intervention development, ensuring that each component is authentically designed to reflect the theoretical construct and align with the intervention's main objectives. In the field of counseling intervention development, content validation is used to assess the suitability of the intervention's objectives, materials, procedures, and activities with the theoretical basis and characteristics of the objectives. Without a methodical validation procedure, interventions risk becoming ineffective or deviating from the basic conceptual framework (Polit & Beck, 2017).

The content validation framework in this study was based on an expert panel validation methodology, which involved specialists from educational psychology, counseling, and measurement. These experts were asked to assess the relevance, clarity, and representativeness of each intervention component with respect to key constructs, including subjective control, subjective value, achievement emotions, and engagement. The experts' evaluations were then analyzed using content validity indices, including the Content Validity Index (CVI) at the item level (I-CVI) and scale level (S-CVI), to obtain quantitative metrics of expert consensus (Polit et al., 2007).

This framework not only emphasizes quantitative aspects but also includes qualitative contributions from experts as the primary basis for modifying interventions. This integrative approach supports the development of improved intervention concepts and practices, resulting in a valid, structured, and carefully designed framework for counseling interventions ready for implementation in higher education settings (Zamanzadeh et al., 2015).

A Systematic Approach to Content Validity

Content validity requires a systematic methodology that ensures that every aspect of the instrument or intervention accurately represents the theoretical construct under evaluation. This methodology includes identifying the appropriate construct, establishing indicators based on the theoretical framework, and evaluating by a team of experienced professionals. Expert assessment is conducted both quantitatively, using metrics such as the Content Validity Index (CVI), and qualitatively, through descriptive comments. The use of this combination of methodologies supports comprehensive content refinement, improving the clarity, relevance, and practicality of interventions prior to implementation (Polit et al., 2007; Polit & Beck, 2017).

Purpose

This study aims to establish the empirical credibility of content on counseling design interventions specifically for the reintegration of students who are behind schedule in completing their thesis. The validation process was conducted through an evaluative assessment by a panel of experts, which aimed to measure the relevance, clarity, and representativeness of each component of the intervention with respect to key theoretical constructs, including subjective evaluations of control and value, emotions associated with achievement, and the concept of engagement. The expected outcome of this investigation is a model of counseling interventions that is theoretically grounded and applicable to higher education.

Research Gap

Research on delayed thesis completion widely highlights individual factors such as academic procrastination, self-regulation, and academic pressure, as well as their relationship with reduced student engagement (Steel, 2007; van der Zanden et al., 2018). Various studies also confirm the importance of achievement emotions and cognitive appraisals in shaping student learning behavior from the perspective of value control theory (Pekrun et al., 2017). However, most of these studies employ descriptive or correlational approaches, thereby providing insufficient operational insights for developing theory-based interventions.

Conversely, intervention studies focusing on students facing thesis delays often emphasize program success without thoroughly exploring the process of developing and validating intervention materials. Of course, content validity is crucial to ensure that intervention components truly reflect the intended theoretical constructs and meet the needs of the target population (Polit & Beck, 2017). This limitation indicates a lack of research on content documentation and validation in theory-based counseling interventions for student thesis completion. Therefore, this study seeks to address this gap by expert panel validation of a counseling intervention model specifically designed to assist students facing barriers to completing their thesis.

Research Question

1. To what extent is the content of the counseling intervention designed to improve the engagement of students who are late in completing their thesis valid, based on the expert panel's assessment?
2. What is the level of agreement among the expert panel regarding the relevance and representativeness of each component of the counseling intervention in representing the constructs of subjective control, subjective value, achievement emotions, and engagement?
3. Which components of the counseling intervention require revision based on quantitative input (I-CVI and S-CVI) and qualitative feedback from the expert panel?

Significance of The Study

This study has theoretical and practical significance in the development of counseling interventions in higher education settings. From a theoretical perspective, this study supports the application of the control-value theory of achievement emotions by demonstrating the validity of the intervention content, which clearly targets students' cognitive assessment, achievement emotions, and active participation (Pekrun et al., 2017). In practice, the results of expert panel validation produced a

structured counseling intervention design that is ready for use by counselors and practitioners in higher education to support students experiencing difficulties in completing their thesis (Polit & Beck, 2017).

4. METHOD

Validity Rubrics

To assess the content validity of the developed counselling intervention, this study used content validity rubrics completed by a panel of experts. The rubrics were developed based on content validity principles that emphasise the relevance, clarity, completeness, and appropriateness of items to the intervention objectives and underlying theoretical framework (Lawshe, 1975; Polit & Beck, 2006). Each component of the intervention, including session objectives, materials, counselling activities, and instructions, was assessed using an ordinal scale (e.g., 1 = not relevant, 2 = moderately relevant, and 3 = relevant). The use of these rubrics enabled a systematic, standardised evaluation of the intervention's content quality before further implementation.

The assessment section consists of two aspects, namely Usefulness of Intervention and Practical Usefulness. The first aspect refers to the expectation that the impact of implementing the intervention design will be as expected, which consists of five assessment items, namely:

1. The design objective is appropriate for solving the problem at hand;
2. The design is based on the problem at hand;
3. Designs tailored to the needs of respondents;
4. The design was developed in accordance with the underlying theory; and
5. The design specifies the positive impact that respondents are expected to gain from the intervention.

The second aspect concerns the ability to generalize the intervention design across settings and the feasibility of program implementation. It consists of nine items, namely:

1. The design was created with the intervention objectives in mind.
2. The design can be adapted to specific client characteristics.
3. The design was developed with consideration of the selection of participants who would serve as respondents.
4. The design was developed with consideration for the consequences respondents face in their daily lives.
5. The design was developed with consideration for client satisfaction with the intervention outcomes.
6. The design accounts for the client's willingness and ability to participate in the intervention.
7. The design was developed with consideration of the type of setting in which it could be applied.
8. The design was created with consideration for the characteristics of the practitioners/professionals who will use it.
9. The design was developed with consideration of practitioners' readiness to use the equipment in the intervention process.

Meeting Transcripts

In addition to quantitative assessments using rubrics, this study also collected qualitative data in the form of meeting transcripts from expert panel discussions. All discussion sessions were conducted in a structured manner and were recorded with participants' consent; the recordings were then transcribed verbatim. These transcripts serve as the primary data source for capturing the expert panel's arguments, criticisms, and recommendations in depth, thereby providing contextual understanding that cannot be fully obtained from numerical scores (Krippendorff, 2019).

Data Analysis

Qualitative Analysis

Qualitative data from meeting transcripts were analysed using content analysis and grounded theory. Content analysis was used to identify units of meaning related to the clarity, relevance, and feasibility of the intervention, while grounded theory principles were applied to allow key themes to emerge inductively from the data without imposing initial categories (Braun & Clarke, 2006; Corbin & Strauss, 2008). The analysis process included open coding, axial coding, and theme grouping, which were then used to revise and refine the intervention content.

Quantitative Analysis

Quantitative analysis was conducted by calculating the average score for each rubric item based on the expert panel's assessment to evaluate the intervention's clarity and completeness. In addition, the Content Validity Index (CVI) was calculated at the item level (I-CVI) and at the scale level (S-CVI) to determine the proportion of expert agreement regarding the relevance and clarity of each component of the intervention (Polit et al., 2007). This approach provides objective numerical indicators of the intervention's content validity, complementing the qualitative findings.

Through a combination of qualitative and quantitative analyses, this study employs a mixed-methods approach to conduct a comprehensive, methodologically robust evaluation of the intervention's content validity, as recommended in evidence-based intervention development (Craig et al., 2008).

5. RESULT AND DISCUSSION

Result

Quantitative Analysis

a. I-CVI Results (Item-level Content Validity Index)

Content validity assessment was conducted by five expert panels using a 3-point scale. Scores of 2 and 3 were categorized as relevant. The I-CVI value was calculated as the proportion of experts who gave relevant scores to each item.

Table 1. Usefulness of intervention aspects

Item	Number of relevant experts	I-CVI
Item 1	5/5	1,00
Item 2	5/5	1,00
Item 3	5/5	1,00
Item 4	5/5	1,00
Item 5	5/5	1,00
Average I-CVI aspect Usefulness = 1.00		

Table 2. Practical usefulness aspects

Item	Number of relevant experts	I-CVI
Item 1	5/5	1,00
Item 2	5/5	1,00
Item 3	5/5	1,00
Item 4	5/5	1,00
Item 5	5/5	1,00
Item 6	5/5	1,00
Item 7	5/5	1,00
Item 8	5/5	1,00
Item 9	5/5	1,00
Average I-CVI aspect Usefulness = 1.00		

According to Polit & Beck (2017), for panels of ≥5 experts, an I-CVI ≥ 0.78 indicates good content validity. All items in both aspects achieved an I-CVI of 1.00, indicating that the entire panel of experts agreed that all items were relevant.

b. S-CVI Results (Scale-level Content Validity Index)

Table 3. S-CVI/Ave (average method)

Total items	14
Total I-CVI value	14,00
S-CVI/Ave = $\frac{14,00}{14}$	1,00

S-CVI = 1,00 indicates excellent content validity. The counseling intervention design was assessed as highly content valid by a panel of experts.

Table 4. Summary of quantitative analysis results

Domain	Number of Items	I-CVI Range	S-CVI/Ave	Interpretation
Usefulness of Intervention	5	1.00	1.00	Excellent content validity
Practical Usefulness	9	1.00	1.00	Excellent content validity
Overall Scale	14	1.00	1.00	Excellent content validity

The results of the Content Validity Index analysis show that all items in the counseling intervention design have very high content validity. An I-CVI value of 1.00 for all items indicates complete agreement among the expert panel regarding the relevance of the objectives, theoretical basis, clarity of impact, and practical feasibility of the developed intervention. In terms of the usefulness of the intervention, the expert panel assessed that the intervention design aligned with the problems students face in completing their thesis, was supported by an adequate theoretical basis, and had clear objectives and expected impacts. This shows that the intervention is not only conceptually relevant but also on target.

Meanwhile, in terms of practical usefulness, expert consensus indicated that the intervention design was feasible to implement, adapted to client characteristics and service contexts, and accounted for practitioner readiness and client participation. These findings reinforce the intervention's substantial potential for implementation in a student counseling service setting. Overall, the S-CVI/Ave score of 1.00 indicates that the counseling intervention design meets the standard for excellent content validity and is suitable for proceeding to the trial or empirical evaluation stage.

Qualitative Analysis

Although the quantitative results of the CVI indicated a very high level of content validity, the expert panel also provided constructive qualitative feedback that improved the design rather than indicating content inconsistencies.

Table 5. Data collected from expert panel members

Evaluation Item	Experts	Expert Panel Comments and Suggestions	Resulting Revisions to the Intervention Design
Purpose of the counselling intervention	P1	Emphasized that the purpose should be insight-based and promote clients' self-awareness.	The purpose of counselling was restructured into an insight-based goal focused on clients' awareness of distorted cognitive appraisals and subsequent changes in emotions and behaviors. The objectives of each session were clarified and aligned with achievement indicators.
	P2	The purpose should better reflect the counselling process.	
	P3	The purpose remains overlapping and needs a more precise formulation.	
	P4	The purpose should be linked to mechanisms of change.	
	P5	The purpose is relevant but requires clearer indicators.	
Focus and problem boundaries	P1	The problem focus should be narrowed to	The intervention focus was refined to target students with low engagement in thesis

Evaluation Item	Experts	Expert Panel Comments and Suggestions	Resulting Revisions to the Intervention Design
		ensure the feasibility of the intervention.	completion, resulting from distorted appraisals of subjective control and/or subjective value.
	P2	The problem focus should be consistent across sessions.	
	P3	The boundaries of the target clients need to be clarified.	
	P4	The focus should align with the context of students working on their thesis.	
	P5	The main problem is appropriate but requires further clarification.	
Alignment with control-value theory	P1	The role of subjective control and subjective value needs to be emphasized.	Each session was revised to explicitly address the constructs of subjective control, subjective value, pride as an achievement emotion, and the processes of cognitive restructuring and reframing as key mechanisms of change.
	P2	The theory should be more visible across all sessions.	
	P3	The theoretical foundation is appropriate but needs to be made explicit.	
	P4	The action plan should clearly reflect control-value principles.	
	P5	The link between theory and practice needs to be strengthened.	
	P1	The stages should be more sequential and coherent.	
Structure and stages of counselling	P2	There is overlap between stages.	
	P3	The insight phase requires more precise delineation.	
	P4	Alternative scenarios for clients are needed.	
	P5	The structure is adequate but needs greater flexibility.	

Based on an integrative analysis of quantitative and qualitative results, it can be concluded that, from a quantitative perspective, the initial counseling framework demonstrated very high content validity (I-CVI and S-CVI = 1.00), reflecting unanimous agreement among the expert panel regarding the content's relevance and functionality. From a qualitative perspective, the expert panel assessed the

counseling design as fundamentally appropriate; however, it requires improvement in domains such as clarity of intent, the logical development of the counseling process, integration of theoretical frameworks, and practical implementation details. The qualitative feedback does not undermine the content's reliability; instead, it reinforces the sophistication of the counseling design, thereby enhancing systematization, operability, and alignment with professional counseling principles. Thus, the initial counseling framework can be considered valid in terms of content and ready for minor modifications before entering the limited trial phase or empirical investigation of the intervention's efficacy.

Discussion

The quantitative analysis results show that all intervention items obtained an I-CVI score of 1.00 and an S-CVI/Ave score of 1.00. According to the criteria proposed by Polit & Beck (2017), an I-CVI ≥ 0.78 for a panel of five experts indicates good content validity, whereas an S-CVI ≥ 0.90 indicates excellent content validity at the scale level. Thus, the counseling intervention developed in this study exhibits excellent content validity. The high CVI indicates that the expert panel assessed the intervention components as relevant, clear, and aligned with the intervention development objectives. This indicates that, conceptually, the intervention design is aligned with the problem of thesis completion delays and with the needs of the target students.

The level of agreement among the expert panel regarding the representation of the constructs of subjective control, subjective value, achievement emotions, and engagement in each intervention component. An I-CVI value of 1.00 for all items reflects complete agreement among the expert panel regarding the relevance and representation of these constructs. Qualitative findings reinforce quantitative results by showing that the expert panel assessed the theoretical framework used, namely the control-value theory of achievement emotions, as appropriate and relevant. However, the expert panel also emphasized the importance of presenting the theoretical relationship more explicitly in each counseling session. This input was then accommodated by clarifying how each session targets changes in cognitive assessments of control and value, and how these changes are expected to influence achievement emotions, particularly pride and student engagement.

This aligns with Pekrun's theory (2006; Pekrun et al., 2017), which posits that engagement in academic tasks is influenced by individuals' assessments of control and subjective values, which, in turn, shape achievement emotions and learning behaviors. Thus, the level of agreement among the expert panel is not only quantitative, but also reflected in the conceptual alignment between the intervention and the underlying theoretical framework.

Although the CVI results indicated no invalid items, qualitative findings revealed several aspects that needed refinement to improve the intervention's clarity and applicability. The expert panel highlighted the need to formulate counseling objectives that emphasize the development of client insight, to reorganize the counseling stages to make them more coherent, and to strengthen the mechanisms of cognitive and emotional change in the action plan. In addition, the expert panel suggested emphasizing the counselee's characteristics, the counselor's qualifications, and the flexibility of the counseling setting. Revisions made in response to this input indicate that content validity is assessed not only through quantitative indices but also through reflective processes and conceptual enrichment (Zamanzadeh et al., 2015). By integrating quantitative and qualitative findings, the counseling intervention developed is not only content-valid but also more systematic, applicable, and ready for testing in the next stage of research.

The results of this study support the core premise of the control-value theory of achievement emotions, which posits that individuals' engagement in academic activities is strongly influenced by their cognitive evaluations of control and subjective value. This evaluation, in turn, shapes their achievement emotions and learning behavior (Pekrun, 2006; Pekrun et al., 2017). The intervention, which has been empirically validated through this study, specifically aims to change perceptions of control and intrinsic value through cognitive restructuring and reframing techniques, in accordance with the assessment-based emotion regulation framework.

The expert panel's insights on the need to organize mechanisms that regulate emotional change align with the perspectives articulated by Gross (1998) and Gross and John (2003), who state that adaptive emotional transformation occurs when individuals successfully engage in cognitive reappraisal of the significance of a particular situation. The process of restructuring inaccurate subjective evaluations enables students to develop more accurate assessments of thesis-related

demands and their own abilities, thereby fostering positive emotions such as pride. Within the theoretical framework established by Pekrun, the emotion of pride plays an important role in increasing motivation, effort, and concentrated attention to academic endeavors.

Furthermore, validation results in practical application domains indicate that the intervention integrates the principles of contextual, easily adaptable individual counseling. This statement aligns with Corey's (2016) view that the success of counseling is greatly influenced by the suitability of the intervention to the client's characteristics, the counselor's readiness, and the service context. The reinforcement of counseling attributes across the stages of thesis work also aligns with prior literature, which states that the academic and evaluative challenges students face are inherently dynamic throughout the completion of prolonged tasks (van der Zanden et al., 2018).

Overall, the alignment between the quantitative Content Validity Index (CVI) results and the qualitative insights from the expert panel indicates that the design of this counseling intervention is not only content valid but also supported by a strong theoretical basis for implementation. This content validity provides a solid foundation for continuing the research to the empirical testing stage, which aims to assess the effectiveness of the intervention in increasing the participation of students who are late in completing their thesis.

6. CONCLUSION

The study concluded that the formulated counseling intervention demonstrated very high content validity, as evidenced by unanimous agreement from the expert panel (I-CVI and S-CVI/AVE = 1.00). Qualitatively, the expert panel evaluated this intervention as relevant and targeted, emphasizing the need for refinement of insight-driven goals, improved theory-practice connections, and a more coherent organization of counseling stages. Theoretically, these findings support the use of achievement emotion-control theory in the formulation of counseling interventions centered on academic engagement. In practice, this validated intervention provides a systematic, applicable, and empirically verifiable counseling framework for higher education counseling services.

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