



**BENEMÉRITA UNIVERSIDAD  
AUTÓNOMA DE PUEBLA**

**FACULTAD DE LENGUAS**

**Effects of Academic Procrastination:  
Perceptions of Pre-Service Students in ELT**

A thesis submitted to the Faculty of Languages

For the degree of

**Licenciatura en la Enseñanza del Inglés**

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2024

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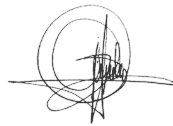


**Effects of Academic Procrastination:  
Perceptions of Pre-Service Students in ELT**

This Thesis has been read by the members of the committee of  
The faculty of languages BUAP  
And it is considered worthy of approval in partial fulfilment of  
the requirement for the degree of

**LICENCIATURA EN ENSEÑANZA DEL INGLÉS**

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2024

## **Dedications**

My life has always been surrounded by incredible women who have raised, taught, and guided me throughout my life. So, this one goes to the three pillars of my life, the maiden, the mother and the crone: Yuliana, my sister, whose support and trust in me have always been there since day one; Lidia, my personal hero and beloved mother; & María, my dearest grandma, whose loving compassion and wisdom led me to become the man I am today.

Needless to say, special acknowledgements to the equally important women in my life: Alejandra Aleida Osorio Rodriguez, who planted the seed of inspiration to become a teacher; Melina Gertrude Mühr, without whom I would still be lost and broken; and Amelia Hernandez Grande, director of this thesis who has always had faith in me and never gave up, and to whom I owe my professional and academic achievements.

Finally, I would love to give a special mention to One Direction, which for some might come off as irrelevant but for me represented a significant part of my youth and subsequent key moments in my life that led me to where I am today.

## **Acknowledgments**

I wish to express my appreciation to Mtra. Amelia Hernandez, for her assistance and commitment to providing invaluable guidance throughout this process. You have been an exceptional thesis director and an inspiration to finish things up properly and never despair. My most sincere thanks to my readers, Dra. Catalina Juárez Díaz and Mtra. María Elena Rincón González, for your time and contribution, which significantly improved this research.

## Abstract

In recent years, Academic Procrastination has started to be considered a multidimensional phenomenon that significantly influences students' academic performance. Studies on the prevalence and psyche behind these practices have experienced a significant increase. While extensive literature suggests vast negative effects of Academic Procrastination, there remains a significant gap in the reporting and understanding of these effects. This study aims to address this gap by exploring the self-perceived effects of Academic Procrastination in a population of pre-service students enrolled in an ELT programme at the Faculty of Languages, BUAP.

Through a mixed-method approach and convenience sampling, 21 students from Meta III were subjected to the application of the Academic Procrastination Scale (APS) to quantify their Procrastinatory Tendencies. However, only six students accepted to participate in a semi-structured interview which intended to explore participants' perceptions of the effects of academically procrastinating on their academic and personal lives.

Results indicate a significant prevalence of Procrastinatory Behaviours (52%) in the sampled population, particularly among female participants. Furthermore, the interviews revealed appalling side-effect symptoms of stress and anxiety in participants derived from their Procrastinatory Behaviours. Significant emotional-behavioural and physical effects, such as self-injuring behaviours, substance abuse and unhealthy lifestyles, were identified in the participants.

**Keywords:** Academic Procrastination, Arousal Procrastination, Decisional Procrastination, Avoidant Procrastination, Mixed-Method Approach, Students' Self-Perceptions, Effects, Emotional Well-being, Academic Trajectory, EFL, ELT. Procrastinatory Behaviours, Procrastinatory Tendencies.

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# CHAPTER I

## 1.1 Background

In recent years, the study of Academic Procrastination has experienced a significant increase over the past decade (Yan & Zhand, 2022), whether proposing instruments for its measurement or unveiling alarming high levels of procrastinatory behaviours in students. Despite the extensive documentation of the detrimental effects of Academic Procrastination on students by several studies (i.e. Bhatt, 2023; Cjuno et al, 2023; Ellis & Knaus, 1977; Ferrari, 1991; Islas, 2018; Klassen et al., 2010; Onwuegbuzie, 2004; Orellana-Damacela et al., 2000; Solomon & Rothblum, 1984; Steel, 2007; Tice & Baumeister, 1997; Vermeulen, 2018), there is a compelling need of research addressing the self-perceived impacts that Academic Procrastination has on students.

On one hand, the maladaptive traits of Academic Procrastination have been described as inducing vast negative impacts on students; effects such as stress, health issues, low academic performance and dropping out have been outlined (Islas, 2018; Onwuegbuzie, 2004; Orellana-Damacela et al., 2000; Sánchez, 2010; Stride & Pychyl, 2023;). However, on the other hand, some authors argue that, for some students, Academic Procrastination might be perceived and passed off as an intended positive behaviour (Bhatt, 2023; Ferrari et al, 1995, 2017; Grunschel & Schopenhauer, 2015; McCloskey & Scielzo, 2015; Sánchez, 2010) consequently arising as a thrill-seeking emotion that stimulates students' response to academic tasks as the deadlines approach. Therefore, the validation of the effects of Academic Procrastination in students is intrinsically linked to the individual's perceptions held within their context, background and even culture (Sánchez, 2010; Tan & Prihadi, 2022). These connections allow for a pertinent line of research whose outcomes might help further understand students' learning processes and the factors that constrain their academic trajectory.

On top of that, while various research carried out in foreign contexts suggest that students in higher education levels are the most commonly suffering from Procrastination, and about 40% of these students face issues due to the maladaptive traits of Procrastination (Cho & Lee, 2020; McCloskey & Scielzo, 2015; Sánchez, 2010), in the Latin-American context there is not enough reliable data allowing a proper analysis on the effects of

Academic Procrastination in students. According to Sánchez (2010, p. 88), "This is due to the lack of instruments to measure academic procrastination translated into Spanish" Additionally, Sánchez (2010) suggests that it is relevant to initiate a research line for the contextualisation of the topic; Sánchez also proposes the consideration of cultural, economic, political and social environment as affecting variables to the phenomenon. This gap not only hinders the understanding of Academic Procrastination in Latin America but also suggests a broader issue in the availability of research instruments tailored to our specific cultural and linguistic context.

Hence, the consideration of those variables in this context might support a new line of investigation by drawing attention to the effects that Academic Procrastination induces on students at the Faculty of Languages BUAP. Previous research on Academic Procrastination conducted at the faculty have only measured the levels and also provided insightful literature on the rationale behind the procrastinatory behaviours. However, none have focused on the student's self-reported general or emotional impact derived from their procrastinatory habits. Thus, this study aims to explore the levels of Academic Procrastination in Students at the Faculty of Languages BUAP and detect what effects students have perceived derived from their procrastinatory tendencies that impact their academic life.

## 1.1 Rationale

Procrastination is defined as the tendency to needlessly delay or avoid starting or finishing tasks to the point of experiencing subjective discomfort (Burka & Yuen, 1983) and has been a subject of reflection for Greek poets as early as 700BC (i.e. Hesiod's *Works and Days*, around 750-650 BC). However, it was not until the late 20<sup>th</sup> century, with the introduction of behavioural science, that attention to the rationale behind the drive to procrastinate arose, and scholars started considering Procrastination as a subject of interest. Hence, a field of research on this phenomenon started to be explored, and new types and variables were proposed in the different fields of study in which this phenomenon occurred.

Moreover, in the field of academics, Academic Procrastination emerges as a phenomenon in which students display a tendency to delay the start or completion of an academic task (Ferrari, 1992); with just a handful of research on Academic Procrastination made during the first decade of the early 2000s (Yan & Zhand, 2022), it is not until the past seven years in which new studies on the matter were published, mainly in North American and European countries (Yan & Zhand, 2022) and primarily focusing on its measurement (Bobe et al., 2024) as well as its exponential augment over the years (Kooren et al., 2024) thus, proving that Academic Procrastination has started to be a growing and worrying social phenomenon within universities and, therefore, becoming an important field for researching concerning the effects it has within different academic environments and how they diverge accordingly to the variables proper to each context.

Furthermore, several authors have pointed out the adverse effects that these procrastinatory tendencies might entail on students. For instance, Côte et al. (2023) suggest that Procrastination can lead to depression, anxiety, and high levels of stress, which, in consequence, might evolve into poor mental sanity (Stride & Pychyl, 2023). Some researchers have even linked the negative effects of Procrastination to self-harm and suicidal behaviours (Bhatt, 2023; Cjuno et al., 2023). These observations further emphasise the urge to explore these effects and potential outcomes within our context.

Consequently, in more recent years, Academic Procrastination has been stated as a prevalent issue among students and the subject of several studies worldwide in the field of education (Ferrari et al., 1995; Kooren et al., 2024; Sánchez, 2010); these studies have sought to understand not only the prevalence and measurement of Academic Procrastination but also

the rationale behind the procrastinator's mind and the factors inducing such tendencies (Bong et al., 2023; Ferrari, 1995 and 2007; Freud, 1953; McCloskey & Scielzo, 2015; Shaked & Altarac, 2023). By contrast, it has been noted that most of the research on Academic Procrastination covers mainly its measurement and the behavioural aspects of this phenomenon but have somewhat neglected the emotional aspect that this entails (Bobe et al., 2024; Yun & Zhang, 2022), therefore evidencing the necessity to explore the emotional effects that Academic Procrastination poses to students in our proper context.

Furthermore, prior to 2010 and as highlighted by Colombian scholar Sánchez (2010), research on Academic Procrastination pertaining to the Latin-American context were scarce, leaving a significant gap in the literature regarding Academic Procrastination and its measurement. Sánchez (2010) points out that this might be due to the lack of instruments to measure Academic Procrastination translated into Spanish. Additionally, as for the Mexican context, it was not until 2018 when researchers from the Universidad Pedagógica de Durango, Barraza N. & Barraza M., contextualised the validity and reliability of the Bushko's *General and Academic Procrastination Scale* published in 1998 conducting it in a Mexican academic environment on a Mexican population.

Interestingly, the Bushko scale had not been translated into Spanish until 2010 by Peruvian scholars intending to measure the prevalence of Academic Procrastination in a Peruvian context. It must be noted that in the same research, Barraza N. & Barraza M. (2018) highlighted the fact that most of the research on Academic Procrastination within the Latin-American context were carried out in Peru between years 2013 to 2017; shockingly, only six researches had been carried out in Mexico within the same period, but they had not been conducted on a Mexican population. Hence, the present thesis aims to be unprecedented research for the Faculty of Languages BUAP as, so far, no similar research considering the measurement and effects of Academic Procrastination have been conducted in our university.

Finally, as studies on the reporting of the self-perceived effects of Academic Procrastination in students have not been scarcely explored in Mexico, it is pertinent to open field of investigation considering the variables described by the authors in foreign context and observe how they behave in a Mexican setting in order to draw attention towards a deeper analysis and understanding of the effects that this phenomenon has in our community, in

hopes to enhance students' performance and experience during their academic years at the faculty as well as their private life.

## **1.2 Objectives**

- General objective:

To explore the extent to which LEI students consider themselves procrastinators, their levels of Academic Procrastination and the effects that LEI students perceive in their academic life derived from procrastinating.

- Specific objectives:

1. To measure students' levels of Academic Procrastination.
2. To explore to what extent LEI students consider themselves procrastinators.
3. To report the effects that LEI students perceive derived from procrastinating in their academic life.

## **1.3 Research Questions**

- 1) What are the levels of students' academic procrastination?
- 2) To what extent do LEI students consider themselves procrastinators?
- 3) What are the effects that LEI students perceive on themselves derived from procrastinating in their academic life?

## **1.5 Significance of the study**

It is important to continue reviewing and considering how Academic Procrastination might influence LEI students' academic lives. This study explores the effects of academic Procrastination on a part of the population at the faculty of languages BUAP; by providing data that show students who present high levels of academic Procrastination and inquiring them about how the perceived effects of these Procrastinatory Tendencies influence their academic life.

## 1.6 Keywords

**Academic performance:** the quantitative result obtained during the learning process, based on the evaluations conducted by the teachers through objective test evaluation (Sanz et al., 2017)

**Academic Procrastination:** Academic Procrastination, typically considered to be situation-specific, involves an intentional delay in completing academic-related tasks and may result from a fear of failure (Senecal et al., 1995; Schouwenburg, 1992)

**Adaptive Procrastination:** A phenomenon in which an individual procrastinates but still is high achieving and functional rather, using the procrastinatory activity as a means of motivation (Ferrari, 1998)

**Procrastination:** a tendency to delay or avoid the beginning or completion of some task. Milgram et al. (1991) point out that such behaviour represents a dysfunction of human abilities since an uncountable number of delayed and avoided tasks are a waste of time and opportunities that do not allow living an authentic life.

**Maladaptive Procrastination:** Procrastinatory activity in whose individuals experience its negative effects and are more likely to quit on difficult or anxiety-inducing tasks derived from the difficulties and emotional affections that the Procrastinatory activity arouses (Ferrari, 1998)

**Mental Well-being:** The World Health Organization describes mental well-being as a state of well-being in which the individual realises his or her own abilities, can cope with the everyday stresses of life, can work productively and fruitfully, and is able to contribute to his or her community.

**Self-esteem** is an individual's subjective evaluation of their own worth. Smith and Mackie (2007) defined Self-Esteem as "the positive or negative evaluations of the self, as in how we feel about it."

**Self-perception:** is often defined as the individual's consciousness about understanding and evaluation of their own identity and abilities (Wilson, 2018)

## CHAPTER II

### LITERATURE REVIEW

The following chapter presents a review of the literature and definitions related to the essential topics that integrate the theoretical framework of this study. Different types and causes of Procrastinatory Tendencies are described in depth according to different authors in their field of investigation, as well as their findings on the rationale behind students' inducements to procrastinate. Some reports on the effects that procrastinators might undergo are provided to understand the magnitude of this phenomenon. Finally, some variables are considered for the contextualisation and relevance of the present study.

#### 2.1 EFL

Grammarians Nordquist (2020, p.1) defined English as a Foreign Language (EFL) as “*the study and acquisition of the English Language by non-native speakers commonly where English is not the dominant language*”. Moreover, in recent years, it has been considered that the language acquisition process of the English language, or any language for that matter, is much more than mere language proficiency acquired through the technical aspects of the language but also the intercultural competence of the communicative purposes of the language (LaScotte & Peters, 2021). This broader consideration of language acquisition takes more serious attention, considering that English is rapidly becoming a lingua franca for international communication (Cogo, 2024). Hence, over the past two decades, studies pertaining to the field of English as a Foreign Language have been significant (Ali, 2020) and vastly enriched due to the different views, practices, and competencies that EFL has cross-culturally and highlight the multidimensional complexity of EFL in education. This adds value to research on Academic Procrastination as it has vastly negative impacts on the deep language-learning approaches, constraining the students' language acquisition process.

##### 2.1.1 ELT

English Language Teaching (ELT) refers to the pedagogical discourse of learning English as a Foreign or Second Language, which encompasses the dynamics of teaching methodologies and theories for the acquisition of a foreign language in an academic environment (Smith, 2021). The field of ELT has experienced important contributions throughout the decades and has changed significantly over the years with contemporary shifts

and approaches towards the ever-changing dynamics of teaching that need and must adapt to the contextual situations that learning and education are subject to. Recently, it has been argued that the discourse on ELT has embraced the psychological approach that interplays with students' academic cognitive and emotional processes during learning (Hovhannisyan, 2022; Mercer & Dörnyei, 2021). This approach aligns with the contemporary view of English as a Foreign Language teaching, which sees educators as facilitators of a more holistic learning experience beyond traditional language instruction (Curry, 2018). Hence, research on ESL have evolved significantly with the integration of new pedagogical models, paradigms, theories, methods and approaches to facilitate and comprehend the students' necessities during the language acquisition process within an academic context as well as factors that might constrain such process for the student during their academic trajectory.

## **2.2 Procrastination**

One of the earliest studies specific to Procrastination describes it as the tendency to needlessly delay or avoid starting or finishing tasks, often by putting them off on behalf of less relevant activities (William & Knaus, 1997). Throughout the entirety of human history, several accounts of procrastinatory behaviours have been made. For as long as humanity has delegated tasks, individuals have found ways to postpone them, from the earliest mentions of postponing activities in the poems of Greek authors such as Hesiod in 700BC to the somewhat recent introduction of behavioural science in the late 20<sup>th</sup> century (McCloskey, 2011) it is not until recent decades that scholars have started to consider Procrastination as an interesting phenomenon worthy of researching and analysing.

Moreover, Ferrari (2010, p463) suggests that Procrastination is "an irrational and unconscious delay that all people carry out despite knowing the negative effects that this entails". Although it is true that all people procrastinate to a certain extent depending on different factors (Ferrari et al., 2007), the implications behind the effects that the different types of Procrastination have on individuals have not been broadly addressed and analysed; with just a few reflections and theories mentioned on various research over the past decades, it is not until recent years that the focus of the study of Procrastination has re-shifted towards a more in-depth contemplation of the implications, variables and reasons behind this phenomenon.

Amongst the studies on Procrastination, prominent scholar and pioneer on the study and comprehension of Procrastination, Ferrari, alongside Harriet, identified and proposed in 1996 three major types of Procrastination: Arousal, Decisional and Avoidant, also known as the triadic model of Procrastination (Harriott & Ferrari, 1996; Islas, 2018) each describes a different behavioural trait that compels individuals to procrastinate, this Procrastinatory behaviours might be present in just one or several scopes of their lives (i.e. private life, academic life, professional life). This research will focus on the analysis of Academic Procrastination and its effects on student's mental well-being since it has been observed that Procrastination in the field of academia constrains the process of teaching and learning due to the perception of it as having "an unfavourable impact on the learning processes of students, thus affecting their academic performance and mental well-being." (Sánchez, 2010, p.88) thus allowing pertinent research in the Faculty of Languages BUAP.

### **2.2.1 (Academic) Procrastination: A Tendency or A Behaviour?**

Palmer (2017) suggests that a tendency is an inclination or predisposition towards specific actions that, acted enough, turn into behaviours. A tendency is not an action itself but a potential that may or may not manifest into an observable behaviour. On the other hand, Palmer (2017) also observes that a behaviour is the actual manifestation of the actions, reactions, and interactions with the environment which can be observed and measured, stating that "a tendency is a momentary desire to carry out a behaviour, whereas the behaviour itself may or may not occur" (2017, p.1). Thus, it has been often debated whether Procrastination is a tendency or behaviour; for instance, Groza et al. (2024) argue that Procrastination is a learned behaviour because it is the acted tendency to delay tasks, and which can be influenced or modified by internal and external factors. Similarly, Bhatt (2023), Orellana-Damacela et al. (2000) and Vermeulen (2018) also consider Procrastination as a Behaviour.

On the other hand, the great majority of authors on Procrastination consider it as a tendency given that it assesses the inclination to delay tasks (i.e. de Palo, 2017; Ferrari, 1992; Islas, 2018; Solomon y Rothblum, 1984; William & Knaus, 1997). Interestingly, other scholars choose to consider Procrastination as a *Behavioural Tendency* -to which no clear definition of behavioural tendency was found in literature- (i.e. Cho & Lee, 2022), whilst others choose to use the terms tendency and behaviour interchangeably without clear reason

(i.e. Sudirnam et al., 2023). Thus, for this study, it was determined that Procrastination (and Academic Procrastination) is both: a *tendency* because it reflects a general pattern of delaying tasks and *behavior* because it is the actual act of postponing work. Consequently, both terms, *tendency*, and *behaviour*, will be used interchangeably and accordingly (to the sense of the term or the author's perspective) throughout this research.

### **2.1.2 Chronic Procrastination: Maladaptive and Adaptive Procrastination**

As mentioned throughout this chapter, Procrastination takes different forms and arouses due to different reasons for each individual; however, there must be a distinction made in order to differentiate procrastinatory behaviours from the delay or omission of tasks on account of other more important chores [Decisional Procrastination]. Arguably, for some scholars, true Procrastination only occurs when the procrastinator finds such behaviours troublesome for their everyday life (Burka & Yuen, 2007). However, in recent years, it has been stated that Procrastination is a much more complex and multidimensional phenomenon (Bhatt, 2023; Bong et al., 2023; de Paulo et al., 2017) where recent studies have found that individuals not only engage in Procrastination as a reason to mask up their inner fears of performing poorly on the activities (Bong et al., 2023; Ferrari, 2007; Freud, 1953; Shaked & Altarac, 2023) but, interestingly, authors like Islas (2018) suggest that Procrastination represents a desirable and frequently-sought activity thus turning it into a Chronic Behaviour which highlights the normalisation of such behaviours amongst students.

Moreover, while there are individuals who almost chronically procrastinate as a maladaptive lifestyle [Avoidant Procrastination] (Ferrari & Pychyl, 2000) Adaptive Procrastination refers to the procrastinatory activity in which individuals perceive such behaviours as rather something effective for their everyday lives [Arousal Procrastination] as reportedly, in this form of Procrastination, individuals experience a hyper-focused motivation to complete tasks as the deadlines shorten (Ferrari et al, 1995, 2017; Grunschel & Schopenhauer, 2015; Sánchez, 2010; McCloskey & Scielzo, 2015). Such sympathetic attitudes towards Procrastination have increased in recent years in some sectors and groups worldwide; hence, some scholars have started to describe it as a cultural phenomenon (Bhatt, 2023; Sánchez, 2010; McCloskey & Scielzo, 2015; Tan & Prihadi, 2022) which will be later discussed in this chapter.

### **2.1.3 Arousal Procrastination**

In 1995 prominent scholar on Procrastination studies Joseph Ferrari and colleagues (1995) coined the term Arousal Procrastination to describe the behaviours of those individuals whose Procrastinatory tendencies arise when the tasks and activities are perceived as unpleasant, boring or too difficult (often postponing the endeavours in favour of more appealing leisure activities) the psyche behind this is that individuals reported feeling a thrill-seeking sensation that motivated them to have a "jump-start" on the activities once they decided to tackle them as the deadlines shorten (Ferrari et al, 1995 as mentioned in Ferrari et al, 2005). Furthermore, in the field of academics, some authors (i.e. Ferrari et al., 1995; Islas, 2018; Siagian, 2022) report that Arousal Procrastination seems to occur mainly during the evaluation period when students tend to put off studying until the last minute to study before an exam in order to retain more information. This activity, also known by students and teachers as *Cramming*, is described as trying to study, learn or memorise a lot of academic information very quickly before an exam (Siagian, 2022). Then, it might be argued that Arousal Procrastination has become an adaptive behaviour that some students have normalised and rather adopted as a systematic approach to tackle their academic chores and has rapidly become a staple in education worldwide.

These practices also have negative impacts on students' academic and private lives, which will be discussed in depth later in this chapter.

#### **2.1.2.1 Psychological Perceptions About Abilities**

The most interesting factor for Arousal Procrastination by means of *Cramming* is the students' perceptions that justify these behaviours given that "academic procrastinators seek, either actively or passively, to work under pressure and those who procrastinate have an undeniable belief in their ability to work under pressure" (McCloskey, 2011, p17). This indicates a shift towards an arguably more positive view of Procrastination, which, contrary to initial assumptions about such behaviours being avoided, is becoming increasingly accepted as a common practice among students worldwide.

Additionally, these perceptions seem to be linked to brain dopamine activity segregation, as explained in an Indonesian study by medical students in 2022, suggesting that

such positive perceptions for cramming might indeed have a physiological reason. The findings are stated as follows:

*“When a student gets a good grade through cramming, they often feel that rush of relief associated with getting away with something. That feeling of private victory in combination with the positive feedback of a good grade creates a chemical dopamine reward loop that links cramming with feelings of positive emotion. Dopamine is involved in reward and pleasure and perpetrator of cramming actually get limited dopamine from doing difficult and time-consuming tasks such as last-minute Cramming. [...] repetitive cramming cause activation of the short-term, dopamine-driven feedback loops.” (Siagian, 2022 p55)*

Furthermore, Siagian (2022, p 56) observed that cramming sessions alter the brain structure, as the subjects of their study demonstrated a stronger connection between the brain's frontal lobes and parietal lobes, which indicated that while reasoning skills are generally considered to be an activity performed by the left side of the brain, during cramming sessions the brain's right side will be forced into action. This suggests that intense study sessions activate the brain's right side, traditionally associated with reasoning, thereby improving reasoning skills. However, the study also indicated that while cramming can be effective for exam preparation, it does not necessarily contribute to long-term memory retention (Siagian, 2022). Despite these observations, Cramming continues to be a common practice for students, and even so, oftentimes, the same students acknowledge the fact that Cramming is just a temporary measure to get by an exam.

Furthermore, similar studies on Arousal Procrastination have found that this type of Procrastination occurs in other specific academic activities, such as drafting papers and reading assignments (Vermeulen, 2018). Arousal Procrastination has an interesting effect on students as, in contrast to its counterpart, *Avoidant Procrastination*, individuals seem to have created an adaptive behaviour which employs the delay of tasks in order to feel an arguably positive motivation or thrilling emotion that enables them to work expeditiously on the tasks as deadlines approach (Ferrari et al, 2007; Grunschel & Schopenhauer, 2015; McCloskey & Scielzo, 2015). This highlights the significance of understanding the students' perceptions of Academic Procrastination as they might differ significantly across contexts, populations and even time periods. It also stressed the importance of identifying the specifics that drive students to procrastinate.

#### **2.1.4 Avoidant or Evasive Procrastination**

For students who have just started university it is expected to face new situations that require a greater level of commitment and effort in performing and participating in class, including the responsibility of continuing their learning process outside of the in-classroom activity (i.e. study sessions and homework projects); As a result, some students have the tendency of evading academic chores out of the perception that failing the academic tasks might mean exposing their insufficient abilities and disadvantages to others (i.e., teachers and classmates) which evidences a maladaptive trait of procrastinating that negatively impacts students emotions and academic performance.

In this line of thinking, Evasive Procrastination is understood as fear of failure or task aversiveness (Islas, 2018; Ferrari, 1995) and is considered to be principal maladaptive form of Procrastination in the Triadic model of Procrastination (Harriott & Ferrari, 1996) given that, according to Stride & Pychyl (2023), Evasive Procrastination, in terms of Chronic Procrastination, can lead to increased stress and poor mental health. This further underscores the importance of addressing Procrastination not just as an academic issue but as a broader health concern.

Furthermore, Freud (1953, p.237) declares that the tendency to Procrastinate is nothing more than “a warning sign to the ego of the repressed unconscious mind of something that could be harmful to it”. Consequently, Evasive Procrastination can be assumed to be a defensive mechanism for the ego, as people rather choose to avoid or delay a task than performing and potentially failing it (Ferrari et al., 2007). Therefore, uncovering the fundamental reasons behind students' tendencies to procrastinate on their academic tasks could provide valuable insights into enhancing their academic trajectory. Understanding why students procrastinate is crucial for the development of strategies that can improve their academic performance. This can lead to more effective interventions that support students in overcoming Procrastination and achieving academic success.

##### **2.1.4.1 Perfectionism and Fear of Failure**

Evasive Procrastination is assumed to emerge as a defence mechanism for individuals' egos as a means of shielding from potential criticism provided failing or misperforming in their academic activity. Such fear of failing is often related to a maladaptive

form of Perfectionism first described by Karen Horney in the fifties. While Horney (1950) described and explored the origins of Perfectionism and Fear of Failure in the field of psychology, in recent years, proposals on the correlation between Academic Procrastination, Fear of Failure and Perfectionism have arisen.

Notably, Cho & Lee (2020, p 122) suggest that Perfectionism, fear of failure and stress might be contributing factors to Academic Procrastination as "people with overwhelming perfectionistic tendencies tend to avoid situations where they need to meet unrealistically high standards" Furthermore, Bong et al. (2014 as mentioned in Sudirman et al. 2023) accordingly mention that Perfectionism might lead to Procrastination caused by fear of failure given that, when failing at their academic activity, students may face guilt and disappointment by not having reached the unachievable high standards they have put onto themselves. Similarly, Islas (2018, p23) suggests that a socially prescribed form of Perfectionism may play an important role in procrastinators as "socially prescribed perfectionists believe that others evaluate them critically and that there are high expectations for them to be perfect" (p. 23). These observations suggest that fear of failure by means of Perfectionism and vice versa might have to do principally with the self-imposed perfectionistic ideals rooted in outer factors that individuals assume are necessary to prove their competence.

Interestingly, Tan & Prihadi (2022) suggest that the impacts of Academic Procrastination are not uniform across all student populations; they observed that the link between Fear of Failure and Academic Procrastination did not significantly occur among first-year students, suggesting that the impact of fear of failure on Procrastination may vary across different academic years. Hence, this adds to the interest in potentially studying this phenomenon with a longitudinal perspective, as it underscores the possibility of yet encountering more variables of interest that might behave differently within the same context.

Finally, albeit most of the research on Perfectionism and Academic Procrastination have found inconclusive or altogether negative results between the two, it has been reported that Fear of Failure does lead to Academic Procrastination by way of Evasive Procrastination as suggested by Cho & Lee (2020 p122) "perfectionistic concerns [fear of failing] have a positive association with procrastination, whereas perfectionistic strivings have a negative association with procrastination". In other words, Perfectionism tends to reduce

Procrastination as perfectionists eagerly act in order to avoid failure; meanwhile, Fear of Failure is more likely to cause students to procrastinate since Evasive Procrastination based off of the idea of perfection -not Perfectionism- brings about an aversiveness to the academic tasks fogged by the fear of undergoing negative feedback, judgement or opinions issued by the student's teachers, peers and parents provided they do not meet the self-imposed idea of perfection (Naz et al, 2021) thus perceiving the task as anxiety-inducing and consequently procrastinating on it resulting from the necessity of attaining positive standards or expectations from others in a form of Perfectionism that is socially prescribed (Hewitt and Flett 1990, 1991; as found in Ferrari, 1992) and acts as an external motivator for the maladaptive ideal of perfection.

### **2.1.5 Decisional Procrastination**

Decisional Procrastination is part of the triadic model of Procrastination proposed by Harriott & Ferrari (1996). It refers to the individuals' tendency to make decisions often characterised by their inability to decide whether starting a task in a pertinent-timely manner (Islas, 2018). Decisional Procrastination can be further understood through the works of Janis & Mann (1997) on *The Conflicts on Decision Making* as it encompasses the rationale behind the individual's decision-making process and the psyche of the factors that might interfere with deciding, especially the stress that individual experience during the decision-making process. This stress results from the conflict between the need to decide and the potential negative consequences of that decision, which can lead to patterns of behaviour such as vigilance, hypervigilance, or defensive avoidance (Janis & Mann, 1997). Hence, Decisional Procrastination further evidences the maladaptive traits of procrastinating, which, in contrast to Avoidant Procrastination, refers to the fear of making the wrong choice during the decision-making process and can represent a profoundly more complex phenomenon for each individual.

Furthermore, in words of Orellana-Damacela et al. (2000, p226) "individuals try to escape from making a decision by procrastinating [as] this kind of procrastination means to put off making a decision within some specific time frame". Interestingly, Orellana-Damacela et al. (2000) and Islas (2018) mention the complexity of decision making in Decisional Procrastinators as a maladaptive form of Procrastination given that the conflicts of delaying making a decision seem to be linked to a negative set of beliefs and perceptions

of the individuals that perceive the given tasks as challenging or too complex for their abilities (Islas, 2018, p19) thus fearing potential unsatisfactory or risky outcomes when performing such task, this seems to be similar to the rationale behind Avoidant Procrastination and is described by Janis & Mann as a nonadaptive pattern of coping with challenge (1997 as found in Orellana-Damacela et al. 2000). However, while both forms of Procrastination can negatively impact productivity and performance, they differ fundamentally in their focus as evasive Procrastination is action-oriented and decisional Procrastination is decision-oriented; either way, both types represent a detriment for the affected individual.

## **2.2 Academic Procrastination**

Students' involvement in academic activities is essential for proper knowledge acquisition, as they must have adequate academic performance in and out of the classroom. Academic Procrastination is described as the tendency to delay or avoid schoolwork and academic tasks instead of putting an active effort to deal with them rapidly and successfully (Sánchez, 2010), which, in consequence, leads to poor academic performance as it interferes with the learning process. Additionally, it is estimated that up to 80% of graduate students experienced high levels of anxiety, which emerged in particular-specific situations during their active academic years, such as unsuccessfully learning and applying new knowledge, making decisions, generating ideas, and solving problems. These negative experiences triggered by Procrastinatory Behaviours tend to end in static states of helplessness for the troubled students (Onwuegbuzie, 2004). This demonstrates that Procrastination has become a prevalent issue in education, which also provokes negative impacts to the students' emotions beyond their already implied academic trajectory.

The increase and development of the alterations present in procrastinators not only affect their academic context, but since the mental well-being of people with these tendencies is exposed to such alterations, their private lives are at the expense of being affected to a greater degree. Despite the setbacks that Academic Procrastination causes, a significant percentage of students openly prefer not to do something to address it since they are not directly affected negatively by these trends (Grunschel & Schopenhauer, 2015). This seems to be related to a tendency to delaying tasks as "a thrill-seeking experience to avoid boredom" and "working better under pressure" (Ferrari et al., 2007, p.459). In any case, the presence of

Procrastination reflects a problem in the development of the student's abilities, even more so in a university environment in which there is a necessity to achieve a competitive academic performance and to promote autonomous learning in students who seek to improve the quality of their academic and personal lives.

### **2.2.1 Facets of Academic Procrastination**

In early studies on Academic Procrastination, different components for Academic Procrastination were proposed as distinct characteristics that differentiated *Active Procrastinators* [individuals who intentionally Procrastinate by means of Arousal Procrastination] from *Passive Procrastinators* [Procrastinators that suffer the maladaptive traits of Procrastination] (Chu & Choi, 2005). These assumptions proposed that, in order to qualify as a procrastinator, individuals should 1) prefer time pressure; 2) intentionally procrastinate 3) be able to meet deadlines; and 4) be satisfied with the outcome. However, the author four years later discontinued these four distinctive characteristics herself (Choi & Moran, 2009), given that these assumptions narrowed and limited the multifaceted dimensions of Academic Procrastination from its rationale to how it arises and manifests.

Consequently, Scielzo & McCloskey (2015) redefined and proposed six new facets that encompassed the general influencing factors for Academic Procrastination: A) psychological beliefs about abilities; B) distractions; C) social factors; D) time management; E) personal initiative; and F) laziness. Each one will be discussed briefly:

#### ***A) Psychological Beliefs***

As thoroughly discussed in point 2.1.2.1, the adaptive traits of Procrastination often refer to the student's rationalisation of their tendencies as an ability to work better under pressure. Moreover, Scielzo and McCloskey (2015) correlate these beliefs with what Sokolowska (2009 as mentioned in Scielzo and McCloskey, 2015) calls in the field of psychology as *Academic Self-Concept*; this self-concept represents a self-reflective view of the students' abilities that influence their beliefs of being effective or ineffective students. Contrastingly, Islas (2018, p19) proposes that the perceived complexity of the task might ponder the students' psychological beliefs about their abilities, leading them to an aversiveness or avoidance of academic tasks.

Therefore, students' beliefs of their abilities to perform academic tasks are influencing factors to Procrastination, as having the perception to work better under pressure leads students to underestimate the complexity of the task or, as proposed by Arousal Procrastination, leads them to seek the thrilling-sensation in order to tackle the tasks; This also suggests that a negative perception of the psychological beliefs of the students' abilities might lead them to consider themselves incapable of executing the tasks.

Additionally, it could be argued that this “*Negative*” *Academic Self-Concept* (the negative self-perceptions regarding their academic abilities) in students make them more likely to engage in Procrastination as a maladaptive coping mechanism [Avoidant Procrastination] given that several studies (i.e. Hofer et al., 2024; Islas, 2018; Yang et al., 2023; Ziegler & Opdenakker, 2020) have found a correlation between negative emotional self-perceptions as negative predictors of Academic Procrastination indicating that, as students' self-esteem decreases, their Procrastinatory Behaviours increase. However, the consideration of these *Negative Academic Self-Concepts* might be biased as these academic self-perceptions might be influenced by underlying clinical conditions more pertinent to other areas of study, thus limiting this first facet of Academic Procrastination to mostly its adaptive traits but consequently opening a potential gap of research on the influencing factors for Positive and Negative Academic Self-Perceptions in relation to Academic Procrastination and how they influence one another.

### ***B) Distractions***

Various studies on Procrastination (Ferrari, 2005; Rozental et al., 2022) have observed that individuals tend to curb certain activities in favour of others more appealing, fun or interesting (i.e. attending social events, sleeping, watching television, navigating on social media or playing in order to distract or distance themselves from academic responsibilities). McCloskey (2011) concludes that these behaviours might be linked to a *type of Task Aversiveness* by observing that “the more individuals dislike a task, the more they are prone to procrastinate on it” (p.18). Furthermore, Islas (2018, p17) describes these decisions of favouring one task over another as *Trade-offs* in which individuals are cognizant of the potential adverse outcomes of their decisions but do not seek to deliberately harm themselves; they just favour the beneficial/instant distractions despite knowing the harmful costs that this entails.

Furthermore, Islas (2018, p17) considers these behaviours as *Self-Handicapping Behaviours* in which students seek to escape their responsibilities (Török et al., 2018). Moreover, Parks & Sperling (2012) consider these behaviours as self-imposed barriers that students can later blame for their lack of success, provided they perform poorly. These observations are consistent with Avoidant Procrastination, while *trade-offs* could be linked to Decisional Procrastination and depending on the reasons for these *trade-offs*, Arousal Procrastination might influence the decision-making process during these situations.

Finally, and as illustrated by Yan & Zhang (2022), more recent studies on academic Procrastination consider modern factors such as Social Media and Digital technologies as primary distractors for modern procrastinators (Aznar-Díaz et al, 2020; Ramirez-Gil, 2021; Vermeulen, 2018) observing that an increasing number of students tend to get distracted on their devices during class and also present a problematic internet usage that interferes with their academic tasks driving them to procrastinate.

### ***C) Social Factors***

Scielzo & McCloskey (2015) stipulate that social factors such as work, friends and family can promote Procrastination in the sense that these components of life require self-regulating skills (Ragusa et al., 2023) in order to balance responsibilities and social life. Moreover, Scielzo & McCloskey (2015) observe that students who have just reached the university stage might experience a social adjustment and independence characterised by the struggle of juggling and managing their social lives with their academic and professional responsibilities. Furthermore, McCloskey (2011) concludes that the responsibility that comes with this newfound sense of independence and autonomy might be perceived as too stressful to keep up with my students, which in turn might cause students to disregard academic deadlines and projects, leading them to procrastinate on them in favour to maintain their social relationships.

### ***D) Time Management***

Time management refers to the ability to intentionally control activities and behaviours in order to efficiently maximise one's available time (Mish, 1994, as found in McCloskey & Scielzo, 2015, p.7). Arguably, poor time management skills might be contributors to

Academic Procrastination as it is culturally desired for students that, in order to succeed academically, they must show up on time to classes and deliver the academic tasks in a timely and properly manner. This Facet of Procrastination can be linked to the *Social Factors* proposed above as, apart from juggling their social lives, students also have to consider their academic load, other responsibilities, commitments, and unforeseen events.

Finally, Ragusa et al. (2023) examined the effects of academic self-regulation on Procrastination, finding that poor self-regulation skills were associated with higher levels of Procrastination. Their study highlighted that the effects of Procrastination, in turn, predict increased academic stress and anxiety, which could further affect academic performance. These observations then suggest that Time Management Skills are potential influencers of Procrastinatory Behaviours but not as a predictor of Procrastination.

#### ***E) Personal Initiative***

Motivation is thoroughly and acutely associated with Procrastination, as it has been generally assumed that students are more effective and involved academically when motivated (McCloskey, 2011). Furthermore, Bhatt (2023) highlights the impact of motivation on Academic Procrastination by describing *intrinsic motivation* as the inner-personal interest, goals and achievements that drive individuals to engage and academically succeed, as intrinsically motivated students are likely to avoid Procrastinatory Behaviours. Additionally, Bhatt (2023) considers factors such as external rewards, punishments, and outer-oriented expectations as *extrinsic motivators* that interplay with Academic Procrastination as students' academic performance may be conditioned by these extrinsic factors; some other authors even consider Religiousness as an intrinsic academic motivator (i.e. Govil, 2023; Gunckel, 2016; Horwitz, 2021) although this consideration is not straightforward nor general as it may vary across different religious traditions and is dependent on the individualistic views of the subjects.

Moreover, as mentioned before, Fear of Failure and Perfectionistic ideals are considered influencing factors for Procrastination (Cho & Lee, 2020; Bong et al., 2014; Islas, 2018), as "Students who fear failure may avoid starting tasks to protect their self-esteem, while perfectionists may delay work to avoid the anxiety associated with potential imperfections" (Bhatt, 2023, p. 13). These propositions suggest that arguably negative traits act as extrinsic motivators driving students to avoidantly engage in Procrastination.

In this line of thought, the motivational traits of an individual are described by Scielzo and McCloskey (2025) as *Personal Initiative*, referring to the internal set of characteristics, attitudes and personal justifications that drive individuals to engage or refrain during academic performance in their academic trajectory. Finally, it has been proposed that students whose motivators are intrinsically oriented tend to procrastinate less when compared to those whose motivators are externally oriented.

#### ***F) Laziness***

Arguably, procrastinatory behaviours are often culturally dismissed as simply *Laziness*. Mish (1994, as mentioned in Scielzo and McCloskey, 2015, p8) defines Laziness as the tendency to avoid work even when physically capable of; accordingly, Scielzo & McCloskey (2015) argue that even though Laziness does not necessarily need a justification, it does exhibit a degree of task aversiveness. These observations suggest that what is dismissed as simply "Laziness" might be rooted in more profound, not easily identifiable reasonings.

### **2.3 Cultural Perceptions of Academic Procrastination**

The cultural perceptions regarding Academic Procrastination diverge significantly from culture to culture (Tan & Prihadi, 2022); for instance, Scielzo & McCloskey (2015, p. 3) observe that diverse studies have found that "Procrastinators tend to rationalise their tendencies to putting things and their ability to work under pressure [...] since those who procrastinate have an undeniable belief of "working better under pressure"; this justification to delaying academic work shows that a large percentage of students have adopted Academic Procrastination as an accepted cultural practice, as a common factor within their academic habits without an intend to change it (Sánchez, 2010). Hence, it can be implied that the perceptions towards the Procrastinatory practice have shifted towards the normalisation of these tendencies among students, which might contribute to a rise in the levels of Procrastination among student groups.

Arguably, it is difficult to take Procrastination as something counterproductive in academic performance when Procrastination is seen as something normal every day in some context. Perhaps instead of causing a decrease in their mental well-being, their ego is actually what is increasing (Freud, 1936), taking Procrastination as a functional strategy (Chu & Choi,

2005) in their academic performance without having any emotional or mental repercussions and rather thriving on it. Furthermore, Grunschel & Schopenhauer (2015) consider that these "positive attitudes" towards Procrastination result from some cases in which procrastinators do not experience negative affections by such tendencies; in other words, people whose academic and mental well-being is negatively affected by Procrastination are those who seek to reduce such tendencies whereas those who have found an adaptive mechanism (Sánchez, 2010; Islas, 2018) in their procrastinatory tendency, continuously engage in these behaviours as a strategy)

### **2.3.1 Gender Relation and Academic Procrastination**

The diverging relationship between males and females regarding the extent of their Procrastinatory Tendencies has been a subject of interest in diverse research. Most notably, Balkis & Duru's (2017), Ferrari's (2005b) Klibert et al.'s (2011) and Suárez-Perdomo & Feliciano-Garcia's (2020) observations on the gender differences in Academic Procrastination have reported that females tend to generally engage less in Procrastination and achieving better academic outcomes when compared to males with male populations being more prone to suffer the negative effects of Procrastination.

Furthermore, Balkis & Duru (2017) found that academic Procrastination was negatively related to academic performance and satisfaction with academic life. They observed that male students reported higher levels of academic Procrastination and, consequently, lower levels of academic performance and life satisfaction. Additionally, Suárez-Perdomo & Feliciano-Garcia (2020) suggested that societal and cultural expectations might influence the tendency to procrastinate. This is particularly interesting in researching the same subject in different contexts as this unveils and underscores the multidimensional aspects of Academic Procrastination and the variables that influence the phenomenon.

Moreover, Suárez-Perdomo and Feliciano-Garcia (2020) elaborate on the traditional gender roles and stereotypes that may pressure males into exhibiting behaviours that are perceived as less studious or diligent, whilst females might be more encouraged to demonstrate responsibility and diligence in their academic pursuits; these assumptions may potentially contribute to the observed differences in procrastination behaviours. Hence, in Latin American countries, and more specifically in Mexico, these gender-based cultural expectations may play an even more significant role in the unfolding of Academic

Procrastination given that, unfortunately, Mexico still has enormous sexist ideals that prevail even in modern society.

## **2.4 Effects of Academic Procrastination on Students**

there have been several papers and research published outlining the substantial aspects of Procrastination, such as the psyche behind it (Freud, 1953) or its measurement (Ferrari, 2007), very scarce and sporadic research has been done reporting the impacts or effects that the procrastinatory activity has on individuals' mental well-being within Latin America, much less at the Faculty of Languages BUAP. Interestingly, in Eastern foreign contexts, Procrastination research consistently find that the procrastinatory activity in individuals tends to make them experience low levels of self-esteem, low levels of confidence, self-defeating thoughts as well as depression and anxiety, and, in more severe cases, self-harm and suicidal behaviours (Bhatt, 2023; Cjuno et al., 2023; Ellis & Knaus, 1977; Ferrari, 1991; Islas, 2018; Klassen et al., 2010; Solomon & Rothblum, 1984; Steel, 2007; Tice & Baumeister, 1997; Vermeulen, 2018).

Milgram et al. (1991) point out that procrastinating represents a dysfunction of the human abilities as procrastinating is a waste of time and opportunities that do not allow one to live a fully authentic life. This dysfunction is due to negative factors emerging during the procrastinatory process, such as stress, anxiety, panic, frustration and feelings of distress and sadness worsened by the more delay the Procrastination puts in the task, inhibiting the regular daily development of the procrastinator. Likewise, Sigmund Freud, in his work *Inhibitions, Symptoms and Anxiety* (1953, p89), mentions that "inhibited to fulfil a task, the subject experiences a decrease in his pleasure or becomes less capable of doing it well." Which suggests an affection to the mental well-being of the procrastinator.

Furthermore, in recent years, it has been proposed that there might be affections not only on students' mental well-being but potentially to their physical health, too. Côté et al. (2023, p7) observe that "*higher levels of procrastination were associated with worse subsequent mental health (depression, anxiety, and stress symptom levels), having disabling pain in the upper extremities, unhealthy lifestyle behaviours (poor sleep quality and physical inactivity), and worse levels of psychosocial health factors (higher loneliness and more economic difficulties)*". These remarks further correlate with the observations of Islas (2018, p11), mentioning that these stressors can have serious long-term effects on the individual's

emotional, physical and psychological well-being given that prolonged stress due to Chronic Procrastination (Ferrari & Pychyl, 2000) may lead to further health problems in the myocardium (high blood pressure and coronary diseases). Moreover, Islas (2018), Kilbert et al. (2011) and Siagan (2022) also observe that procrastinators might be prone to substance abuse as means to distract themselves from their responsibilities (Islas, 2018) or enhance their performance during their cramming sessions (Siagan, 2022). These poor behavioural habits tend to commence in students' academic years and be continued well into their professional lives, with their procrastinatory habits expanding into other areas of their private lives (Ferrari, 2005b).

Arguably, however, other authors, including the research by Côte et al. (2023) cited in this thesis, have found inconclusive results given the scant amount of information on this phenomenon and its effects. Thus, they evidence the necessity to broaden and deepen the attention brought to the study of Procrastination and the report of its effects.

#### **A) Effects of Academic Procrastination: Anxiety, Stress and Clinical Conditions**

According to literature, *anxiety* and *stress* are the two most common prevalent effects observed in Procrastination (Bhatt, 2023; Côté et al, 2023; Cjuno et al, 2023; Ellis & Knaus, 1977; Ferrari, 1991; Freud, 1953; Islas, 2018; Klassen et al., 2010; Solomon & Rothblum, 1984; Steel, 2007; Tice & Baumeister, 1997; Vermeulen, 2018) that may affect both, physically and emotionally, procrastinators.

Firstly, according to the World Health Organization (*WHO*) (2023), *stress* can be defined as a state of worry or mental tension caused by a problematic situation as a natural response that prompts individuals to address challenges and potential threats. Furthermore, the WHO (2023) observes that the way in which individuals respond to stress makes a big difference to their overall well-being by stating that stress can manifest physically in individuals through headaches, body pains and disturbed patterns of sleep and eating disorders such as overeating or loss of appetite which also suggest behavioural implications. The WHO (2023) also suggests that stress can worsen pre-existing health problems and predispose individuals to substance abuse. These remarks correlate with the observations of Islas (2018), Kilbert et al. (2011) and Siagan (2022) on the effects of Academic Procrastination in students mentioned above, which further correlate with McCloskey (2011)

and Islas (2018) on *Task Aversiveness* in contrast to Freud's (1953) observations on an unconscious defensive mechanism for the ego as reasons to procrastinate.

Secondly, *anxiety* has been seen as a Procrastinator's coping mechanism (Solomon & Rothblum, 1984) as students delay the anxiety associated with academic tasks, which might be linked to *Fear or Failure* [Avoidant Procrastination] (Cho & Lee, 2020) or *Task Perception* (Vermeulen, 2018), but, interestingly, this delay also induces more anxiety as deadlines approach, thus, creating a vicious cycle (Solomon & Rothblum, 1984). Moreover, for *Chronic Procrastination* (Ferrari & Pychyl, 2000), these prolonged states of anxiety that individuals subject themselves into might trigger an *anxiety disorder*, which the WHO (2024) defines as experiencing an intensive and excessive constant sentiment of fear and worry that manifests as irritability, nausea, sleeping disorder, panicking and restlessness that can significantly distress the individual and make them more prone to depression, substance abuse and suicidal behaviours which further correlate to the observations of Kilbert et al. (2011) on the clinical implications of Procrastination in individuals.

Finally, and as mentioned extensively throughout this study, the considerations of underlying clinical conditions (i.e. depression, ADHD, impairing diseases) for this study as side-effects of Academic Procrastination might be biased as these conditions are much more complex and pertinent to other areas of study to which no literature, to the time of this study, has been found on the interplay between Academic Procrastination and subsequent clinical conditions. However, the scant literature on Academic Procrastination touching on clinical Psychology suggests a cyclical and reciprocal dynamic implying that certain traits for some clinical conditions might induce Procrastinatory Behaviours and, in turn, Procrastination exacerbates some of the symptoms of these clinical conditions.

#### **2.4.1 Self-Handicapping Behaviours**

Another maladaptive trait for chronic procrastinators is the Self-Handicapping behaviours, which represent a range of actions and attitudes that individuals may adopt in order to irrationally create obstacles to their own success (Török et al., 2018), often by creating excuses for avoiding potential failure. Moreover, Parks & Sperling (2012) suggest that students who procrastinate may do so as a way to avoid confronting their academic challenges directly by instead choosing to create barriers that can later be blamed for their

lack of success. These observations fall in line with the premises for the Avoidant type of Procrastination in which students perceive the tasks as a potential exposition of their weaknesses, provided they fail at performing them.

Most notably, Török et al.'s 2018 study on the correlations between Academic Procrastination and Self-Handicapping behaviours by means of Fear of Failure astonishingly, their findings suggest that high self-esteem were associated with lower levels of Procrastination and lower self-esteem correlated with increased Self-Handicapping and Procrastination. This suggests that Self-Handicapping behaviours may serve as a protective mechanism for individuals with lower self-esteem, helping them to manage the expectations and potential failures in academic pursuits, which emphasises Freud's observation in his 1953 *Inhibitions, Symptoms and Anxiety* mentioned above.

Similarly, Islas (2018, p17) observes that a form of evasion, consistent with Decisional Procrastination, occurs by means of *Trade-Offs*, meaning that individuals choose a particular response-behaviour that represents some benefits [Distractions] at the cost of self-harmfully avoiding responsibilities, in words of Islas (2018):

*“The individual is cognizant of the potential self-harm but does not seek to deliberately harm themselves. For example, students who choose to go to a late-night party instead of studying for an upcoming exam engage in trade-offs by choosing the more favourable task (fun at a party = beneficial goal) despite knowing the potential setbacks that can occur (poor grade on their exam = self-harmful cost). In this case, it is not that students want to deliberately do poorly on their upcoming exams; it is simply that they have accepted the possible harmful cost as a consequence of obtaining an alternative immediate goal (fun at a party).”* Islas (2018 p.17)

These observations are consistent with the second Facet of Procrastination proposed by Scielzo and McCloskey (2015), "*Distractions*," as it supports the idea that individuals often tend to postpone negatively perceived academic tasks in favour of more appealing/fun activities despite the potential negative cost of postponing the academic endeavours, thus exhibiting self-handicapping behaviours.

## **2.5 Instruments for Measuring Academic Procrastination**

The study and measurement of Academic Procrastination has significantly evolved over the decades, with various scales developed to capture its multifaceted nature in specific

populations or contexts. The Procrastination Assessment Scale for Students (PASS), developed by Solomon and Rothblum in 1984, was one of the pioneering tools focusing on the prevalence of Procrastination across different academic tasks. Later on, the McCown and Johnson's 1989 Adult Inventory of Procrastination (AIP) emerged as an early method for "a global measure of frequent Procrastination activity that examines a variety of tasks to deflect the potential disclosure of disabilities or incompetence" (Ferrari et al., 2007, p.459) the importance of these measurements lies within the fact that even in these early stages of research in the field of Academic Procrastination, it had been pointing out that students with maladaptive traits of Academic of Procrastination are susceptible to developing negative traits to their mental well-being, mainly affecting their self-esteem since "it seems to reflect low self-esteem and zero self-confidence" (Ferrari et al., 2007, p. 459). Therefore, understanding and recognising these behaviours is crucial for enhancing the student's academic trajectory as well as improving the overall panorama of education in Mexico.

On the contrary, Steel (2007) argues that other factors contributing to the validation of the different Academic Procrastination scales should be taken into account in order to validate these behaviours as *Pure Procrastination* given that, in his words, "*It is not surprising that many measures have been proposed to operationalise such unnecessary and irrational delay, and the debate continues on the psychometric properties of these measurements and what scale might be considered "Best for use in research"*" (p. 2) and consequently proposing his own *Pure Procrastination Scale* (2007) for valid measurement of Procrastination. However, it is interesting that scales proposed for the measurement of Academic Procrastination have been scarce, with a special mention to the Bushko's General and Academic Procrastination Scale, introduced in 1998, which had been the predominant tool for Procrastination research up until the late first decade of the 2000s. Arguably, Bushko's *General and Academic Procrastination Scale* should have started to be considered outdated by that time. However, new propositions for the measurement of Academic Procrastination were not made until the first part of the second decade of the 2000s.

Despite the clear need for updated instruments (some already being underway in other countries), Perú, the first Latin-American country to contextualising this field of research, only began translating and implementing the Bushko's scale in early studies in 2010. In Mexico, it was still being in use by 2017 (Barraza et al., 2018). This does not only

evidence the incredible understanding and work that had been done in other contexts but further evidences the significant gap that Latin America has fallen behind in the study and contextualisation of a phenomenon that clearly poses an incredible detriment to the field of academics and education.

Similarly, one of the most recent and widely validated instruments for measuring this phenomenon is the Academic Procrastination Scale (APS), proposed by Scielzo and McCloskey in 2015. As of 2024, the APS continues to be prominently used in various research worldwide, implying its enduring relevance and utility. Attia & Abdelwahid (2020, p2) further explain that the 25 items of the APS are grouped under the six facets of Procrastination previously discussed in this chapter: *psychological beliefs* (5 items); *distractions* (4 items); *social factors* (3 items); *time management* (4 items); *personal initiative* (5 items) and *Laziness* (4 items) measured on a five-point Likert scale ranging from (1) strongly disagree to (5) strongly agree with five of these items measured in reverse. The specifics to these items will be further discussed in chapters III and IV of this research.

Finally, Kharrazi and Ghanizadeh (2023) conducted a study on Academic Procrastination, underscoring the negative impacts that Procrastination has on students learning English as a Foreign Language by using the Scielzo and McCloskey's APS. Their research revealed that Academic Procrastination is a significant predictor of burnout, positively correlating with the negative repercussions suggested by the different authors in chapter two. Moreover, their study contributes to the understanding and evidence of how psychological factors interplay and affect language learning in present years, which, in return, provide insights that could help educators identify at-risk students who might undergo these negative outcomes and potentially affect their academic trajectory and their private lives.

## **2.6 Academic Procrastination Research Around the World**

Over the last decade, studies on Academic Procrastination started emerging prolifically worldwide as the awareness and prevalence of this phenomenon raised amongst scholars. For instance, avid Italian-author Ferrari is widely recognised as a pioneering figure in Procrastination research. Ferrari has done extensive research and made significant contributions to the understanding of Procrastination, most notably his collaborative work with Harriott in 1996 proposing the triadic model of Procrastination, which addressed the cognitive and behavioural aspects of Procrastination that fall into three main categories:

Arousal, Decisional and Avoidant. Furthermore, Ferrari conducted several cohort studies in various English-speaking countries (2005a), thus contextualising the cross-cultural implications of this phenomenon. On top of that, Ferrari et al. (2005b) started exploring different variables of interest that might interplay with the procrastinatory behaviours (i.e. sex, age, demographics, status, etc.), arguably setting the basis for future research.

Extraordinarily, Chinese authors Yan & Zhang (2022) conducted a Systematical Bibliometric Analysis on Procrastination-related research worldwide whose findings collected 1,635 articles published between 1990 and 2020, also observing that most of the research done has focused on students [Academic Procrastination] and have a predominant inclination to the use of self-reported data collection methods. Additionally, according to Yan & Zhang (2022), specific research topics have gained extraordinary attention in a brief time period, with psychological and emotional implications, measuring instruments, and social media factors having risen as variables of interest in the past seven years. Finally, and most notably, countries like the United States, Germany, and Canada are the leading countries that have produced substantial literature elucidating the scarcity of research on Academic Procrastination in Latin America.

Furthermore, research on Academic Procrastination, as previously suggested above, have addressed the multifaceted complexity of this phenomenon by proposing and correlating interesting variables and cross-cultural perceptions that may interplay with how this phenomenon behaves in different contexts. For instance, it is interesting the 2023 article in the *International Journal of Islamic Educational Psychology*, where researchers conducted a study on the relationship between Perfectionism and fear of failure in procrastinators, during which few remarks of the Islamic views on Academic Procrastination classified procrastinators as *ungrateful individuals* whose inability to motivate themselves, their time management and the *anxiety* and *lack of self-confidence* derived from their procrastinatory tendencies are *detrimental* to their society, religion and families as "In Islam, education is also considered a shared responsibility between individuals, families and societies" (Sudirman et al. 2023 p138) Furthermore, the research states that procrastinators must develop devotion to Allah in order to overcome the difficulties posed by Procrastination.

However, even though various researchers have disproven Religiousness as a predictor of Procrastination (Zarzycka, 2019), it is still interesting to observe how different belief

systems perceive a relatively common worldwide prevalent phenomenon and how these types of perceptions might potentially represent a contributing factor for the emotional effects that Academic Procrastination poses to students.

Moreover, research on Procrastination has also explored other variables and components on the effects of this phenomenon to the emotional well-being of the individuals affected. For instance, in Peruvian researchers -Perú, being the most prolific Latin-American country on Academic Procrastination research- conducted a study in 2023 on Academic Procrastination in correlation to Depressive Symptoms and Suicidal Ideation on 578 students using the APS. Cjuno et al. (2023) found a positive and significant correlation between Procrastination and suicidal Ideation, with individuals who obtained a higher score of Academic Procrastination reporting higher scores for suicidal Ideation. Similarly, Rozental et al. (2022), during a study in Sweden found that Academic Procrastination among university students is associated with subsequent mental health problems, disabling pain, unhealthy lifestyle behaviours, and worse psychosocial health factors that may contribute to suicidal thoughts and behaviours. The implications of these findings are substantial, indicating that research on Academic Procrastination should further consider the psychological aspects of Procrastination, not merely as a detriment to academic performance but as a potential risk factor for serious mental health issues.

Overall, the last decade of research on academic Procrastination has experienced rich interest and contributions around the world, with studies highlighting the complexity of the phenomenon and the potential for negative affections. These contributions have significantly advanced into the understanding of Academic Procrastination and its impacts on the students' emotional well-being by providing valuable insights and variables of interest for different contexts, providing a critical consideration for their potential outcomes.

## **2.7 Academic Procrastination Research in Mexico**

As stated before, and during the time of this research, studies on Academic Procrastination in Mexico prior to 2010 are either too rare or inexistent. Barraza M & Barraza N (2018) further emphasise this scarcity by observing that, by the time of their research, there were only six published investigations on Academic Procrastination between 2012 and 2017 in Mexico. Additionally, Barraza M & Barraza N (2018) stress that five of the six research studies were not conducted on a Mexican population despite being authored in Mexico.

Most research on Academic Procrastination in Mexico experienced a significant increase during the second half of the 2020s. Notably, a previous study to that of Barraza M & Barraza N by Padilla (2017) explored the tendency of Mexican psychology researchers to delay tasks. Her study, conducted on virtually all academic institutions in Mexico that do research in psychology, revealed that 91% of the participants engaged in Procrastination, particularly when it came to drafting reports and academic articles. Furthermore, Padilla (2017) reports the detrimental effects on the subjects' health and work quality, with 29% reporting anxiety and 42% observing a negative impact on their health. Her observations represent an important precedent for the Mexican contextualisation of the self-perceived effects of Academic Procrastination in individuals.

Finally, and as illustrated by the Systematical Bibliometric Analysis on Procrastination-related research worldwide constructed by Yan & Zhang (2022), research on Academic Procrastination experienced an increase in the correlation between Procrastinatory behaviours and social media/technology. Most notably, the binational study by Aznar-Díaz et al. (2020) explores the correlations between Academic Procrastination and internet addiction in a Mexican and a Spanish university, from the Tecnológico de Monterrey and the University of Granada, respectively. Their findings revealed similar prevalence rates of problematic and daily Internet use for leisure in both countries. They highlighted a significant positive correlation between problematic Internet use and academic Procrastination, indicating that students who are more prone to Internet addiction tend to procrastinate academically. This contribution between the two nations represents a milestone in the study of Academic Procrastination in Spanish-speaking countries, as no other known bicultural study has been found between Mexico and other countries. The question remains: How would the results compare if similar research is done in Mexico compared to other highly-developed-non-Spanish-speaking countries?

## CHAPTER III

Chapter III encompasses the procedures used to collect and analyse the participants' data during this study. The first part describes the sampling and participant selection, including their background context, as well as the definition of the approach of the instruments used. The second part presents techniques used to gather the data to finally provide the report and interpretation of the findings obtained.

### 3.1 Research approach

The aim of this study is to investigate the extent of Academic Procrastination among students at the Faculty of Languages BUAP by employing a qualitative scale. Subsequently, interviews will be conducted with the participants in order to identify the impacts they have observed derived from their Procrastinatory Tendencies in their academic and personal life. A three-item semi-structured interview will be utilised to examine and document the qualitative elements of this study. The integration of both qualitative and quantitative data is considered a Mixed-Method Approach, as illustrated by Creswell (2018), who further suggests that the use of both approaches allows for a more comprehensive understanding of the research problems. The nature of this research requires a framework that encompasses the integration of instruments that delve into the insights of the dimensions and the effects that Academic Procrastination has in our community. Thus, making the use of the APS suitable and pertinent for the measurement of Academic Procrastination in this research.

#### 3.1.1 Quantitative Instrument

The Academic Procrastination Scale (APS) developed by Scielzo and McCloskey (2015) has been selected as the instrument for the measurement of Academic Procrastination thusly covering the qualitative nature of this research. The APS was meticulously created and validated through a multi-phase validation process to ensure the psychometrics of the scale, focusing primarily on the procrastinatory tendencies that students exhibit during their academic chores. This scale is particularly notable given its reliability for considering specific variables or *facets* in academic contexts that previous scales did not consider.

The APS is a 25-item scale measured on a five-point Likert scale (1932), with five of these items being measured in reverse. Each item corresponds to a statement regarding the student's procrastinatory behaviours and is followed by a series of answer options that illustrate the varying degrees of agreement or disagreement with every statement. The Likert-type scale scores each statement on a 1 to 5 range, with 1 being *strongly disagree* and 5 *strongly agree*. Finally, the scores of the participant's answers are added up to give an estimated amount between 25 and 100, illustrating the dimensions of their Academic Procrastination tendencies.

Scielzo & McCloskey (2015) developed and, as mentioned in Attia & Abdelwahid (2020, p.2), grouped the items for the APS according to six facets they considered of importance for Academic Procrastination: *psychological beliefs* (5 items); *distractions* (4 items); *social factors* (3 items); *time management* (4 items); *personal initiative* (5 items) and *Laziness* (4 items). However, there is no specific literature providing a clear delineation for the particular elements that correspond to each of the facets outlined by the authors.

### **3.1.2 Qualitative Instrument**

A three-item questionnaire has been developed for the recollection of the qualitative data of this research. The questionnaire will be employed during interviews with the participants in order to inquire them about the perceived effects that they have noticed derived from their procrastinatory tendencies. As suggested by Sampieri & Mendoza (2018), the versatility of using a questionnaire during an interview allows for an in-depth exploration of the participants' perceptions during research, thus complementing the results of the APS in juxtaposition with the effects described by the authors in chapter two.

According to Sampieri & Mendoza (2018), interviews can be broadly classified into three types: structured, semi-structured and unstructured, each one serving a different research purpose. For instance, structured interviews follow a highly organised and strict questionnaire, and unstructured interviews follow the nature of the conversation and diverge depending on the participant's responses; the semi-structured type is fit for this research purpose, as semi-structured interviews offer a balance between the predetermined questions

(the three-item questionnaire) and the flexibility to explore topics that emerge during the interaction (i.e. asking students to elaborate on their perceptions), which is particularly beneficial to the enrichment and understanding of the effects of Academic Procrastination on students.

### **3.2 Context location**

The research will be conducted at the *Benemérita Universidad Autónoma de Puebla* (BUAP) on pre-service students of the degree in English Language Teaching (ELT) at the Faculty of Languages. The *Benemérita Universidad Autónoma de Puebla* is a public university in Puebla city and one of the oldest and largest in México. The university is located in the central part of the country and has various facilities and faculties scattered throughout the capital city of Puebla. For the location of this study, the Faculty of Languages has its own facility where students of the degrees on French as a Second Language Teaching and English as a Second Language Teaching attend. This study aims to detect the levels of Procrastination and the perceived effects on the pre-service students of the degree in ELT.

### **3.3 Sampling and data collection**

Sampieri & Mendoza (2018) describe sampling as selecting a representative segment of a population for data collection. This research will employ a convenience sampling strategy, which Creswell (2018) describes as involving the selection of participants who are already available and willing to take part in the study, significantly streamlining the research process. The use of an already available population at this study's location aligns with this research's design and objectives.

The chosen population will undergo the online application of the Academic Procrastination Scale (APS) to measure their levels of Academic Procrastination. Upon completion of the APS, the results will be computerised to obtain the scores of each of the participants and the median of the group. For this specific population, results for low and high Procrastinatory Behaviours will be considered after finding the group's median of the total scores. Students scoring above this median would be considered as having *High Procrastinatory Behaviours*, while those scoring under the median would be considered as having *Low Procrastinatory Behaviours*.

Finally, a semi-structured interview starting with three-main-predetermined questions will be held with the three highest-scoring students (*High-Procrastinators*) and the three lowest-scoring students (*Low-Procrastinators*) in order to report the self-perceived effects of Academic Procrastination in their academic and private life derived from their Procrastinatory Behaviours.

### **3.4 Participants**

The selected participants are pre-service teachers enrolled in the degree of ELT at the Faculty of Languages BUAP. The participants are currently taking the Meta III class, which corresponds to the third semester of their curricular plan. The demographic of this group is comprised of 21 students (14 females and 7 males) whose ages range between 18 and 23 years old. For the interviewing part of this research, two females and four males from the sampled population volunteered to take part on it.

### **3.5 Procedure**

Piantanida & Garman (2009) posit that “During the implementation phase, data is first collected, then analysed, then interpreted and finally reported.” (p. 2). Thus, in order to gather the data necessary for this study, the APS (SEE APPENDIX A) was made available online via Google Forms as it allows for a more convenient application of the scale. The APS consists of a 25-item questionnaire measured in a five-point Likert Scale (1932), with five of these items being measured in reverse; for each item containing a statement regarding the subject’s Procrastinatory Behaviours, students could choose an option from 1 to 5 where 1 = *strongly disagree* and 5 = *strongly agree*. At the end of the APS, results and information provided by the students were automatically gathered by the Google Forms software with the option to export the data into an Excel spreadsheet, which allows for a more proper and rapid calculation of the results. Through a series of formulas specific to the sum of each value selected by each student, the scores of the participants' answers were added up to obtain a result between 25 and 100, which estimates the dimensions of their Academic Procrastination Behaviours. The results were also transformed into graphics (SEE Fig 1) for a better comprehension of the results.

Based on the results obtained from the APS, and continuing with convenience sampling (Creswell, 2018), six students whose scores ranked as the three highest and three lowest (according to the median of the groups' total scores) were selected to interview on the self-perceived effects of their Procrastinatory Behaviours. This 3-base-item interview (SEE APPENDIX B), was specially designed for this research following a semi-structured format (Sampieri & Mendoza, 2018), given that the three base questions —meant as a baseline for students to explain their notion of Academic Procrastination and the self-perceived effects of their behaviours— were followed by non-predetermined questions that seemed fit to make during the course of the interview in order to inquire students for deeper insight into their answers. These interviews were voice-recorded alongside some notetaking so that results could be reported and presented as suggested by Piantanida and Garman (2009) to finally be analysed and interpreted, as shown in the following chapters of the research.

### **3.6 Data Analysis**

Kumar (2019) suggests that the data obtained should be processed in two major steps: Editing and Coding. *Editing*, according to Kumar (2019, p228), refers to “scrutinising the completed research instruments to identify and minimise, as far as possible, errors, incompleteness misclassification and gaps in the information obtained” given that, oftentimes, researchers might have imprecisely estimated the data. For the nature of this research's approach, having collected and recorded the information provided by the subjects of this study allows for a more proper and reliable report of results since, as illustrated by Kumar (2019), the data collected can be recalled by the researchers themselves by inferencing, re-reading or re-watching the recorded interviews and the notes of the interviews, recalling, or simply going *back to the subject* for clarification or confirmation of the responses given. Finally, *Editing* is an integral part of the research process as it ensures the accuracy and reliability of the data presented and involves the meticulous examination and refinement of scholarly work to enhance its clarity before its presentation.

The second and most important stage during Data Analysis in research is *Coding*, which refers to the stage in which the data collected is analysed and processed into codes that allow for a more comprehensible presentation of results (Kumar, 2019). The initial stage of *Coding*, often referred to as open Coding, is where researchers immerse themselves in the

data, highlighting and identifying significant points pertinent to the research's purposes by categorising or uncovering patterns of relevance to proposed theories of the research.

The next phase for *Coding* is axial Coding, presented in Chapter IV, which connects the previously-selected important data into meaningful relationships to the theory framework of the research. During this stage, researchers correlate how different variables interact in the context of the research in comparison to the literature and previous-related studies which can lead to the identification of core phenomena within the data that might negatively or positively correlate to the literature and proposals presented for the research. This stage is crucial for developing a coherent narrative that accurately reflects the complexities of the qualitative data that is easily understood by the public of the research. Consequently, Kumar (2019) suggests that the observations made for the quantitative data can be digested into graphic models or statistical descriptors, given that it categorises the responses into numeral values so that the information can be easily analysed and described. The graphical representation of the APS results for the qualitative segment of this study is particularly effective in simplifying and illustrating the data collected.

Similarly, for the qualitative data, after undergoing the identification of essential themes in the subjects' responses, Kumar (2019, p228) lays out three main ways to process the information:

- 1) By examining verbatim responses.
- 2) Quantitatively assigning a code to each theme and accounting for the frequency in which said theme occurred.
- 3) Or, by combining both methods to communicate the findings.

For this research, the students' responses during the interview will be examined verbatim to correlate their perceptions to the information documented in chapter two. If the responses given happen to coincide for different subjects, the report will follow a descriptive presentation to reflect the connections in the correlations of the data provided.

Finally, in Chapter V, *Selective Coding* (Kumar, 2019, p248) will present the results for this research as it involves the refinement and integration of the correlations of the findings around the central purpose of the research. This process results in a well-defined framework that encapsulates the essence of the research findings in relation to the variables proposed and discussed during Chapter II. It is through this process that the data obtained is

analysed and transformed into a structured-coherent form that enables researchers to illustrate insightful conclusions by demonstrating or invalidating their proposals, thus contributing valuable knowledge to their field of research and community.

## CHAPTER IV

This chapter examines and interprets the results of the collected data and presents the main points for the discussion of this study giving answer to the research questions. The following sections contain and display the results of the instruments used for data collection to finally condense these findings and results into the discussion.

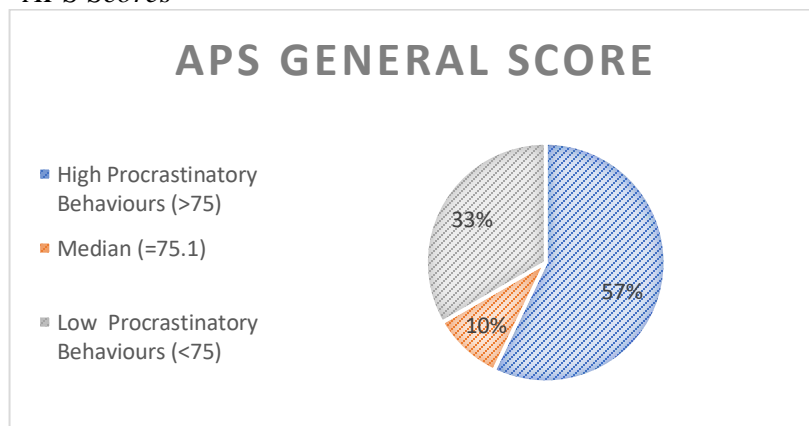
### Research Questions

- 1) What are the levels of students' Academic Procrastination?
- 2) To what extent do LEI students consider themselves procrastinators?
- 3) What are the effects that LEI students perceive on themselves derived from procrastinating in their academic life?

### 4.1 The Levels of Students' Academic Procrastination

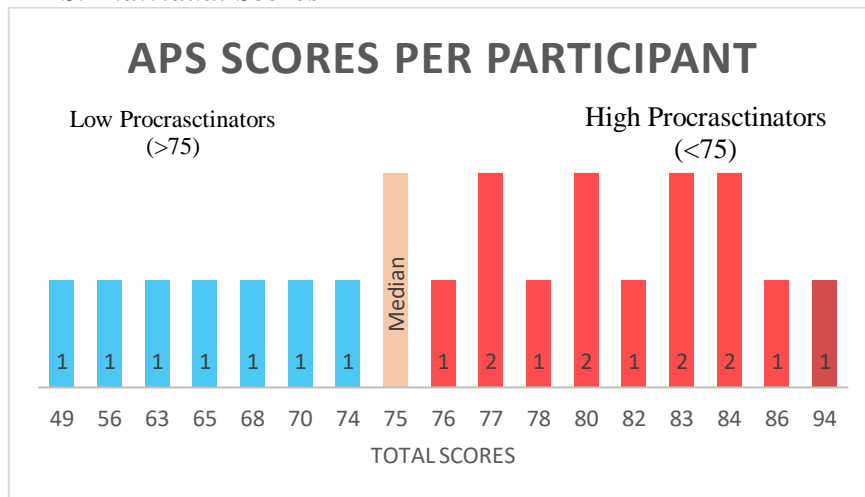
The results of the APS (Fig 1) indicate that 52% (n = 12) of the sampled students scored above the median of the group  $\geq 75$ , indicating high levels of Procrastinatory Behaviours with the highest score of 90 (Fig 2). Meanwhile, 39% of the students (n = 7) scored below the median of the group  $\leq 75$ , indicating lower levels of Procrastinatory Behaviours with the lowest score of 49 (Figure 2).

**Figure 1**  
*APS Scores*



Source: Own Elaboration (2024)

**Figure 2**  
*APS: Individual Scores*

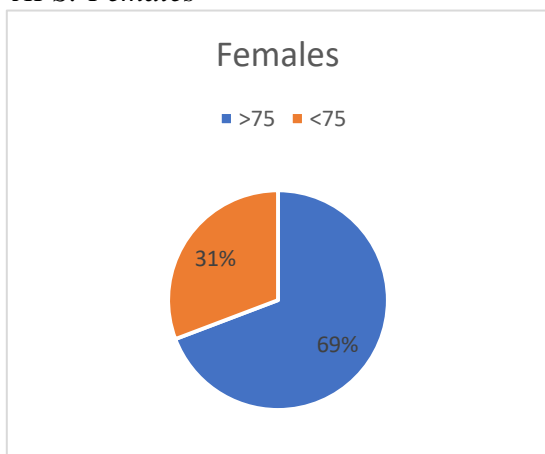


Source: Own Elaboration (2024)

**a) Gender**

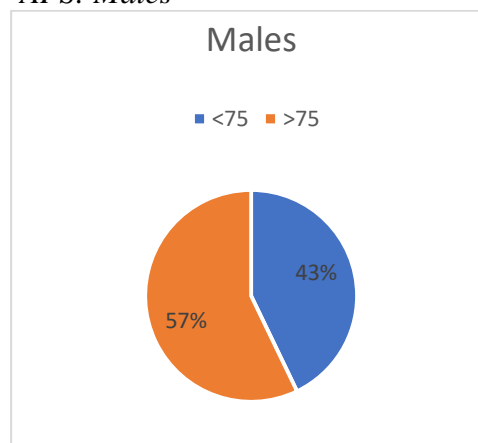
In comparison, a higher percentage of female students (69%) scored above the median of the group  $\geq 75$  (fig. 3), whereas male students (57%) scored mainly below the median of the group  $\leq 75$  (fig. 4) when compared within the same group gender which suggests a higher prevalence of Academic Procrastination in Females. This is particularly interesting because various research studies (i.e. Balkis & Duru, 2017; Scielzo & McCloskey, 2015; Suárez-Perdomo & Feliciano-Garcia's, 2020, Yan & Zhang, 2022) have found that the prevalence of Procrastination is higher and more common in males than it is in females. Literature also suggests that males are more prone to experience the negative impacts of Academic Procrastination in their lives (Balkis & Duru, 2017), which will be explored later in this chapter.

**Figure 3**  
*APS: Females*



Source: Own Elaboration (2024)

**Figure 4**  
*APS: Males*



Source: Own Elaboration (2024)

### **b) APS Results: The Facets of Academic Procrastination**

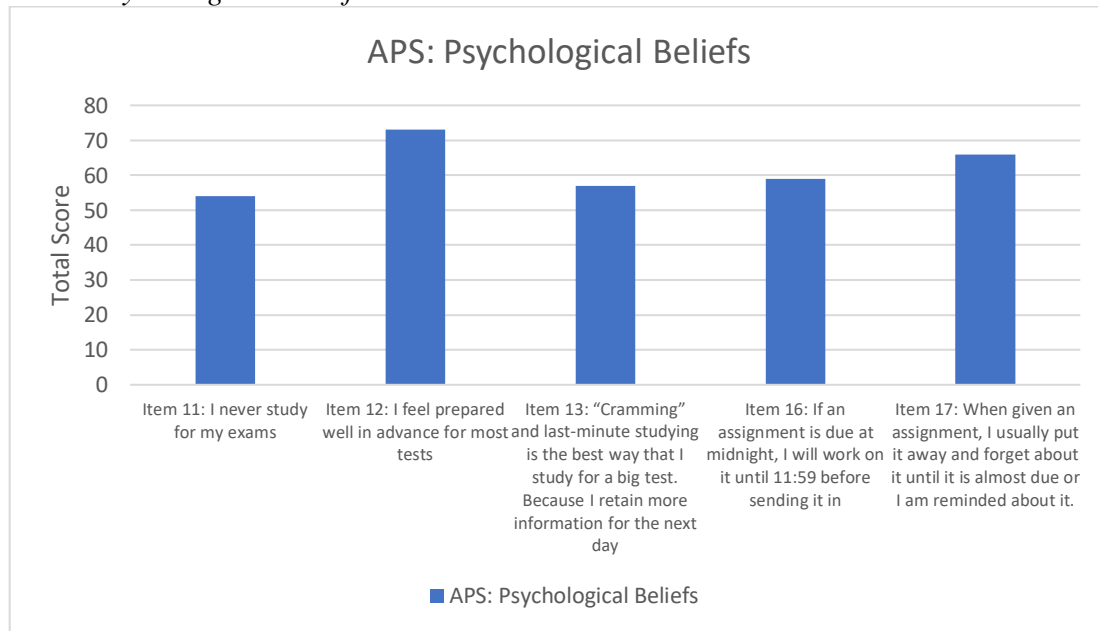
As mentioned in Chapter III, Scielzo & McCloskey (2015) developed and validated the Academic Procrastination Scale (APS), considering six facets of Academic Procrastination as influencing factors that may propitiate Procrastinatory Behaviours. Furthermore, Attia & Abdelwahid (2020) observe that the 25 items of the APS are grouped according to these facets. However, there is no specific literature providing a clear delineation for the particular elements that correspond to each of the facets outlined by the authors.

The following section will present the APS results considering these facets of Academic Procrastination. According to Attia & Abdelwahid (2020, p.2), this is the number of items pertaining to each facet: *psychological beliefs* (5 items); *distractions* (4 items); *social factors* (3 items); *time management* (4 items); *personal initiative* (5 items) and *laziness* (4 items). For the purpose of this study, an analysis of the individual APS items was done, and each item was attributed to one of the facets following the observations of Attia & Abdelwahid (2020); however, since there is no literature on the specific correspondences of the items, the following organisation and presentation of the data is according to this study's author's considerations.

### I) *Psychological Beliefs*

After thorough consideration, items 11, 12, 13, 16 and 17 of the APS are considered to be part of the *Psychological Beliefs* facet of Procrastination (Scielzo & McCloskey, 2015), which refers to the students' rationalisation of their Procrastinatory Behaviours. Figure 5 presents the general summed-up results of each of these items. Overall, item 12 (*I feel prepared well in advance for most tests\**) was the item in which students scored the highest from the facet of *Psychological Beliefs*. However, this item is measured in reverse, which suggests that, overall, the participants' responses fall more into the *Disagree* spectrum of the Likert scale in relation to the nature of the statement for this item.

**Figure 5**  
*APS: Psychological Beliefs*

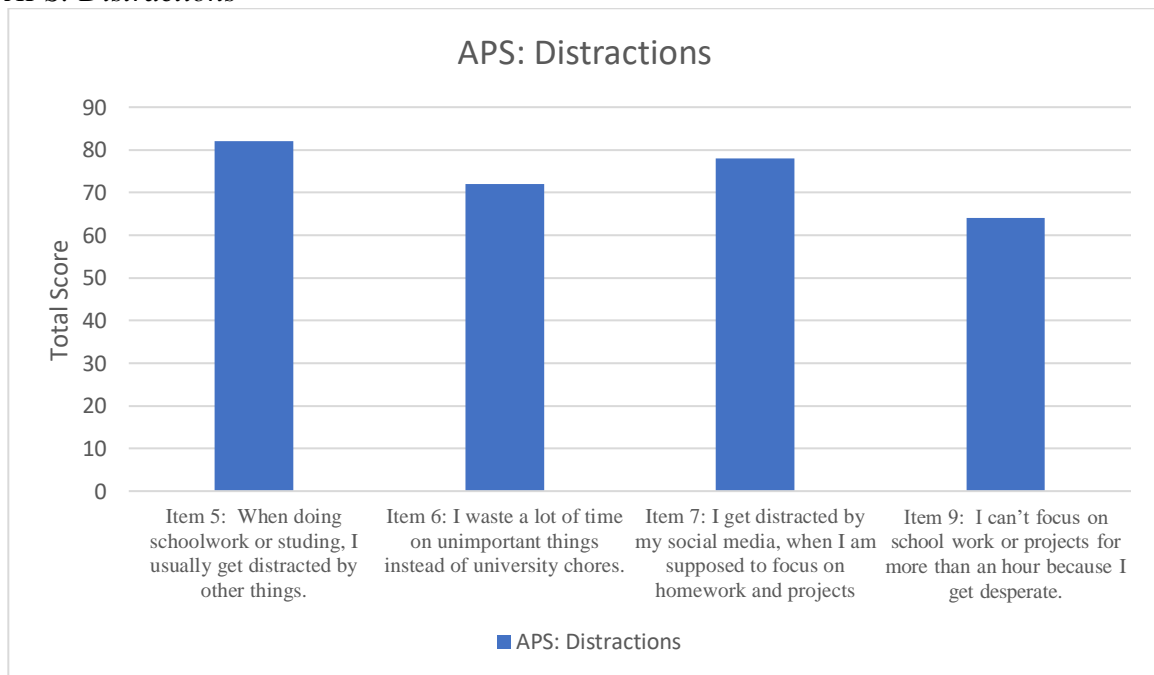


Source: Own Elaboration (2024)

## II) *Distractions*

The facet of *Distractions* (Scielzo & McCloskey, 2015) refers to the external factors or activities in which individuals engage in order to distract or distance themselves from academic responsibilities. For this study, items 5, 6, 7 and 9 of the APS are considered to be related to this facet of Academic Procrastination. Figure 6 presents the general summed-up results of each of these items. Overall, item 5 (*When doing schoolwork or studying, I usually get distracted by other things*) was the item in which students scored the highest from the facet of *Distractions*.

**Figure 6**  
*APS: Distractions*

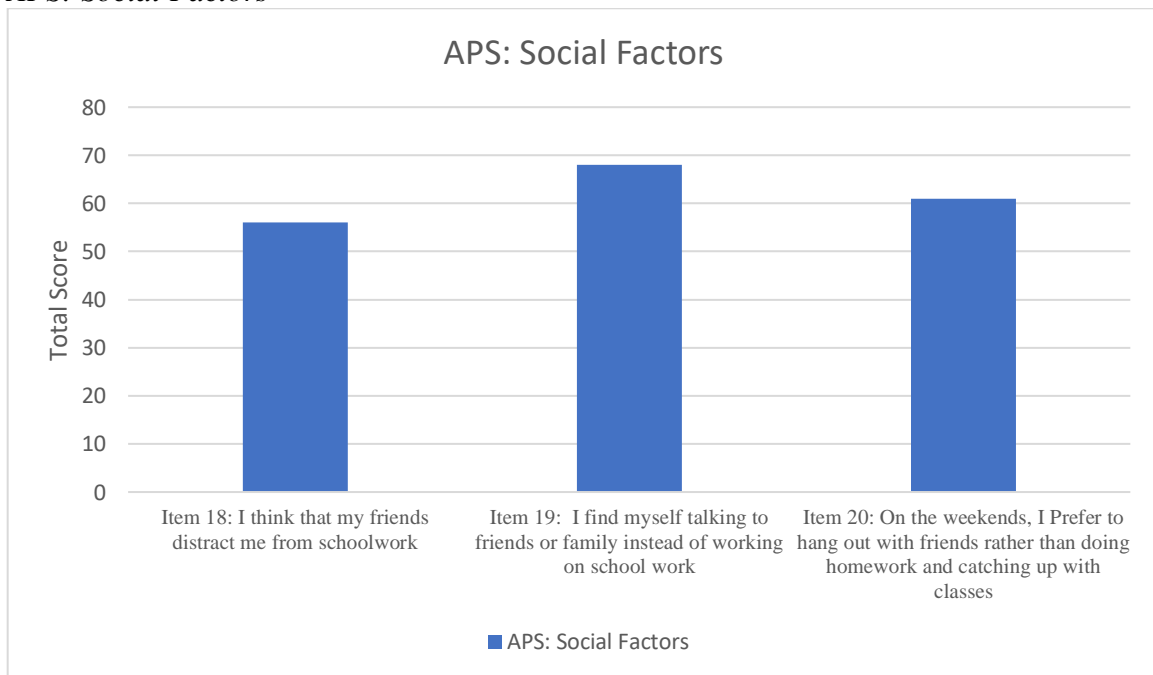


Source: Own Elaboration (2024)

### III) *Social Factors*

According to Scielzo & McCloskey (2015), *Social Factors* such as friends, family, and work are influencing factors for Academic Procrastination as students need to balance their academic life with their social one. Items 18, 19 and 20 of the APS refer to this facet; Figure 7 shows the general results of the summed-up scores of each item for this facet. Item 19 (*I find myself talking to friends or family instead of working on school work*) was the item in which participants scored higher on the facet of *Social Factors*.

**Figure 7**  
*APS: Social Factors*

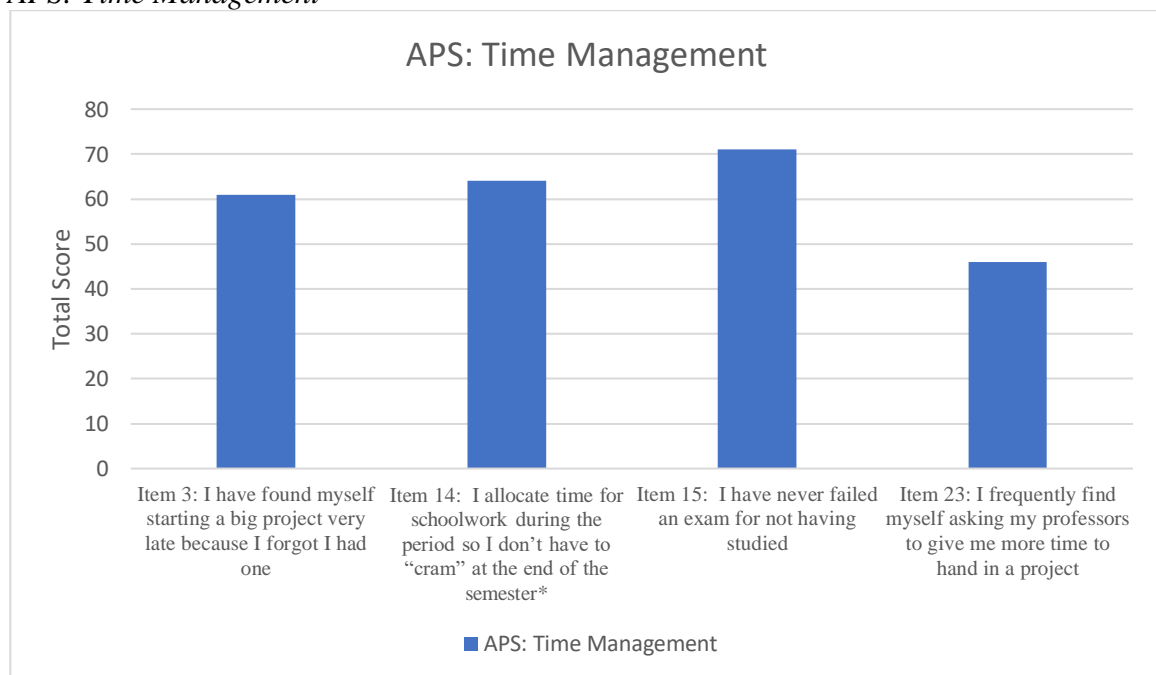


Source: Own Elaboration (2024)

#### IV) *Time Management*

According to some authors (i.e. Islas, 2018; Ragusa et al., 2023; Scielzo & McCloskey, 2015; Sudirnam et al., 2023), *Time Management* is considered a significant influencing factor for Procrastination as it represents the intent of efficiently making use of the available time, thus suggesting that poor time management skills lead to procrastinating. In this line of consideration, items 3, 14, 15 and 23 of the APS refer to this facet of Procrastination. Figure 8 shows the general results of the summed-up scores of each item belonging to this facet. Item 15 (I have never failed an exam for not having studied\*) was the highest scoring of the participants for this facet of Procrastination. However, this item is measured in reverse, which suggests that, overall, the participants' responses fall more into the *Disagree* spectrum of the Likert scale in relation to the nature of the statement for this item.

**Figure 8**  
*APS: Time Management*

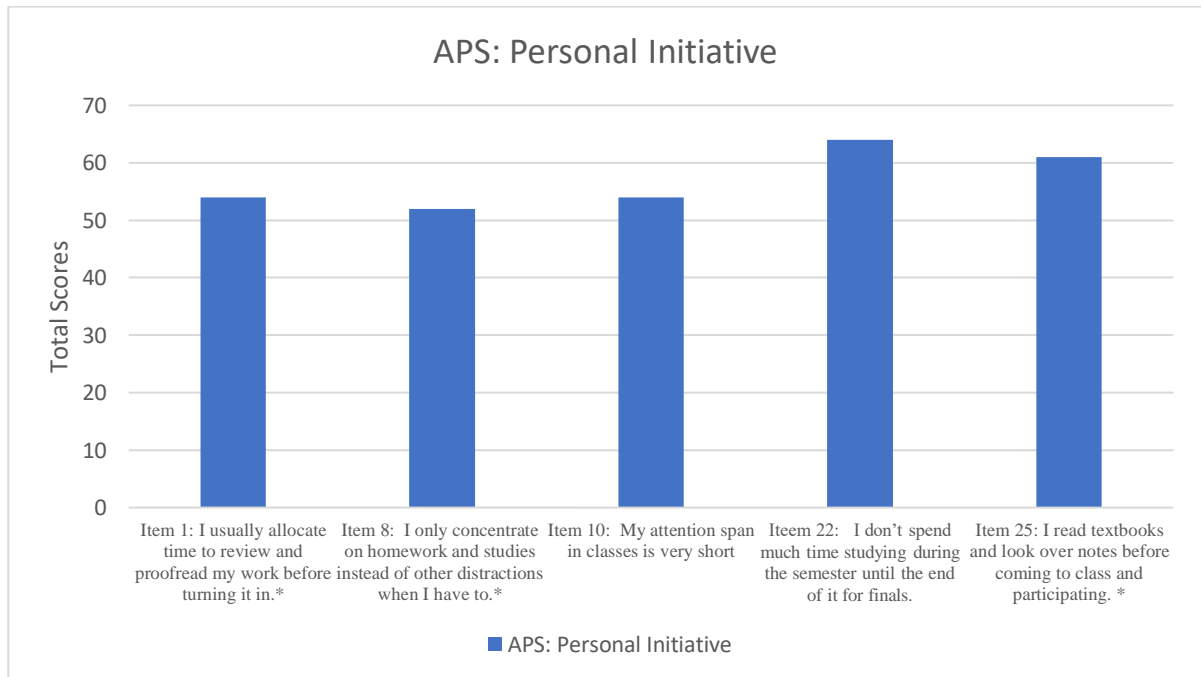


Source: Own Elaboration (2024)

## V) *Personal Initiative*

The facet of *Personal Initiative* (Scielzo & McCloskey, 2015) refers to the set of *intrinsic* and *extrinsic* motivators (Bhatt, 2023) that influence students' academic performance and might influence their Procrastinatory Behaviours. For this study, items 1, 8, 10, 22 and 25 are considered to fall into the considerations of this facet. Figure 9 shows the general results of the summed-up scores of each item for this facet. Item 22 (*I don't spend much time studying during the semester until the end of it for finals.*) was the highest scored of this facet.

**Figure 9**  
*APS: Personal Initiative*

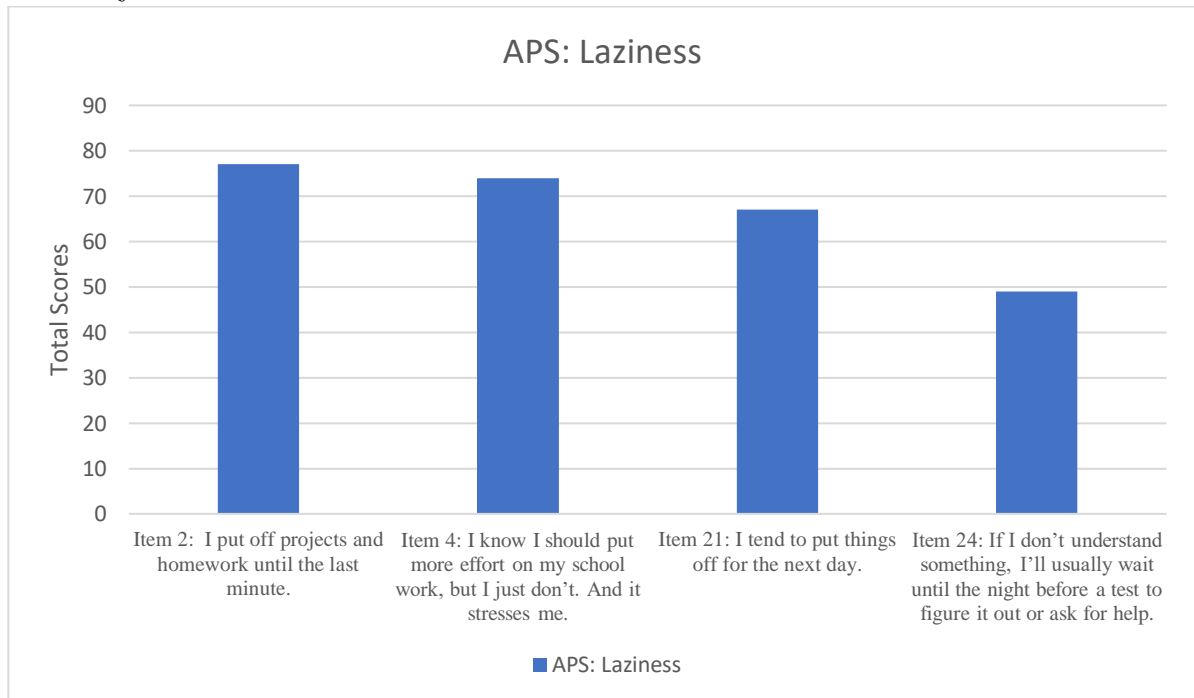


Source: Own Elaboration (2024)

## VI) Laziness

The facet of *Laziness* (Sielzo & McCloskey, 2015) refers to the tendency to avoid work even when physically capable of it without the need for a specific justification for this delay. For this study, items 2, 4, 21, and 24 of the APS are considered to reference this facet of Academic Procrastination. Figure 10 presents the general summed-up scores of each item for this facet. Item 2 (*I put off projects and homework until the last minute*) was the highest scored of the participants for this facet.

**Figure 10**  
*APS: Laziness*



Source: Own Elaboration (2024)

## 4.2 To what extent LEI Students Consider Themselves Procrastinators

Regarding the second research questions to identify the extent to which LEI students consider procrastinators during the interview process, the students answers fell into two main categories: those who A) considered themselves Procrastinators and B) those who did not considered themselves Procrastinators.

### *A) Students who considered themselves procrastinators.*

Four of the six Participants responded affirmatively to “**do you consider yourself a procrastinator?**” and mentioned the following as to why they considered themselves procrastinators.

*Yes [Q: Why?] I tend to rush because I am constantly running out of time for my endeavours (Participant 1, Female)*

*Yes, a lot [Q: Why?] I have a complete lack of motivation and disinterest in everything, so I can't get my head around starting things so when I try to start working on an academic task, I get bored really easily and think: "I can do it later" because I consider having the ability to work better under pressure and finish things up rapidly (Participant 2, Male)*

*Yes [Q: Why] I usually procrastinate in my everyday life. If I have an appointment at 9 pm and it's 7 pm, I consider that I have plenty of time, so I do other things instead, like using my phone, watching TV, cleaning, etc., until I realise, I have run out of time and I am late for the appointment. Academically too, because if I have homework and a plan with my friends or my family, I go despite my academic responsibilities so I end up running out of time.” (Participant 3, Female)*

*Yes [Q: why] it is not something new for me, I have procrastinated for a long time, mainly when I feel stressed or confused by the tasks so I do not want to get even more stressed (Participant 4, Male)*

**B) Students who did not consider themselves Procrastinators.**

Two of the six Participants responded negatively to “do you consider yourself a procrastinator?” and mentioned the following as to why they did not consider themselves procrastinators.

*No [Q: Why?] I mean, academically, I use to leave everything for the end, but I have not had any negative repercussions; thus, I do not consider it an issue, I am not an irresponsible student [Q: what do you mean?] I mean despite that I have delayed some tasks, it has not had a negative effect. (Participant 5, Male)*

*No [Q: Why?] I always keep in mind my chores and their due-dates, I rarely leave them at last. I usually evaluate my chores in order of importance and I tend to start right away. [Q: have you ever procrastinated?] Yes. [Q: Why?] I think it was because I did not consider my task as important but it needed to be done”. (Participant 6, Male)*

### **4.3 The Effects that LEI Students Perceive on Themselves Derived from Procrastinating in Their Academic Life**

The main purpose for this study is to explore the self-perceived effects of Academic Procrastination in pre-service students in ELT. The interview process of this study intended for participants to elucidate on their Procrastinatory Behaviours (SEE APPENDIX B) and how they play out in their lives; and, provided students mentioned a side-effect of these practices, they were asked to further elucidate on these self-perceived effects of Procrastination. The following sections present a report of the participants' responses on the self-perceived effects derived from their Procrastinatory Behaviours.

After carefully reviewing the participants' responses, two main categories of the self-perceived effects that participants reported were identified: a) Physical Manifestations and b) Emotional-Behavioural Effects.

### **a) Physical Manifestations**

I have experienced stress due to my Procrastination [this stress] manifests mainly as back pain and muscle tension, and my chiropractic told me that this affects my posture [...] I also experience brain fog and headaches [so] I need to take constant breaks during my schoolwork because I tend to get frustrated and need to calm down to get back at it. (Participant 4, Male)

### **b) Emotional-Behavioural Effects**

I get angry at myself when I perform poorly on my academic tasks because of my Procrastination [...] I often get stressed by overthinking my academic workload and the task complexity [...] I do not sleep [and] experience anxiety by peeling off the dry skin of my lips and fingertips until they bleed. (Participant 1, Female)

I have anxiety, and I was diagnosed with trichotillomania, which arises when I am bored and do not know what to do [...] I took therapy for a while but stopped attending because I felt it was a waste of time and didn't have the money for it [...] I also worry a lot because sometimes I can't afford the materials for my classes, which has led me to procrastinate to some degree." (Participant 2, Male)

I tend not to eat [skip meals] nor sleep for having to focus on the task and also get stress-pimples [...] I seldom smoke pot to relax and do my homework, but sometimes I get too high that I cannot do my homework." (Participant 3, Female)

Finally, Participant 5 and Participant 6 stated not having any self-perceived effects of Academic Procrastination in their lives during the interview; this might be supported by the observations of Burka & Yuen (2007) Chu & Choi (2005) and Ferrari & Pychyl (2000) mentioning that students who are motivated are more likely to engage less in Procrastination and not suffer the negative effects of it.

## CHAPTER V

This chapter presents the conclusions for the findings and their interpretations of this study followed by a discussion of the implications, limitations, and suggestions for further research in the context of Academic Procrastination and the effects that this phenomenon entails.

### 5.1 Conclusions

In general, the results of this study found a high prevalence of Procrastinatory Behaviours in Academia, especially in women. Furthermore, it was found, from the interviewed sample, that most participants (=4) were aware of their Procrastinatory Behaviours and did consider themselves Procrastinators. As for participants who did not consider themselves as procrastinators (=2), one of them reported Procrastinatory Tendencies despite scoring *low* in the Academic Procrastination Scale (APS); while the other scored, who also scored as “*low*” (<75) on the APS, it was found that the facets of *Personal Initiative* and *Time Management* (Scielzo & McCloskey, 2015) were significant negative predictors for his Procrastinatory Behaviours.

Finally, and most importantly, through the interview process, there were found significant and concerning behavioural-emotional and physical effects in participants' answers derived from their Procrastinatory Behaviours. These effects were similar to the symptoms of *anxiety* and *stress* described by Côté et al. (2023) and the WHO (2023).

#### 5.1.1 Research Questions

**RQ1: *What are the levels of students' academic procrastination?***

From the application of the Academic Procrastination Scale (APS) (Scielzo & McCloskey, 2015), the data showed a high prevalence of Academic Procrastination in the sampled population, with the majority of the students (52%) scoring above the median of the group ( $\geq 75$ ) and a higher prevalence of Procrastinatory Tendencies in females (69%) than in males (57%) when compared within the same gender group

**RQ2: *To what extent do LEI students consider themselves procrastinators?***

In response to RQ1, it was found out that participants were aware of their Procrastinatory Tendencies and also recognised frequently engaging in these practices in cognisance of the negative outcomes that it entails by acknowledging specific situations in which their Procrastinatory Behaviours occur and the causes that drive them to engage in these behaviours.

**RQ3: *What are the effects that LEI students perceive on themselves derived from procrastinating in their academic life?***

From the interviewing process with the 6 volunteering participants, there were identified emotional-behavioural and physical effects. These effects are similar to the symptoms of *anxiety* and *stress* delineated by Côté et al, (2023) and the WHO (2023). Similarly, the remarks of Kilbert et al. (2011) on substance abuse proneness and self-injuring behaviours in procrastinators were observed in some of the participants' statements.

## **5.2 Implications**

The findings of this research show a high prevalence of Academic Procrastination in the sampled population that, in consequence, propitiates symptoms of stress and anxiety, such as self-injuring behaviours, substance abuse, and physical pains potentially worsened or influenced by pre-existing clinical conditions. These findings urge the need to bring more attention into the understanding of the effects of Academic Procrastination in students and its further implications. This is of further concern given the fact that the context of this study focused on pre-service students of ELT who are preparing to become teachers and oversee students who might present similar behaviours and consequent effects of academically procrastinating.

## **5.3 Contributions**

This study contributes to the contextualisation of the effects of Academic Procrastination in students as no similar studies focusing specifically on the report of the self-perceived effects of Academic Procrastination in students have been done at the Faculty of

Languages BUAP. Thus, this opens a line of conversation for future research with similar approaches in our context. Similarly, previous studies in this context have focused on the prevalence of Procrastinatory Behaviours in students and the factors that drive students to engage in these practices. These studies employed scales such as the *Lay's General Procrastination Scale* (Lay, 1986), the *Pure Procrastination Scale* (Steel, 2007) or the *Irrational Procrastination Scale* (Steel, 2010). While these scales proved validly and reliably the measurement of Procrastination, they significantly predate the *Academic Procrastination Scale* (Scielzo & McCloskey, 2015) and are not specific to the measurement of Procrastination in academia. The use of the APS in this research proved helpful for the identification of low procrastinators and high procrastinators in our context, making it recommendable for similar purposes.

Finally, and most importantly, beyond having sustained the prevalence of Procrastinatory Behaviours in students, this study provided revealing data on the self-perceived effects of Academic Procrastination in students. Not only does this raise more concern on the necessity for further research on the contextualisation of this phenomenon and its subsequent effects on student populations of the Faculty of Languages BUAP, which have only been theorised or mentioned in previous studies in our context.

#### **5.4 Limitations**

This study did accomplish its purpose, however not without limitations. Firstly, the sampled data of this study only considered a relatively small percentage of the total students at the Faculty of Languages BUAP, so the resulting findings cannot be generalised. Similarly, due to the timing of this study, the convenience sampling only allowed for the consideration of the three lowest and three highest-scoring participants of the APS as interviewed subjects to inquire into the effects of Academic Procrastination, which, to some extent, limited wider documentation of the theorised effects.

Finally, while the qualitative tool proved effective in distinguishing between *high* and *low* procrastinators for this study, and its validity and reliability being supported by previous studies, the lack of specific literature providing further information on the interpretation for the individual items made it difficult to provide a proper analysis of the results in correlation with the participants of this study. Lastly, and as expected with most self-reported

instruments, the answers provided by participants on the APS and the interview should not be considered definitive.

### **5.5 Suggestions for Further Research**

The unprecedented nature of this study opens the consideration and discussion of the effects of Academic Procrastination in the Faculty of Languages BUAP context by allowing for a new pertinent line of research on the understanding and exploration of the effects of Academic Procrastination in student populations at our faculty. Consequently, it is considered appropriate to conduct similar research contemplating a larger sampling to contribute more data to this area. Similarly, it could be interesting to carry out a longitudinal or case study in which the attention to the evolution of specific individuals' Procrastinatory Behaviours and subsequent side-effects are reported and compared by researchers, as in this study, participants observed an increase in their Procrastinatory Behaviours during university when compared with previous levels of education.

Similarly, this study found a significantly higher prevalence of Procrastinatory Behaviours in females, contrary to foreign studies suggesting otherwise. The suggestion is for further studies considering this gender variable on a larger sampling to determine whether these results reflect a cultural pattern or are merely an isolated case.

Finally, this study focused on the effects of Academic Procrastination on a student population of pre-service students in ELT who, as mentioned before, are preparing to become teachers of EFL. Thus, it could be of great interest and importance to conduct similar research on the prevalence of Procrastination and its effects on professional EFL teachers.

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**APENDIX A**  
**THE ACADEMIC PROCRASTINATION SCALE (ONLINE)**

The following questionnaire measure your Academic Procrastination tendencies for the purpose of conducting a research on Academic Procrastination. Your answers and information are a completely CONFIDENTIAL. they are not to be disclosed to anyone and they are going to be used only for academic purposes. it is important to answer truthfully.

**MATRICULA:** \_\_\_\_\_

**NAME:** \_\_\_\_\_

**SEMESTER:** \_\_\_\_\_

**AGE:** \_\_\_\_\_

**I IDENTIFY AS:**  MALE       FEMALE       GENDER QUEER

**THE ACADEMIC PROCRASTINATION SCALE**

**INSTRUCTIONS:** The following statements assess your habits and routines as a student. Please answer the following as they apply to yourself by choosing and marking ONE of the numbers from 1-5.

1= Strongly Disagree      2= Disagree      3= Neutral      4= Agree      5= Strongly Agree

\* Indicates reverse-scored items

1. I usually allocate time to review and proofread my work before turning it in.\*
2. I put off projects and homework until the last minute.
3. I have found myself starting a big project very late because I forgot I had one.
4. I know I should put more effort on my school work, but I just don't. And it stresses me.
5. When doing schoolwork or studying, I usually get distracted by other things.
6. I waste a lot of time on unimportant things instead of university chores.
7. I get distracted by my social media, when I am supposed to focus on homework and projects.
8. I only concentrate on homework and studies instead of other distractions when I have to. \*
9. I can't focus on school work or projects for more than an hour because I get desperate.
10. My attention span in classes is very short.
11. I never study for my exams.
12. I feel prepared well in advance for most tests. \*

13. "Cramming" and last-minute studying is the best way that I study for a big test. Because I retain more information for the next day.
14. I allocate time for schoolwork during the period, so I don't have to "cram" at the end of the semester. \*
15. I have never failed an exam for not having studied. \*
16. If an assignment is due at midnight, I will work on it until 11:59 before sending it in.
17. When given an assignment, I usually put it away and forget about it until it is almost due, or I am reminded about it.
18. I think that my friends distract me from schoolwork.
19. I find myself talking to friends or family instead of working on school work.
20. On the weekends, I Prefer to hang out with friends rather than doing homework and catching up with classes.
21. I tend to put things off for the next day.
22. I don't spend much time studying during the semester until the end of it for finals.

23. I frequently find myself asking my professors to give me more time to hand in a project

24. If I don't understand something, I'll usually wait until the night before a test to figure it out or ask for help.

25. I read textbooks and look over notes before coming to class and participating. \*

## APENDIX B

### **Effects of Academic Procrastination: Perceptions of Pre-Service Students in ELT**

The following interview will be recorded as part of the qualitative section for the research project in *Effects of Academic Procrastination: Perceptions of Pre-Service Students in ELT*. Your participation is completely voluntary, and you can decide to stop it whenever you want; no consequences will be held onto you should you decide to withdraw. Your personal information will be anonymous. The information provided during the interview intends to explore the self-perceived effects of Academic Procrastination in your life.

- **Q1:** Do You Know What Academic Procrastination is?
- **Q2:** *Do you consider yourself a procrastinator?*
- **Q3:** *How does Procrastination occur in your life? Please describe.*

## APPENDIX C INTERVIEW TRANSCRIPT

**PARTICIPANT 1** (Female, APS 94)

**Q1: Do You Know What Academic Procrastination Is?**

**Participant 1:** *“It is when you have homework, and you postpone them for different reasons; for example, I do it because homework stresses me and I don’t want to stress in that moment.”*

**Q2: Do You Consider Yourself a Procrastinator?**

**Participant 1:** *“YES” [Q: Why?] “I tend to rush because I am constantly running out of time for my endeavours”*

**Q3: How Does Procrastination Occur in Your Life? Please Describe.**

**Participant 1:** *“when I am perfectionist, I intend for my school work to be cute, aesthetic and presentable but when I am being a Procrastinator (and being a perfectionist) I get angry at myself when I perform poorly on my academic tasks because of my Procrastination thinking I could’ve gotten a 10 but got an 8 for having procrastinated [Q: where do you think all these perfectionistic strivings come from?] My parents set high standards for me; they always demanded excellent grades from me so they instilled into me the idea that “grades define you”. That’s what got me into trying to be perfect in everything [Q: what would they tell you?] they would constantly compare me to others, especially to my sister. [Q: what would be the consequences provided you do not comply with your parents’ exigences?] they would scold me and compare my gradings to my classmates which led me to not being able to take my academic life “too lightly”; I became too exigent with myself because of it. [Q: in what sense?] Laborious projects make me procrastinate a lot because I think “it’s too much work” so I often get stressed by overthinking my academic workload and the task complexity with the intend of being perfect [Q: have you sought professional help?] I used to bottle up my emotions, but then I started opening up to my friends and up until a month ago I was receiving psychological help [Q: why did you seek this help? In relation to your academic life in the sense of*

**procrastination]** *because when I procrastinate, the workload piles up and I do not sleep and experience anxiety by peeling off the dry skin of my lips and fingertips until they bleed. [Q: do you think your stress is because of your procrastination or vice versa?] I think that my stress causes my procrastination. I tend to overthink the tasks which leads me to procrastinate because I cannot focus [Q: what do you do instead?] if I have a less laborious homework (mini-task) I do them, or my house chores because I live alone. I also spend a lot of time on TikTok (social media) [Q: finally, you mentioned your parents would scold you provided you did not get good gradings. Does this still happen?] No, nowadays this has changed; however, I still hold that fear, I keep thinking they would scold me but that doesn't happen anymore, it is just in my mind"*

## APPENDIX D INTERVIEW TRANSCRIPT

**PARTICIPANT 2** (Male, APS 83)

**Q1: Do You Know What Academic Procrastination Is?**

**Participant 2:** *“Academic Procrastination is when you have academic endeavours, and you are conscious about the deadlines, but you still consider having more than enough time, so you don't worry about it until they're due.”*

**Q2: Do You Consider Yourself a Procrastinator?**

**Participant 2:** *“yes, a lot [Q: Why?] I have a complete lack of motivation and disinterest in everything, so I can't get my head around starting things so when I try to start working on an academic task, I get bored really easily and think: “I can do it later” because I consider having the ability to work better under pressure and finish things up rapidly.”*

**Q3: How Does Procrastination Occur in Your Life? Please Describe.**

**Participant 2:** *“I generally have no interest nor motivation to do things in every aspect of my life so when I start a task, I then get bored, so I try watching online videos or playing video games, but that gets me even more bored. And I think that all of this has affected me a lot because I developed anxiety, and I was diagnosed with trichotillomania, which arises when I am bored and do not know what to do [Q: do you think your procrastination provokes your anxiety or vice versa?] I think that my anxiety triggers my procrastination [Q: so, if you know that procrastinating causes your anxiety, why do you still do it?] I do not know; I am conscious about procrastinating being bad but I still have no interest or motivation. I think I've felt like this for such a long time and I don't know why, it's like a vicious cycle [Q: have you sought professional help?] I took therapy for a while but stopped attending because I felt it was a waste of time and didn't have the money for it [Q: is there anything else you'd like to add for your procrastination?] yes, I also worry a lot because sometimes I can't afford the materials for my classes, which has led me to procrastinate to some degree because I don't like asking my parents for money, they already have a lot of debts.”*

**APPENDIX E**  
**INTERVIEW TRANSCRIPT**

**PARTICIPANT 3** (Female, APS 68)

**Q1: Do You Know What Academic Procrastination Is?**

**Participant 3:** *“It is when you have things to do but make everything possible to delay starting them because you think you have more than enough time.”*

**Q2: Do You Consider Yourself a Procrastinator?**

**Participant 3:** *“Yes. [Q: Why] I usually procrastinate in my everyday life. If I have an appointment at 9 pm and it's 7 pm, I consider that I have plenty of time, so I do other things instead, like using my phone, watching TV, cleaning, etc., until I realise, I have run out of time and I am late for the appointment. Academically too, because if I have homework and a plan with my friends or my family, I go despite my academic responsibilities so I end up running out of time [Q: what happens in your mind when you have to decide between working on a task or hanging out?] In the end, I know I can recover next semester, or I can ask for an extension or an extra assignment.”*

**Q3: How Has Procrastination Occurred in Your Life? Please Describe.**

**Participant 3:** *“I remember this time when I had to make an anthology for a class but I didn't do it because the teacher wasn't exigent, so when the time came to hand it in I didn't have anything. I was about to fail the class and the teacher only gave me two days to hand it in; this all could be avoided if I had done at least one page daily [Q: is it important for you that the teacher is exigent?] yes, totally. Also, I think it is important for me to be alone in a class, not to be with friends because my friends distract me a lot in class. [Q: so, let's talk about what goes into your mind when you are procrastinating] I feel frustrated because I know I could avoid bad experiences if I work timely. However, I think I work much better under pressure because when I am under-pressured, I tend to hyper-focus on a task [Q: what do you mean you “hyper-focus”?] yeah, I focus on the task to the edge of perfection like using colours, highlighting important information, even organising my space work*

**[Q: how does it feel?]** *it feels clean and organised* **[Q: anything negative?]** *well, when I'm in this hyper-focused state when task-cramming, I tend not to eat nor sleep for having to focus on the task and also, I have noted that I get stress-pimples* **[Q: have you thought about ways to reduce this stress and disorganisation?]** *yes, today I woke up very early so I cleaned everything which motivated me to arrive early to school and do my homework in advance. Also, I don't know if this is permitted but I seldom smoke pot to relax and do my homework, but sometimes I get too high that I cannot do my homework, I am conscious this is bad but I keep doing it* **[Q: how does that make you feel?]** *frustration and desperation but honestly, I don't want to talk too much about it* **[Q: okay, anything else you would like to add?]** *yes, I think we all have procrastinated sometime and I feel like it all has a root that we have to work through."*

## APPENDIX F INTERVIEW TRANSCRIPT

**PARTICIPANT 4** (Male, APS 83)

**Q1: Do You Know What Academic Procrastination Is?**

**Participant 4:** *“From what I know, it means to postpone something important in favour of something else, like a party or something or maybe you consider having plenty of time so you focus on other things like cleaning.”*

**Q2: Do You Consider Yourself a Procrastinator?**

**Participant 4:** *“yes [Q: why] it is not something new for me, I have procrastinated for a long time, mainly when I feel stressed or confused by the tasks so I do not want to get even more stressed [Q: what makes you feel stressed?] When I don't know how to carry out a task, I get stressed and need to ask for orientation because otherwise I may do it wrong [...] when I am stressed, I cannot get things done, so I need to take constant breaks to calm down. I also get distracted really easily because my mom told me that in my childhood, I was diagnosed with ADHD and Asperger's at an early age, so I get distracted really easily or take things too literally [Q: do you think your clinical conditions provoke your procrastination or vice versa?] I consider that my clinical conditions affect my procrastinatory behaviours.”*

**Q3: How Has Procrastination Occurred in Your Life? Please Describe.**

**Participant 4:** *“I don't like doing writings because it takes me a long time, I also don't like doing video recordings because I get frustrated if I don't get it right the first time. [Q: what would happen if you don't get a task properly done by the first attempt?] I doubt my abilities and fear that my teacher would negatively criticise my work and expose me in class [Q: is this something that has actually happened? Being criticised publicly?] yes, not only in university but mostly during high school, the teacher would expose us and scold us in front of the whole class so I often debate starting my schoolwork, overthinking the potential criticism [Q: how does it feel to be exposed?] it feels frightening and frustration for thinking that others might be laughing at you. [Q: are*

**there any other feelings that arise during these moments?**] *yes, some repetitive thoughts, I need to take constant breaks during my schoolwork because I tend to get frustrated and need to calm down to get back at it. I also have experienced stress due to my Procrastination, it manifests mainly as back pain and muscle tension, and my chiropractic told me that this affects my posture; I also experience brain fog and headaches* **[Q: is there any specific moment in which you feel this way the most?]** *yes, during finals because I need to catch up with all the piled up work I have procrastinated, even my parents have also had to help me* **[Q: do you ask for this help or do they offer it to you?]** *they offer it because they see me stressed and think it's too much work for me* **[Q: Finally, how do you distract yourself when you feel frustrated by your homework?]** *I usually watch tv series or use my mobile but I get too distracted and lose more time”*

## APPENDIX G INTERVIEW TRANSCRIPT

**PARTICIPANT 5** (Male, APS 49)

**Q1: Do You Know What Academic Procrastination Is?**

**Participant 5:** *“Basically, for me, Academic Procrastination is when you leave all your academic responsibilities at the end”*

**Q2: Do You Consider Yourself a Procrastinator?**

**Participant 5:** *“No [Q: Why?] I mean, academically, I use to leave everything for the end, but I have not had any negative repercussions; thus, I do not consider it an issue, I am not an irresponsible student [Q: what do you mean?] yeah, I mean despite that I have delayed some tasks, it has not had a negative effect. Having procrastinated doesn't mean I am an irresponsible student; I still consider procrastinating as a bad thing regardless.”*

**Q3: How Does Procrastination Occur in Your Life? Please Describe.**

**Participant 5:** *“I don't think I am avoiding my tasks because I always keep in mind my responsibilities. If I delay is because I know I can do it in a short time, in reality it doesn't take me that long to complete my tasks. I think it is because at my home, several things are demanded of me like doing the dishes, I mean house chores and stuff, so when I am performing a task, I really focus on it. When I have to do several things at once I cannot concentrate so I avoid working under pressure because I cannot do things properly, so I organise and do it in a timely manner. [Q: if you do happen to procrastinate, what would be the reason why?] because I know I can do it in a short time but also, I take into account all my tasks so if I have a project due on Monday and I have an appointment on Sunday, I start the task on Saturday. I always keep in mind my endeavours. [Q: do not you consider this as stressing?] yes, a little, I think that's one negative thing about myself. I am constantly reminding myself about my responsibilities. Like for example, the other day I was postponing a task for a subject and I was constantly reminding myself about it [Q: why did you postpone?] because it was a teamwork and my two teammates were being really procrastinators so I think that that affects me, having to work with others. [Q: what do you think about people*

**who procrastinate then?]** *I could say that they are lazy, zero-compromised and undisciplined conformists who leave everything to the end and hand it in shoddily without giving an extra [Q: what do you mean “giving an extra”?] because they hand their homework in late and shoddily. [Q: you do give an extra, I assume] yes [Q: Why?] because it helps you academically and gives others a better impression of yourself; also, you grow as a person because then you are not a conformist [Q: What drives you to not procrastinate and “an extra”?] “The inspiration that my religion gave me makes me want to help my schoolmates, I also think that some personal negative experiences that I went through make me want to help others as I do not want them to suffer the same [...] I behave as the bible says”.*

## APPENDIX H INTERVIEW TRANSCRIPT

**PARTICIPANT 6** (Male, APS 65)

**Q1: Do You Know What Academic Procrastination Is?**

**Participant 6:** *“Procrastination means to delay activities due in specific timeframes”:*

**Q2: Do You Consider Yourself a Procrastinator?**

**Participant 6:** *“No [Q: Why?] I always keep in mind my chores and their due-dates, I rarely leave them at last. I usually evaluate my chores in order of importance and I tend to start right away. [Q: have you ever procrastinated?] Yes. [Q: Why?] I think it was because I did not consider my task as important but it needed to be done [Q: how do you know which task is important and which is not?] there are many factors, for example, when you have a task that is due the following day you obviously need to do it right away but tasks which are due in a longtime you keep them in mind until they are three to five days due [Q: what do you do instead then?] I get busy with other things like house chores [Q: how do you know when to start your homework if you are pretty busy then?] when my mind tells me that I need to set time to work on the task [Q: how does your mind tell you it is time?] It feels like pressure or constantly thinking I have tasks to work on [Q: how does it feel to be constantly thinking or keeping in mind your chores?] it feels frustrating, like a splinter that continuously hurts, and this hurting accentuates as deadlines approach, and it doesn't stop until I am done with my schoolwork.”.*

**Q3: How Has Procrastination Occurred in Your Life? Please Describe.**

**Participant 6:** *“During my early school years and up until high school, I used to procrastinate a lot; I then later realised the pressure of piling up my academic workload, I don't know if it was social pressure but this made me reevaluate my behaviours [Q: what made you change these habits?] I saw how important people in my life had a more organised way of living which inspired me to change my habits [Q: was this inspiration rooted in comparing yourself to others?] no, I would say it was more like “I've seen how they do things and I like it” [Q: what would happen if you do not turn out to be like those who inspired you?] Nothing”*