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**An Exploration of Master One EFL Students' Academic
Procrastination at the University of Tlemcen**

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Statement of Originality

I hereby declare that this submission is my own work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution. I also certify that the present work contains no plagiarism and is the result of my own investigation, except where otherwise stated.

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Dedication

I dedicate my dissertation work to my family and friends. A special feeling of gratitude to my parents “Mohammed and Hayat”, siblings “Amina”, “Marwane”, “M. Yacine”, to my sister-in-law “Rabab” and my nephew “M. Chawki” who have never left my side and are very special to me.

To my lost brother Diden. I wish you were here to see me graduate.

I also dedicate this dissertation to my best friends who have supported me throughout the process and to all people who I love.

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Abstract

Procrastination has been an area of concern everyone, especially in the academic context. Some researchers defined it as the act of delaying academic tasks until the last minute. This issue affected students' academic achievement and their mental state. As a result, many students have struggled with procrastination in their learning journey. This research investigated procrastination among Master One students in the Department of English. The study aimed to understand the reasons for students' academic procrastination and explore the negative impact of this issue on students' academic achievement and mental health. For this objective, an exploratory case study that included 42 Master One students from three majors in the Department of English (Algeria) was undertaken. The researcher used two research tools to collect data: a questionnaire for students and an interview for teachers. The findings revealed that distractions, fear of failure, and lack of motivation were the reasons behind students' procrastination. In addition, academic procrastination had a negative effect on students' mental health and academic achievement. To conclude, this study focused on the issue of academic procrastination among university students and provided strategies and solutions to help them overcome this phenomenon.

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List of Acronyms

EFL: English as a Foreign Language

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General Introduction

General Introduction

Psychology plays a crucial role in increasing humans' understanding of the way they behave and contribute of various aspects of daily life and more deeply within the educational side. In this regard, educational psychologists work with educators to identify how students can learn and behave in any academic setting. Recently, educational psychologists have discovered one psychological phenomenon that has an impact on students in universities, which is procrastination. This phenomenon affects students' productivity and performance and it makes them feel uncertain and skeptical of their academic achievement. Therefore, procrastination in the academic context is defined as the act of delaying academic tasks and it is nearly associated with psychological distress and other issues.

Academic procrastination is one of the most common psychological issues in learning especially among EFL learners. It plays a role either in students' success or in the failure of their academic achievement. However, procrastination is often observed among university students during their academic year and it can affect negatively on their academic performance, achievement, and impact on their mental health.

The present research attempts to discover the impact of academic procrastination on EFL learners who are facing anxiety, fear of failure and stress .This study also aims at understanding the reasons behind this psychological phenomenon and its impact on students' academic year. Then, it suggests some solutions and recommendations to help students overcome and reduce their academic procrastination. In other words, the focus of this research will be on the issue of academic procrastination among university students' students. Firstly, the research aims to help students to understand the reasons behind students' academic procrastination. Secondly, it provides solutions and recommendations so they can avoid this problem. In addition to that, this research conserves for the future students when they read this Master dissertation, they will get beneficial solutions and ideas about this topic.

Thus, this research is driven by the following research questions:

- Why do students procrastinate?

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- To what extent academic procrastination can affect students' performance and achievement?
- Does academic procrastination influence students' mental health negatively?

Based on The previous research questions, three hypotheses were formulated:

- Most common reasons why students procrastinate are psychological issues such as, distractions, fear of failure and feeling overwhelmed with tasks.
- Academic procrastination has a negative effect on students' academic Achievement.
- Academic procrastination has a negative influence on students' mental health.

To achieve the objectives of this research, the researcher will use the exploratory case study and will take the Master one students from the English department at Tlemcen University as a sample population. This study will collect quantitative and qualitative data relying on two different research instruments. The researcher will use a questionnaire to gather data from university students, conduct interviews with teachers. The results of this research will be analysed using a combination of mixed method approach.

To carry out this research, the present dissertation is divided into two chapters. The first chapter is devoted to present an overview of procrastination. In addition, it highlights the different theories of this issue. Then, it presents the different types of procrastinators and the factors behind this problem in detail. However, the second chapter deals with the practical part in which it describes the sample population of Master one students. In addition to that, the researcher will use two different research methods to collect data. This part will confirm or disprove the research hypotheses and answer any previous questions regarding the study.

Chapter One

Literature Review

Procrastination is a feeling of unproductiveness, anxiety, and guilt when someone wants to complete a task or a work. It is a common act known among EFL students, and can have a serious effect on their academic learning and achievement. Most university students tend to postpone working on their tasks, such as assignments and presentations, which can cause different issues.

This chapter presents a literature review of academic procrastination and its impact on EFL students' learning. Firstly, it aims to give an overview of procrastination and its definition, types, theories, and other elements. Next, it clarifies the reasons behind this phenomenon. Finally, it ends with a short conclusion that summarizes what has been said in this chapter.

1.2 Definition of Procrastination

Researchers have stated various definitions of procrastination. Procrastination can be described as “to voluntarily delay an intended course of action despite expecting to be worse off for the delay” (Steel, 2007, p. 66). It can be defined also as a tendency to postpone beginning or completing a desirable task to the point of feeling uncomfortable. It causes maladaptive methods of living, which lessens the quality of life. Procrastination is not as waiting, delaying or postponing (Ferrari, 1998). According to Solomon and Rothblum (1984, p. 503), procrastination is “the act of needlessly delaying tasks to the point of experiencing 7 subjective discomforts”. In addition to that definition, procrastination can be considered as “the purposive delay in the beginning and/or completion of an overt or covert act, typically accompanied by subjective discomfort” (Ferrari, 1998, p. 281). In another definition, procrastination can be referred to as an optional postponing of a purposive course of action regardless of the negative outcomes of that postponing (Klingsieck, 2013). In general, postponing and waiting are not an issue, when people do things, they are frequently collecting information. To procrastinate is to evade doing something strategically and intentionally (Ferrari & Roster, 2017).

1.2.1 History of procrastination

Etymologically, the word “procrastinate” has a Latin origin, “prōcrāstinātus,” which contains the prefix “pro” which means forward or forth, and “cras” which means tomorrow, and the suffix “tinus” which is used as a structure for forming adjectives. The exact meaning of procrastinating is to delay until tomorrow.

Despite the fact that the term procrastination has a long usage, both with positive and negative connotations, the primary meaning and usage of the term have a negative meaning in both Western and Eastern references. In Eastern mythology, the negative meaning can be related to the ancient Iranian poet of Zoroastrianism. Based on that, Zartosht regarded procrastination as one of the demons and evil spirits (William, 1990).

In addition to that, procrastination had a negative connotation. It is also found in ancient civilizations. For example, in the old Hindu text “The Bhargava Gita,” people who tended to be lazy and negative were called “Taamasika agents.” Both Hindu and Zoroastrian cultures saw procrastination in a negative side, however, there was a difference. In Zoroastrian belief, procrastination was seen as a demonic spirit that could be fought and overcome. However, in Hindu belief, it was considered an evil trait with no solution.

In addition, the negative moral connotations of procrastination are speculative. In Agrarian societies, the old English term “sloth” means active manipulation to get another to do the work necessary for one's own subsistence. Nowadays, the term has disappeared in industrialized society and is perhaps the concept of “getting over” used by working people when they avoid responsibilities onto other people.

Furthermore, The Oxford English Dictionary states that the word procrastination was early used in Edward Hall's Chronicle: The Union of Two Noble and Illustrious Families of Lancestre and Yorke in 1548. It is also mentioned that this term was used repeatedly without pejorative connotations considering the concept of “informed delay” or “wisely chosen restraint” accepted in Roman accounts. According to Oxford English Dictionary, the word procrastination was used by the early 1600s. However, the negative connotations of this word appeared in the middle of 18th century during the industrial revolution.

Milgram (1992) emphasized that procrastination is a crucial modern malady that exists only in countries where technology is advanced and following a schedule is important. He also believed that the more industrialized a society, the more crucial the concept of procrastination becomes. However, DeSimone (1993) noticed that many pre-industrialized societies have other words incomparable to the notion of procrastination. For instance, the ancient Egyptians owned two verbs, which refer to avoiding unnecessary work and laziness in subsistence tasks such as the fields of tilling in the Nile flood cycle. Moreover, although it can be concurred with Milgram that procrastination exists in industrial societies, it must be qualified that procrastination is a modern phenomenon (DeSimone, 1993). In addition to that, the term of procrastination is a compilation of two words: pro is an adverb related to motion and crastinus means “belonging to tomorrow “. These combined words are frequently used in Latin texts and often are used in Roman culture as a sophisticated decision due to the Roman military emphasis.

1.2.2 Theories of procrastination

Nowadays, there are different theories about the psychological reasons behind students’ procrastination: the cognitive theory, the emotion-regulation theory, the temporal motivation theory, the attribution theory, the self-efficacy theory and the self-regulation theory.

1.2.2.1 The cognitive theory

The cognitive theory is the first crucial theory that is associated with academic procrastination because it explains the appearance of students’ learning and motivation through an interaction of their environment, cognitive factors and behaviour (Gredler, 2005). Additionally, it states that students procrastinate because of the establishment of the way they think. This theory focuses on replacing the irrational beliefs with rational thoughts (Dryden, 2009). Therefore, Albert Bandura is one of the major researchers associated with this theory; he studied students’ abilities to understand the achievement situation and their beliefs. Bandura (1997) thought that students’ learning and self-regulation affect their self-efficacy. Social cognitive theory is suitable to explain the complex system of relationships and achievement in students’ academic learning.

Nevertheless, this theory is partial because it does not take into consideration students' emotions.

1.2.2.2 Emotion-regulation theory

In the theory of emotion-regulation, also called the temporal mood-repair theory, Sirois and Pychyl(2013) believe that procrastination happens when students start prioritizing their short-term mood over their long-term goal achievement and well-being. They argue that students procrastinate on a task to regulate their negative feelings such as boredom and lack of motivation, which can negatively affect their emotional well-being by causing fear of failure, anxiety, and other psychological issues. For instance, students who procrastinate on their assignments rather than working on them keep delaying, feeling overwhelmed, or fearing failure because of their procrastination. In addition to that, this theory also focuses on temporal disconnection, where students feel the need to disconnect from their future selves and that leads them to want and desire their present selves, i.e., they work on improving their present selves while ignoring working on their future selves, which will cause negative consequences.

This theory has been criticized at various points. For example, the lack of explanation in some cases where individuals procrastinate while being aware that this issue affects them negatively in the short term because of negative feelings such as feeling guilty. Also, this theory minimizes the role of some factors like lack of sleep and distracting environments, which reduce individuals' ability to control themselves and increase the likelihood of procrastination.

1.2.2.3 Temporal motivation theory

The researchers Steel and König developed temporal motivation theory in 2006. According to the theory, procrastination occurs when individuals have low motivation to engage in tasks. Steel and König (2006) explain a simplified formulation of temporal motivation theory, which is:

$$Motivation = \frac{Expectancy \times Value}{1 + Impulsiveness \times Delay}$$

This equation shows the individuals' motivation through the procrastination equation. Motivation grows when they are confident of acquiring (i.e., expectancy) a

reward or a result. However, the motivation is reduced when they have a large amount of time before realizing the reward (i.e., delay) and when they are sensitive to delay things (i.e., impulsiveness). A consonant “1” can also be added to prevent motivation from approaching infinity.

Based on this theory and equation, individuals’ motivation grows with the value of a result and with the assumption of achieving something. However, individuals’ motivation reduces with postponement before achieving the result and sensitivity to delay. This means that individuals choose their rewards to be large and their punishments to be small.

Although the temporal motivation theory explains the key aspects of procrastination, it has been criticized in various points, such as that this rational theory may not be appropriate for many procrastinators because they use rational calculation with irrational input to explain their irrational procrastination instead of some procrastinators who are not able to calculate their delay rationally. In addition, it has been criticized because it focuses on motivation as a key factor in self-regulation rather than procrastination.

1.2.2.4 Attribution theory

Attribution theory is another essential theory that is associated with the study of academic procrastination because it analyzes individuals’ reasons for success and failure by studying their motivation (Gredler, 2005). This theory is crucial when the researcher decides to examine academic procrastination because the motivation of high and low achievers is based on the attributions they set to a task. According to this theory, high achievers will perform well in their tasks instead of avoiding them to succeed. However, this theory does not take into account students’ abilities to plan, and it is not complete.

1.2.2.5 Self-efficacy theory

The concept of self-efficacy is included when examining academic procrastination. According to Bandura (1995), it refers to an individual’s thoughts about their abilities to complete their academic tasks. The concept of self-efficacy is associated with academic procrastination because students who struggle with self-efficacy tend to stop making efforts when they have challenges (Clark & Hill, 1994). Additionally,

students start doubting their abilities to perform well when they have low self-efficacy (Wäschle et al., 2014). However, students can complete their academic procrastination because they have high self-efficacy. Thus, academic procrastination was found to be associated with the power of self-efficacy and motivation for academic tasks (Klassen et al., 2009).

1.2.2.6 Self-Regulation theory

In this context, the concept of self-regulation is defined as the ability to decide, act, and flexibly maintain behaviour with the objective of achieving one's own goals (Brown, 1998). Self-regulated students tend to succeed in their academic tasks for several reasons. Firstly, they have knowledge about cognitive plans and understand that when these plans are used suitably, they improve and enhance learning (Schunk & Ertmer, 2000). Secondly, they own metacognitive skills and are able to control aspects of their learning behaviour. Thus, they use the right method for the work and change their learning methods and skills according to their consciousness of effectiveness (Wieber & Gollwitzwer, 2010). Thirdly, self-regulated students show adaptive motivational thoughts and beliefs toward achieving goals (Bandura, 1997). In addition to that, self-regulated students are not long-term procrastinators (Dietz et al., 2007). Consequently, self-regulated students tend to be successful academically due to their control over their learning and behaviour through regulating, monitoring, and guiding their actions toward their goals (Schouwenburg et al., 2004). The concepts of self-efficacy and self-regulation are closely connected because both of them are developed through attributions.

1.3 Previous Studies

The exploration is about the reasons behind academic procrastination and its effect on students' academic achievement and mental health, which is not something new. Numerous studies have examined the reasons and negative impact of procrastination on students' academic achievement and their mental health.

A study was conducted by Jarum and Ayudiari (2022), involving EFL learners from the English Language Education Department of one Indonesian private university. The researchers opted for a questionnaire to collect data. The results showed that

students' procrastination was affected by both internal factors (lack of motivation, laziness and perfectionism) and external factors (distractions and social environments).

A second study was undertaken by Suhadianto and Pratitis (2019), involving students from the Faculty of Psychology at an accredited university in Surabaya. The study examined the reasons, impacts, and strategies for handling academic procrastination in students. The researchers used open questions and in-depth interviews, and the results showed that there were 10 categories and 25 sub-categories of internal reasons causing academic procrastination and 3 categories and 10 sub-categories of external factors causing academic procrastination. There were 8 categories and 32 impact sub-categories of academic procrastination. In addition to that, students used the strategies of motivating themselves and taking notes on task reminders in writing.

Another study was conducted by Tahir et al. (2022). It aimed to identify the level of procrastination among medical students in the preclinical first, second and third years of the academic program in Pakistan and explore the strategies used by low-procrastinators to overcome this issue. The researchers used two research tools: a pre-validated Academic Procrastination Scale and semi-structured interviews. After analyzing the data, the results showed that the level of procrastination was high.

Meanwhile, they identified 10 coping strategies that were used: self-regulation, establishment of priorities, self-reward, goal-setting, conducive learning environment, self-reminders, task management, self-evaluation and self-monitoring.

Furthermore, another study was undertaken by Wirajaya et al. (2020) and involved EFL students at the University of Pendidikan Ganesha. It aimed at investigating the level of academic procrastination, the reasons behind students' procrastination and deciding whether self-efficacy correlates with academic procrastination. The researchers used an embedded mix-methods approach with an explanatory design in this study. The results found that students mostly had a high level of procrastination. It also found that the main reasons were: time management issues, aversion to tasks and personal initiative. Additionally, the self-efficacy was strong and negative between students and academic procrastination.

Steel (2007) conducted a meta-analysis of the possible reasons and impacts of procrastination by studying 216 research studies about procrastination. He concluded that procrastination corresponds with low attention and self-regulatory failure. This shows that procrastination mostly explains the relationship between lack of awareness and performance, and procrastination is mainly related to poor organization, low achievement, distractibility, etc. Steel (2007) also concluded that decreasing the value of an assignment leads to procrastination. Procrastinators prefer to be impulsive, lacking in self-control, and inattentive. Because of the connection between distraction and organization, two possible ways of decreasing distractions involve stimulus control and automaticity. Stimulus control may stop being distractible by helping individuals see nearby signs that confirm their aims and remind them of their desires. On the other hand, automaticity may help individuals keep chasing their goals and evade procrastination because it influences their decisions.

Solomon and Rothblum (1984) examined 291 university students and their frequency of academic procrastination on assignments, besides their causes for procrastination. The two researchers directed the Procrastination Assessment Scale for Students (PASS) and self-paced quiz games. Lecture grades did not significantly correspond with self-reported procrastination. In addition to that, a homogenous group of students, between 6% and 14%, selected items such as fear of failure. These items corresponded significantly with self-reported evaluations of anxiety, depression, etc. A huge number of heterogeneous groups of students, involving 19% to 47% of informants, are procrastinating because of task avoidance; this reason did not correspond with anxiety or other issues; however, it correlated with issues such as depression, low self-esteem, etc. This shows that academic procrastination is not only a deficit in time management or studying but also a complex connection of cognitive, behavioural, and affective parts.

Ackerman and Gross (2005) examined 198 university students from two big universities in the southwestern United States. The researchers administered a self-report assessment where the informants were asked about procrastination, a task-related assessment that involved questions about the significance of the assignment, and other measures. They found that students with low procrastination showed more interest in

academic tasks. However, students with more procrastination did not. This confirms the idea that interest is an essential motivator and that if teachers use academic tasks recognized by students as captivating, procrastination could perhaps be reduced. Moreover, assignments that require students' skills to work on an academic task may also be recognized as interesting, which encourages students to start earlier. Therefore, it may be a challenge to create tasks that attract all the students. However, if the academic task allows students to use their skills, the interest will be greater. In addition, the researchers found that obvious instructions that allow students to understand what is expected to perform well in an assignment could decrease their fear of getting started. Procrastination was also found to be reduced when there were only rewards for starting early. According to Ackerman and Gross (2005), procrastination can be decreased because of interdependence in the structure of lectures, such as by breaking down academic tasks into small parts. They also discovered that social norms largely affect academic procrastination. For instance, normative impacts coming from other students who procrastinate can have positive and negative effects.

1.4 Academic Procrastination

Researchers have variously defined the term academic procrastination in different ways. It can be concluded that academic procrastination is a universal issue with self-regulation, which is obtained as a delay between the start and completion of the necessary academic tasks. It may create essential negative outcomes such as anxiety and depression concerning the personality (Sirois, 2007). It can also be defined as a learner's pervasive and persistent desire on the part of the learner to procrastinate academic tasks, which is nearly always followed by anxiety.

Postponing the study to the night of the exam and experiencing anxiety and swiftness is the most noticeable and familiar example of this form of procrastination (Solomon& Rothblum, 1984).

Academic procrastination, which can also be considered a reflection of the daily delay of academic tasks, is defined as the postponement of academic duties and responsibilities related to school or to do them till the last minute (Haycook, et al., 1998).

1.4.1 Characteristics of academic procrastination

Among all the studies about academic procrastination, Moonaghi and Bevodokhti (2017) conducted one important study. They introduced six characteristics of academic procrastination, which are psychological beliefs about abilities, distractions, social factors of procrastination, lack of time management skills, lack of personal passion and laziness.

1.4.1.1 Psychological beliefs about abilities

Despite the fact that other studies failed to validate the factor of time management skills in active academic procrastination, they showed that individuals who procrastinate explain their tendency to delay tasks and their capacity for working under pressure. Thus, one feature of procrastination contains psychological beliefs about the ability to do tasks under pressure, and it has been defined as “sensation-seeking” in related studies. That is to say, individuals with academic procrastination choose to work under pressure, whether they are active or inactive, and that is the reason why these individuals have an indisputable belief in their capacity to do their tasks under pressure. In fact, this belief was also mentioned in another study; Sokolowska (2009) states that there is another thing called “academic self-image.” It is a thoughtful perspective that individuals have about themselves, especially students’ beliefs about their productiveness and unproductiveness. In addition to that, the higher the students’ belief in their productiveness, the more procrastination becomes probable in them, and that is associated with “exams night hurry” occurring from their self-confidence in their capacity and positive perspective. Moreover, Schraw (2007) states that individuals who procrastinate and study on exam night have a higher level of difficulty when they delay studying until the deadline. Nevertheless, the findings of another study show that students who postpone studying until the night of the exam perform weakly in class activities.

1.4.1.2 Distractions

Studies of academic procrastination show that individuals who procrastinate tend to be easily distracted by fun activities. Consequently, they prioritize enjoying fun activities rather than working on their tasks; they choose to sleep or watch TV instead of being distracted by their responsibilities. In addition, one of the reasons behind

students' distraction is that doing assignments is annoying. Based on studies, students who always procrastinate and choose to be distracted by doing pleasant activities do not like working on their tasks. Also, low levels of perseverance and high levels of distraction when doing academic tasks with weak planning skills are the reasons that affect procrastination. Moreover, avoiding working on responsibilities is considered one of the main characteristics of students who procrastinate because they repeatedly focus on other activities instead of specific tasks.

1.4.1.3 Social factors of procrastination

According to the study that was conducted by Klassen et al. (2007), it is showed that individuals who tend to procrastinate fail to self-regulate their academic behaviours. Self-regulation also has the capacity to regulate students' performance in various environments. Consequently, students who procrastinate tend to be in stressful situations when they disregard deadlines. Also, social factors can make students avoid or evade doing their academic tasks (Schraw, 2007). Based on the study of McCloskey and Scieszlo (2015), it is shown that students who are in the beginning of their adulthood at the ages of 18 to 23 years old attempt to spend their time with family and friends or at work. In addition to that, university students may skip doing their academic tasks and choose to spend their time with their family and friends or at work.

1.4.1.4 Lack of time management skills

Students who tend to procrastinate cannot manage their time, and there is a big difference between their real perceptions and their perceived behaviours. According to Solomon and Rothblum (1984), time management issues are stated as a cause for academic procrastination. Moreover, students can learn how to manage their time because it is not an inherent skill and is an essential reason for academic procrastination. Students who want to succeed in their academic environment should work on their assignments before the deadline. Poor time management may cause forgetting assignments, studying without purpose until the deadline, or working less on activities than academic tasks. Therefore, not having good time management skills is considered a characteristic of students who procrastinate in their academic environment.

1.4.1.5 Lack of personal passion

Steel (2007) defines procrastination as an ineffective delay. This delay cannot be only caused by situational and social factors; it can also be caused by personality and attitude characteristics such as what can be called “passion”. Passion is the capacity to start or do tasks with energy. In other words, if the student has a low passion, there would be no strong encouragement for doing the academic tasks on time. Caruth (2003) believes that the reason behind procrastination is a lack of personal passion or motivation. Students who are motivated will perform well academically. Furthermore, motivation can be internal or external, and it can be considered a key to success.

1.4.1.6 Laziness

Different studies concerning academic procrastination have shown the impact of some factors on students’ procrastination. Based on the study of Schraw et al. (2007), fear of failure, task avoidance, and laziness are the reasons behind students’ procrastination. Laziness is a deeply ingrained pattern of inactivity or unwillingness to exert the necessary effort. According to the reports of Solomon and Rothblum (1984), work avoidance and laziness are 18% of the causes of procrastination. In Schraw’s study (2007), about 40% of students mentioned that if the instructor had high expectations or was not flexible for the deadline for submitting the assignment, they would fail the course. Thus, academic procrastination may be caused by avoiding school or laziness. In addition to the previously mentioned factors, procrastination can be caused by situational factors such as the innate qualities of the tasks, their importance or difficulty and the impact of the teachers’ characteristics (Steel, 2016).

1.4.2 Prevalence of academic procrastination

Academic procrastination is a common issue among many university students who have assignments, projects, or presentations to do during their academic years. According to Potts (1987), research shows that high percentages of undergraduate university students tend to self-report that they procrastinate in their academic tasks, and 75% of them consider themselves procrastinators. In addition to that, Ellis and Knaus (1977, as cited in Steel, 2007) mentioned that approximately 80% to 90% of undergraduate university students said that they are procrastinators. Moreover, Solomon and Rothblum (1984) found that about one quarter of 342 American university students

were taking an introductory psychology course and having issues with procrastination. Also, Clark and Hill (1994) found that between 30% and 45% of 184 American university students who were taking an introductory psychology course faced issues with procrastination, and 55% and 60% of them wanted to reduce this problem. Consequently, academic procrastination is a serious and crucial problem for university students in the United States of America.

Although researchers focused on testing academic procrastination among American university students, they also examined this problem globally. Schouwenburg (1992) investigated research in the Netherlands involving 278 students and found that more than 70% of the participants reported procrastinating their academic tasks, and only 20% of them admitted chronic academic procrastination. Another international study about the prevalence of academic procrastination (Ferrari et al., 2009) examined academic procrastination among 203 Turkish university students. The results showed that 52% of students self-reported their chronic academic procrastination. More recently, Özer (2011) found that 53% of 150 Turkish university students tend to experience academic procrastination.

1.4.3 Active and passive procrastination

Active and passive procrastination are two different types of procrastination.

1.4.3.1 Active procrastination

It requires deliberately delaying decisions or actions and using the pressure of a deadline as motivation to complete the tasks. This type is related to positive consequences such as having greater confidence to improve students' academic achievement.

1.4.3.2 Passive procrastination

It involves delaying decisions and actions because of a lack of ability to complete things on time. This type is related to negative consequences such as reducing productivity and increasing stress.

1.4.3.3 Difference between active and passive procrastination

The main distinction between active and passive procrastination is that active procrastination is a deliberate delay that leads to positive psychological emotions and

consequences. However, passive procrastination is involuntary postponing that leads to negative psychological emotions and outcomes.

Chun Chu and Choi (2005) state the difference between active and passive procrastination. Cognitively speaking, they mention that passive procrastinators do not intentionally postpone. However, they often procrastinate their academic tasks because of their lack of ability to make decisions and to react to them quickly. In contrast, active procrastinators can make decisions on time. But they stop their action on purpose and focus on other essential tasks. Affectively speaking, when the deadline is near, passive procrastinators work under pressure and have negative feelings in their outlook such as their capacity to achieve positive results and self-doubt about their success. Whereas, active procrastinators prefer working under pressure, and have a feeling of motivation and challenge in the last-minute tasks. According to them, working under pressure protects them from suffering like passive procrastinators.

1.5 Types of Procrastinators

According to Sapadin (1997), there are six different types of procrastinators: perfectionist, dreamer, worrier, defier, crisis-maker, and over-doer.

1.5.1 The perfectionist

Perfectionists can be resistant to starting or completing a task due to their aim to do a perfect job, and their famous sentence is “they want to be perfect.” Although their main focus should be not to lower their standards, they start worrying and self-doubting the high expectations they think people have of them. Students who are perfectionists cannot be reluctant when it comes to spending more time and energy on their academic assignments. This form of procrastination, which requires postponing the completion of academic tasks, is unidentified and misunderstood.

1.5.1.2 The dreamer

Dreamers want to live their lives easily and pleurably. According to dreamers, the difficult challenges that they defy can unconsciously create resistance. For example, the sentence “that might be difficult to do” is translated into “incapable to do it”. Students who are dreamers are very accomplished in advancing and generally promoting magnificent ideas. Therefore, they seem unable to turn their incomplete ideas into fully

developed realities. In addition to that, they tend to turn their sketchy ideas, such as “maybe they will have a break” or “they are special individuals” into imagination in their practical world.

1.5.1.3 The worrier

Worriers have an uncontrolled need for security which leads to fear of risk and a lack of safety. They tend to start fearfully living their lives with worries about “what if?”. By facing a new situation, students who are worried become anxious and stressed because it requires change and creates unwanted results. Thus, they seem to postpone making decisions or following their own decisions as long as they are capable. In addition, when they start doing their tasks, they may drag it out and attempt to help in “softening the blow.” Generally, students consciously and unconsciously evade completing their academic tasks altogether so that they never depart from their comfort zone and enter a new territory. They also defy change when they know rationally that this change can improve their academic life.

1.5.1.4 The defier

The defier tends to be a rebel, searching for ways to resist the rules. Some students who are defiers are proud to be procrastinators because it goes against the usual and rational way to do things, and they usually say: “Why should it be done?” By delaying, defiers are planning their own schedule that no one else can predict or oversee. In other words, they are creating their individuality against the assumptions of other individuals. Moreover, other defiers seem to be finer, and that might be because they are unconscious of what they are doing. Also, they tend to not flaunt their resistance to doing tasks. They simply do not engage in doing something on time.

1.5.1.5 The crisis-maker

Crisis makers tend to like the feeling of being challenged. Crisis-makers seem too happy to postpone their tasks till the last minute, and their famous sentence is “but they only get motivated at the last minute”. Moreover, crisis makers always feel bored and defy doing things consciously and methodically. Crisis-makers are likely to avoid doing their academic tasks, then start to feel captivated when they face an unwanted task.

1.5.1.6 The overdoer

Overdoer procrastinators always tend to say “yes” because they are not capable of making choices and organizing priorities. In other words, they haven’t developed the ability to make decisions because of the accountability. They seem to be ineffective in time management, organizing resources, and solving problems. Thus, they try to overwork at once and automatically fail. Students who are overdoers are frequently hard workers, and most of them achieve some things excellently. However, other things never get completed at all, or they get done late or unsuccessfully. In addition to that, with a short amount of time and more tasks to do, overdoers are prime individuals for early burnout.

1.5.2 Characteristics of procrastinators

According to Ferrari et al. (1995), cited in Fajhriani (2020), academic procrastination often happens because it is associated with students’ academic tasks. They also stated some characteristics that can be considered signs of academic procrastination.

1. It takes a long time to do the academic tasks. Students usually demand more time to prepare themselves before completing their assignments. They also prefer choosing to do other activities not related to their assignments. Thus, it is difficult for them to put all their effort into the assignment or even be able to complete it on time.
2. The time gap between the planned students and their actual performance. Procrastinators struggle to complete their tasks according to a pre-planned time limit. They often procrastinate in fulfilling deadlines from their plans that they have set for themselves and others. Although other individuals plan to start working on their assignments at a later time, procrastinators spend the time they have to do their tasks on things that are not related to their tasks.
3. Procrastinators choose to do other fun activities instead of their important academic tasks. In other words, they intend to do other activities that are more fun, like watching, reading, etc. Rather than doing their necessary work.
4. There is a postponement in completing the academic assignments.

1.6 Academic Procrastination and Academic Performance and Achievement

Academic procrastination has an impact on students' performance and achievement.

1.6.1 Academic performance and academic procrastination

Several studies explain the relationship between academic procrastination and academic performance. Numerous research studied self-esteem, anxiety, motivation, etc. One of the early studies was conducted by Baumeister and Scher (1988), who suggested that procrastination is a self-indulgent behavior with a negative influence on performance because it involves delaying tasks that could be completed in a shorter amount of time."

In another study, Lakshminarayan et al. (2013) stated that there was a negative relationship between academic procrastination and academic performance. The findings showed that procrastination was less common among students with above-average or average academic performance; they had lower scores of academic procrastination. In reverse, students with high procrastination scores performed lower. In addition, Balasubramanian et al. (2012) stated that procrastination had an important negative influence on university students' academic performance. According to Kasim (2015), academic procrastination is correlated negatively with academic performance. It has a negative effect on students' self-esteem by interrupting academic performance.

Smitha Dev (2018) found a clear negative connection between procrastination behaviour with stress, study habits and academic achievement of students who are studying in India & UAE.

1.6.2 Academic achievement and academic procrastination

Academic procrastination is a student's postponement of their academic tasks or studying. This issue affects university students' learning and achievement. Procrastination can also become a daily habit that has a bad effect on students' productivity in their academic learning. According to Akinsola et al. (2007), earlier studies explored the relationship between academic procrastination and academic performance, and they mainly discovered that academic procrastination is negatively linked to academic performance. In addition to that, procrastination is related to

disadvantageous behaviours and results, which include poor study habits, fear of failure, lower grades, feeling guilty, and anxiety (Ferrari & Scher, 2000). Beswick et al. (1998) mention that the findings of previous studies show that the reports of students' procrastination indicate a negative difference in their academic performance. In other words, the more students postpone their tasks, the lower their grades are (Moon & Illingworth, 2005). Also, Steel (2007) says that procrastinator students are less motivated to become successful. Moreover, procrastination affects students' self-efficacy, self-control, and organizational behaviour by making them lazier and making them afraid to start working on their academic tasks (Steel, 2008).

Academic procrastination is related to anxiety (Lay, 1995). It is also associated with lower grades and course cancellation (Beswick et al.). Thus, academic procrastination adversely has an impact on students' personalities and their academic learning and achievement.

1.7 Mental health

Mental Health. World Health Organization stresses the vital importance of mental health as a component of health. The WHO constitution states: "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." Thus, mental health does not mean the absence of mental disorders or disabilities. Mental health is defined as a state of well-being. The individuals realize their abilities, can cope with the everyday stresses of life, work productively, and contribute to their community. In addition, mental health is an essential tool to human's ability to think, emote, socialize and function productively in society and to one another.

1.8 Reasons for Students' Procrastination

There are several possible reasons behind academic procrastination behaviour have been revealed through different studies.

1.8.1 Lack of motivation

Lack of motivation is a serious psychological issue, and is considered a part of procrastination. Motivation is what leads students' to achieve their academic needs. Also, it can be either intrinsic or extrinsic. Intrinsic motivation is associated with personal satisfaction, comfort, and advantage. Managing academic tasks at risk with

students' values frequently provides intrinsic motivation. However, extrinsic motivation provides advantages to students, like gaining aspiration for doing something. Managing academic tasks that are at risk with their goals frequently provides extrinsic motivation. Students who do not know how they will benefit from their tasks become unmotivated to achieve them.

1.8.1.2 Fear of failure

Fear generally causes avoidance, achievement, and other things. In an educational context, avoidance can lead to academic procrastination. For instance, those students who are late to start studying can be affected by academic procrastination, which also reflects a fear of failure. Thus, academic procrastination may be viewed as the consequence of a fear of failure. Rothblum (1990) suggests an avoidance model of academic procrastination, which explains students who experience high levels of fear of failure will have anxiety and worry when the deadline for tasks approaches. This anxiety is decreased by avoidance and procrastination, and that causes relief from being anxious.

1.8.1.3 Feeling overwhelmed with tasks

Feeling overwhelmed with tasks is the sensation of being wholly swamped and incapable of handling academic tasks. In other words, it is the feeling that there is too much to handle in a short amount of time. In addition, this factor is one of the reasons behind academic procrastination, which means it appears when students postpone their tasks. Moreover, it is a strategy to avoid the unease and anxiety that appear with resisting and intimidating tasks or duties. However, this can increase procrastination and make things worse.

1.8.1.4 Distractions

Distractions are considered as one of the major reasons of academic procrastination among university students. Although internet is one of the best human inventions, it also has a negative impact on students' academic achievement. Nowadays, the use of social media has a negative impact on students and leads to academic procrastination. In other words, students spend their time scrolling on social media applications or playing video games. Then, they work on their academic assignments

till the last minute. In addition, Peter (2015) found that students who always use social media applications or sites failed in their academic performance and exams.

1.8.1.5 Perfectionism

Academic procrastination is one of the major outcomes of perfectionism that affect students' academic achievement. Perfectionist students who procrastinate their academic tasks have a lack of satisfaction towards their performance. Thus, it leads to fear of failure and worry about making mistakes and doubts about their capability to succeed. In addition to that, Pacht (1984) states that the negative side of perfectionism is related to many negative consequences. For example, perfectionism affects students' academic performance and achievement negatively due to unnecessary delay in submitting their academic tasks because of fear of failure and making mistakes.

1.8.1.6 Laziness

Laziness is the tendency to avoid working when there is a need for physical power. Laziness is one of the factors that leads to academic procrastination. Procrastinator students feel too lazy to finish their assignments. In addition, Price (2020) explains that students who procrastinate are paralyzed by anxiety and confusion about how they start completing their complicated tasks. Also, laziness plays a crucial role in students' academic achievement. Those who struggle with laziness tend to delay their academic tasks until the last minute. Thus, the quality of their work negatively impacts their achievement.

1.8.2 Consequences of academic procrastination

Many studies mention several consequences of academic procrastination. The first consequence contains some objective results such as weak grades (Burka & Yuen, 1983), big course withdrawals (Rothblum et al., 1986), and lower attendance of students inside the classroom (Knaus, 1998). However, it is essential to identify that academic procrastination does not only lead to these outcomes. For example, Psychyl et al. (2000) discovered an important difference between students who procrastinate and students who do not.

Tice and Baumeister (1997) discovered the second negative consequence which is weak health. In their study, stress and physical symptoms among university students

were collected over the course of the session. Procrastinators reported fewer health issues and lower stress in contrast with non-procrastinators at the beginning of the course. However, at the end of the course, they reported more health issues and higher stress. In general, students who procrastinate have more illnesses and get poor grades on their academic tasks. The researchers found that academic procrastination emerges as a self-defeating behaviour with short-term advantages and long-term costs.

In addition, Burka Yuen (1983) mentioned the affective part of procrastination that has emotional results from task postponement. They found that when students are conscious that they are procrastinating, they may have numerous feelings such as guilt, tension, and anxiety. According to Knaus (1998), personal confidence and productivity are tightly connected and self-efficacy and anxiety are able to contribute to failure which causes paralyzing procrastination.

Furthermore, Knaus thinks that the emotional outcomes of task postponement stem from a big cognitive part related to “self-downing” or “doubts of abilities” that can cause second-guessing, self-doubt, and other psychological issues. Also, this may cause other feelings such as anxiety, depression, worry, low frustration tolerance, etc. The issue of low self-frustrating tolerance is frequently the outcome of students’ failure to manage their academic responsibilities. The lack of self-regulation can be caused by task avoidance and that leads to feeling stressed.

Baumeister et al. (1999, p. 446) mentioned in their study the role of stress in the breakdown of self-control. They found that self-regulation “involves altering one's own responses (e.g., cognitive processes, feelings). And behaviours)”. The researchers compare self-regulation with a muscle that becomes more powerful through exercise. This comparison between physical strength and self-regulation is related to academic procrastination if students consider their failure to be related to these terms because individuals have limited resources for their self-regulation. Furthermore, the researchers discovered a part of fatigue in terms of self-regulation that stated, “a) Coping with stress has after-effects that encompass a variety of self-regulatory breakdowns; b) Coping with emotional distress shows similar patterns” (cited in Muraven et al., 1999, p. 447). Consequently, the results of stress in terms of procrastination are significant compared to self-regulation. In other words, stress has an important negative influence on self-regulation. There is a possible relationship that interferes with people’s ability to

overcome their procrastination. When the relationships are considered again, it becomes possible to assume that helping students' overcome their procrastination may have a positive impact on their well-being.

1.9 Conclusion

In conclusion, academic procrastination is a common phenomenon that can have a significant effect on EFL students. This chapter contained a detailed review of students' academic procrastination, which included its definition, history, types, studies, theories, reasons, consequences and negative impact on students' academic performance and achievement. Academic procrastination is defined as the delay of academic duties and responsibilities related to school or the failure to do them until the deadline. It has negative effects on students' academic performance and achievement. It affects their mental health by reducing motivation and increasing anxiety, stress, and other issues that make them perform poorly in their academic lives. Overall, this chapter provided a solid basis to understand the importance of academic procrastination in language learning, and focused on some components that can explain the types of students who tend to procrastinate.

Chapter Two

METHDOLOGY, DATA ANALYSIS AND RECOMMENDATIONS

This chapter aims to present the methodology and data analysis techniques employed to investigate the impact of procrastination on Master One EFL students. Firstly, this part explains the selection of the research method and information about the participants. Secondly, the researcher introduces the tools of data collection. Thirdly, it discusses the results of each research tool. Finally, it ends by giving suggestions and recommendations for students to overcome academic procrastination.

2.2 The Aim of the Study

The present study aims at discovering the negative impact of academic procrastination on EFL learners. It also helps to understand the reasons behind this psychological issue that affects students' academic learning and achievement. By exploring the causes that keep learners procrastinating their academic tasks, this study explains the negative impact of procrastination on their academic achievement and the influence of this issue on their mental health. In addition to that, this study provides further readers with a comprehensive knowledge about this issue and strategies to overcome it.

2.3 Research Methodology

The first element provides a comprehensive explanation of the research methodology used to tackle this study, including the techniques and tools used. Also, it gives a description of the target population and the research tools.

2.3.1 Type of research

This research aims to investigate the reasons and impact of procrastination on students' academic achievement and its influence on their mental health. The researcher uses an exploratory case study which is a research method that focuses on the study of a problem, it helps to understand the phenomenon and to suggest some strategies to overcome it. Besides adopting the exploratory case study, the researcher relies on a mixed methods approach where both quantitative and qualitative data are collected, using two research instruments: questionnaires and interviews.

2.3.2 Sample population

The main focus of this investigation was on Master One EFL students from all majors at the English Department of the University of Tlemcen. The sampling approach of these participants is random sampling, which gives every student the chance to participate in this research. The reason behind choosing Master One students is that it is their first time as Master students, and it is different from the licence level, which could result in procrastination habits. Moreover, they have already studied for three years and are familiar with the deadlines and assignments. In other words, they faced difficulties with this psychological phenomenon and they can provide details about their experience with it.

2.3.3 Research instruments

Research instruments refer to various tools used by researchers to collect data and analyze it for a specific study. They should also rely on a triangulation of tools to gather data. The selection of suitable research instruments that are employed in data collection is a crucial step in the research process to confirm the hypotheses. Moreover, by ensuring accurate information that is obtained from participants, researchers can draw valid conclusions that can lead to meaningful progress. In this study, a questionnaire for students and an interview for teachers were used as instruments for data collection.

2.3.3.1 Students' questionnaire

The researcher provided an online questionnaire to Master One English language students of three majors: Language Studies, Literature, Civilization, and Didactics on their Facebook groups. The reason behind choosing this research tool is the ability it provides to collect the necessary data. Using a questionnaire gives students the freedom to express their thoughts, and it would be easy for them to participate in such a tool. The number of responses to this instrument was 42. The questionnaire consists of 12 questions and contains multiple-choice questions, both close-ended and open-ended questions, and it was divided into three sections.

The first section, titled "Procrastination Behaviour," includes 4 questions which

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are yes-or-no questions and multiple-choice questions to determine whether students procrastinate or not. The second section incorporates 4 questions which are yes-or-no questions and multiple choices, and is called “Psychological Impact” to check the impact of procrastination on their mental health. The third and last section is named "Solutions and Recommendations,” and it has also 4 questions which are yes-or-no questions, multiple-choice questions, and open-ended questions to let students propose some strategies and solutions to help other students overcome their procrastination. These different sections help the researcher to know about the reasons and the impact of procrastination on students’ academic achievement by analyzing the collected data and discuss it.

2.3.3.2 Teachers’ interview:

To get sufficient data through a conversation between the researcher and the informants, the researcher uses an interview as a second necessary instrument to collect data. The structured interview is employed with six English language teachers at the English Department of the University of Tlemcen who have been interviewed and asked several questions to obtain more details. This interview contains six questions and each question has a specific aim in data collection.

The purpose of conducting interviews with teachers is because they often develop strategies to address academic procrastination among their students and can explain the impact of this psychological issue on students’ academic achievement and performance. In addition, teachers play a significant role in their students’ academic achievement and they can provide them with guidance and solutions that would be helpful for their academic achievement.

2.4 Data Analysis

Data analysis is a crucial process in which a researcher analyzes data that can be used in both qualitative and quantitative research. The main purpose of data analysis is to understand and conclude specific data about the reasons behind academic procrastination and its impact on students’ academic achievement and mental health.

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In this section, the results acquired from the questionnaire and interview are discussed and analyzed in detail. The objective of analyzing findings is to confirm or reject the researcher's hypotheses, based on the data collection and analysis.

2.4.1 The questionnaire analysis

The purpose of questionnaire analysis is to gather and interpret the data collected through a questionnaire or survey. Also, analyzing responses allows researchers to understand students' opinions and thoughts about procrastination that will help the researchers to determine whether their hypotheses are supported by the data collected.

Section one: Procrastination Behaviour

This section shows the behaviour of students who procrastinate.

Q01: Do you procrastinate?

Table 2.1: Students' procrastination

Options	AF	RF
Yes	38	90.5%
No	4	9.5%
Total	42	100%

AF: absolute frequency (refers to the number of times a particular value appears in a data set).

RF: relative frequency (refers to the percentage of the total data which that particular value takes up).

This table shows that 90.5% of the students tend to procrastinate their academic tasks. However, only 9.5% of students do not procrastinate.

Q02: How often do you find yourself procrastinating on your academic tasks?

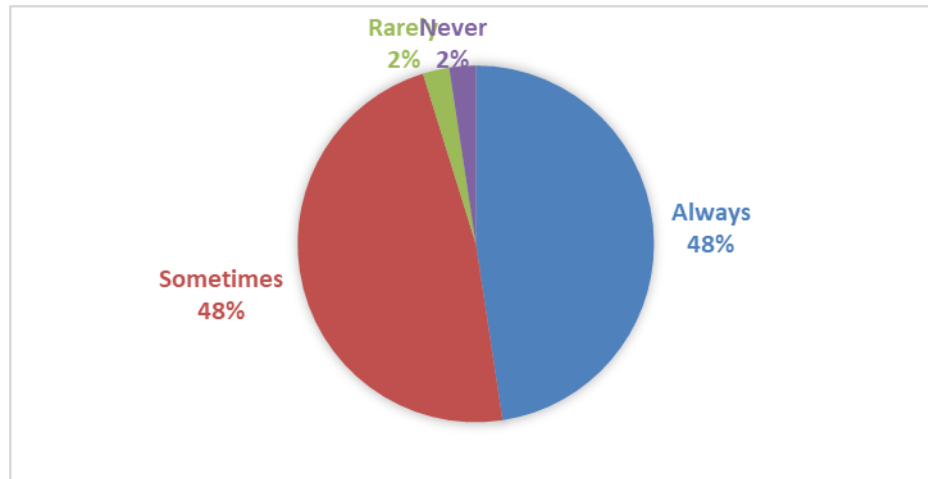


Figure 2.1: Students' procrastination rate

This pie chart 2.1 shows that the majority of students (96%) tend to procrastinate on their academic tasks either always or sometimes. In contrast, only a minority of respondents (4%) rarely or never procrastinate their tasks.

Q03: What are the types of tasks you usually procrastinate on?

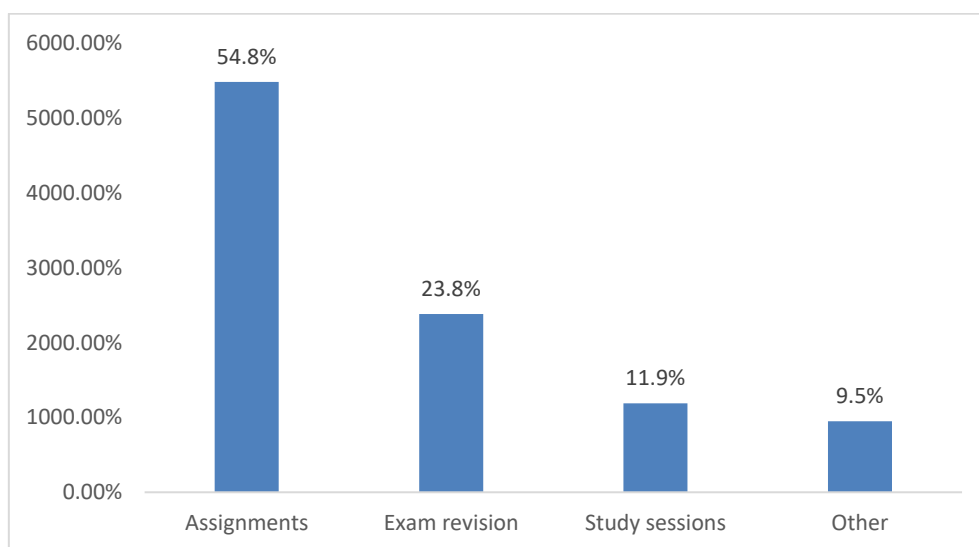


Figure 2.2: Types of tasks

This histogram 2.2 shows that the majority of students tend to procrastinate on their assignments, as mentioned earlier. Some students admit to delay their exam revision and study sessions. However, a minority of them (9.5%) state that they do not procrastinate or they usually postpone all of the tasks mentioned in the figure.

Q04: What do you think are the main reasons for your procrastination?

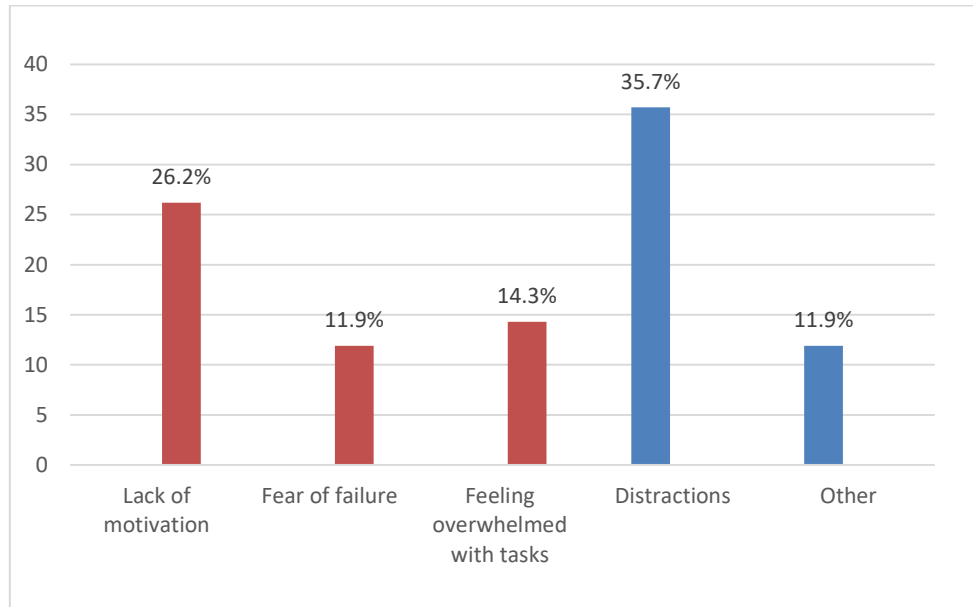


Figure 2.3: Reasons for students' procrastination

This graph 2.3 demonstrates that the majority of students (35.7%) believe that their procrastination results from distraction and 26% of them, lack of motivation and that is why they procrastinate. According to other students, procrastination can also result from feeling overwhelmed with tasks (14.3%) and fear of failure (11.9%). However, few students (11.9%) who claim that the issues of perfectionism is the reason for their procrastination.

Section two: Psychological Impact

Q05: How would you describe your emotional state when procrastinating?

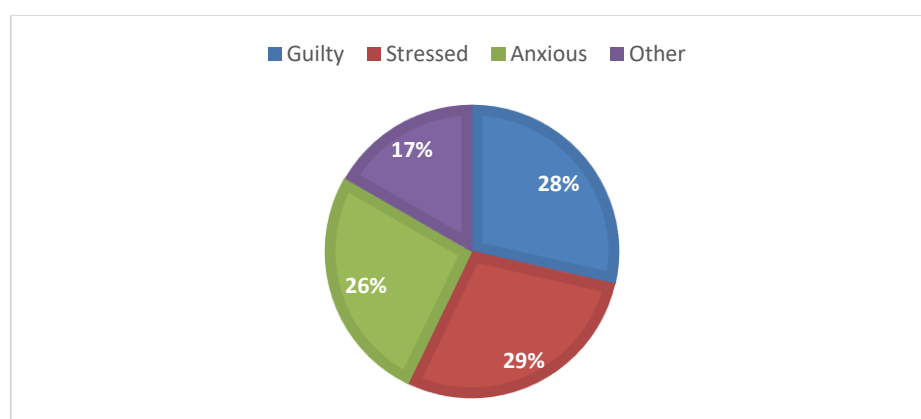


Figure 2.4: The emotional state of students when procrastinating

This pie chart 2.4 shows the emotional and psychological states of students who procrastinate their tasks. Most of students (54%) feel stressed and anxious when they

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 procrastinate. 28% of them are overwhelmed with guilt. However, 17% of students mention other psychological problems, like low self-esteem and feeling down and challenged.

Q06: Has procrastination affected your academic achievement? and how?

Table 2.2: The effect of procrastination on students' academic achievement

Options	AF	RF
Yes	24	57.1%
No	18	42.9%
Total	42	100%

Table 2.2 shows the impact of procrastination on students' academic achievement. Students who selected "yes" in this table, explain how procrastination impacts negatively their academic achievement and their grades .It leads to a decrease in their productivity by delaying their tasks. Also, it impacts negatively which means most of them did not perform well in their tasks. In addition to that, procrastination affects their mental health by causing many issues such as self-confidence, stress, and anxiety. However, students who select “no”, are not affected by procrastination.

Q07: Have you ever had to pull an all-nighter to complete a task due to procrastination?

Table 2.3: Staying awake to complete a task

Options	AF	RF
Yes	24	57.1%
No	18	42.9%
Total	42	100%

Table 2.3 represents that 57.1% of students tend to stay awake all night to finish their tasks. Nonetheless, 42.9% of students state that they do not use this strategy.

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Q08: If you prepare well for your academic tasks, do you think that you will feel at ease?

Table 2.4: Preparing for academic task on time

Options	AF	RF
Yes	24	89.2%
No	18	10.8%
Total	42	100%

Table 2.4 shows the results of students who believe that preparing well for their academic tasks will make them feel at ease. The majority of students (89.2%) think that preparing effectively for their academic tasks will put them at ease. However, a minority of them 10.8% believe otherwise.

Section three: Solutions and Recommendations

Q09: What strategies do you use to overcome procrastination and to improve your productivity in learning?

In this question, some students believe that making to-do lists, using the Pomodoro technique, and motivating themselves are all effective ways to increase their productivity. Others say that studying in groups is the best option. In addition to that, they believe that setting a time to study and rewarding themselves when they finish is very beneficial. For example, they could enjoy a delicious lunch or watch an episode of their favourite show. Furthermore, some of them believe that the best technique is to attend all of the lectures and focus on understanding and taking notes. Then, they should revise the lecture as soon as it is explained by their teachers.

Q10: How confident are you in your ability to overcome procrastination?

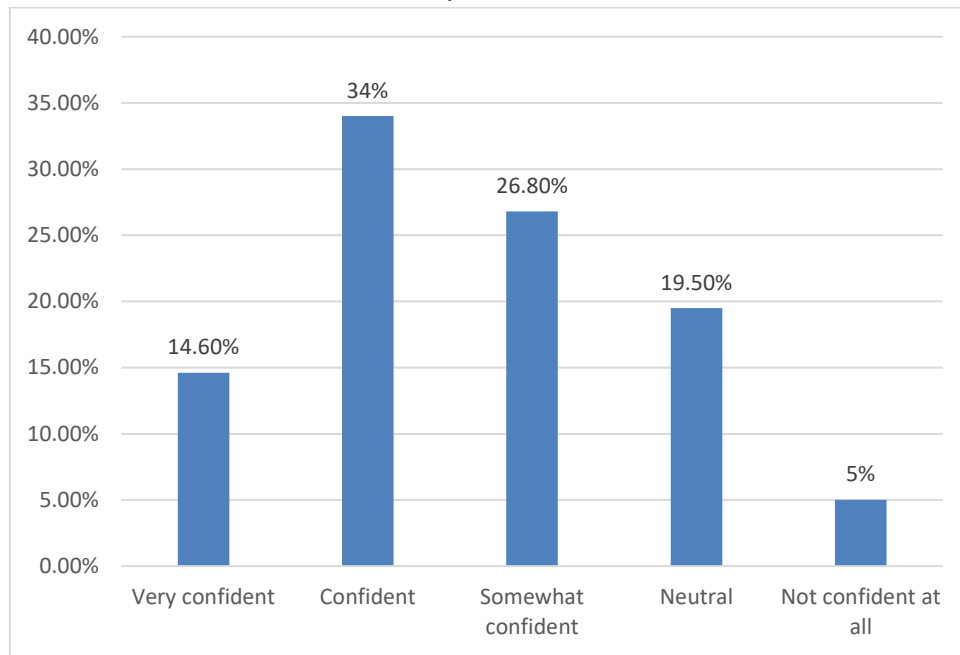


Figure 2.5: Students' confidence in their ability to overcome procrastination

Histogram 2.5 shows the confidence of students who want to overcome procrastination. The majority of students 48.60% either very confident or confident. However, few students (5%) lack confidence at all.

Q11: Are there specific tools or apps that you find helpful in managing your time and tasks? If yes please mention them.

Table 2.5: Time and task management tools

Options	AF	RF
Yes	23	54.7%
No	19	45.3%
Total	42	100%

Table 2.5 shows that 54.7% of students say that there are specific tools that help them in managing time and tasks. Some of them recommend using applications such as to do list, Pomodoro, agenda and remind me. Others suggest watching motivational videos or self-improvement videos on YouTube. On the other hand,

45.3%who answer “no” state that they do not rely on apps or tools to manage their times.

Q12: What advice would you give to other students in this context?

In this question, students provide a variety of answers to help other students who want to overcome procrastination. Some students say that it is okay to procrastinate because students are not robots but merely human beings facing difficulties in doing their tasks especially if they are always surrounded by distractions .However, they should not fall into the trap but instead they should try to work on this issue by excluding those distractions until they complete all their tasks and also try not to procrastinate to the point where they feel stressed and hopeless. Moreover, they advise all students to motivate themselves by watching videos that contain building personality and success. Also, students should study hard from the beginning to avoid fear of failure and believe in themselves to be able to face their psychological challenges.

2.4.2 Teachers’ interview analysis

Interview analysis is one of the most important stages in any qualitative research process. Analyzing an interview facilitates a deeper comprehension of intricate phenomena and it contributes to the knowledge in different fields. In this current analysis. Six teachers from the English Department at the University of Tlemcen were interviewed and asked several questions. The interviews were recorded and transcribed and analyzed in detail to confirm or refute the hypotheses.

Q1: Have you ever had students hand in their assignments late or after the deadline?

Most of the teachers say that every year they have this kind of students that do not submit their assignments earlier and keep procrastinating until the deadline. Although the teachers always launch the call for people to give their presentations and perform them on time, still they still receive late assignments and students presente after the deadline.

Q2: How was the quality of their work and performance?

Teachers say that the quality of students’ work was not acceptable because they are not following the right process. In addition, they mention that the majority of students, who submit their assignments late, usually do not have time to write a good

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quality assignment. However, some teachers believe that submitting work late or after the deadline depends on the students' personalities or certain psychological factors like motivation, perfectionism, and laziness. These teachers have observed that there are a few cases where students submit their work after the deadline because they tend to be perfectionists.

Q3: Do you think that procrastination affects students' performance and achievement?

Teachers believe that procrastination is a psychological issue that causes the brain to delay tasks until the deadline. This behaviour can have a negative impact on students' learning and academic achievement. For example, students get low grades and decrease in their productivity as university students. They also think that procrastination increases stress and anxiety that affect their mental health.

Q4: In your opinion, what are the reasons behind students' procrastination?

According to the majority of teachers, various psychological and social factors contribute to students' tendency to procrastinate. Many teachers believe that distractions by phones, social media and video games is one cause of this issue. They also say that society is less rigorous than it used to be, and this lack of rigor has made students lazy. Additionally, the fear of failure is another reason that affects students' performance psychologically, making them believe that they will not perform well and will be mocked by their classmates. Furthermore, perfectionism is the third reason for procrastination. Perfectionistic students tend to be harsh on themselves by avoid making mistakes.

Q5: Have you ever tell them about this issue or advise/warn them?

All of the teachers confirm that they always advise their students to avoid procrastinating until the end of the deadline. They believe that this warning can be one of the solutions to overcome this issue. Furthermore, they always offer advice to their students on how to manage their time effectively .According to them, it is very necessary to encourage students to stay organized and prioritize their assignments to avoid procrastination.

Q6: What are the strategies that could help students overcome procrastination?

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The teachers suggest several strategies that could help students overcome procrastination. Students should have self-confidence, prioritize their assignments, and try to divide them into smaller parts. Additionally, some teachers recommend introducing students to the “study skills” module where they can learn specific techniques to stay on track. For instance, some teachers recommend organizing a timetable for students to track their assignments deadline. Whenever the deadline approaches, they should write "danger" or marking the deadline with a teacher's warning of zero marks. This encourages students to complete their tasks on time. The teachers also mention that they sometimes reward students who submit their work on time with extra marks. According to the teachers, these methods can positively influence students' behaviour to achieve their academic goals.

2.5 Interpretation of the results

Based on what has been said in the previous section, a number of conclusions were drawn. These conclusions explain the effect of procrastination on EFL students' academic achievement and their mental health and the reasons behind it. The researcher obtained results from the questionnaire and interview. The findings helped in providing the necessary data to confirm or reject the hypotheses.

The first hypothesis posited that the reasons for students' procrastination are lack of motivation, distractions, and fear of failure. The collected data from the students' questionnaire and teachers' interviews revealed interesting results. The results show how students struggle to do their academic tasks on time because of a lack of motivation. Also, it shows that students have obstacles with focusing on their work because of the distraction of social media or video games (question03). In addition to have that low expectations of themselves due to fear of failure. Furthermore, the findings of the teachers' interview provided support for one of the reasons for procrastination. According to (question04) of the interview, teachers mentioned that the distractions and fear of failure are the reasons that affect students' academic achievement. This shows that this issue affects students' academic performance and achievement. Therefore, this hypothesis is confirmed by the students and teachers. However, it was found that there are other reasons mentioned by students and teachers that contribute to students' procrastination like feeling overwhelmed with tasks and perfectionism.

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The second hypothesis proposed that academic procrastination affects negatively students' academic achievement. The findings obtained from both the students' questionnaire and teachers' interviews prove the validity of the hypothesis. The data showed that majority of students agree that academic procrastination has a negative impact on their academic achievement as already mentioned (question6). According to the teachers, the quality of students' work was not acceptable because they avoided doing their assignments on time and kept delaying until the deadline (question 2). Additionally, teachers stated that procrastination has a negative impact on students' grades and productivity (question3). Students, who procrastinate and do their academic assignments until last minutes, do not perform well in their tasks and that lead to low performance. Thus, this hypothesis is confirmed as academic procrastination has a negative impact on students' academic achievement.

The third hypothesis proposed that procrastination affects negatively students' mental health. The findings obtained from both the students' questionnaire and teachers' interview prove the validity of the hypothesis. The data showed that academic procrastination affected negatively on students' mental health by causing anxiety, stress, and self-confidence issues (question 4). In other words, the psychological state of students who procrastinate is bad, as already stated in (questions 5 and 7), students seem to feel stressed, anxious, and low self-esteem and stay awake all night when complete their academic tasks and that also impacts negatively on their sleep . Teachers also mentioned that procrastination increases stress and anxiety that affect their mental health (question3). According to this hypothesis, academic procrastination plays a significant role in students' mental health by increasing psychological issues such as anxiety, stress, fears ...etc.

2.6. Discussion

The researcher used three research questions in this current study. The first research question examined the reasons behind students' procrastination, and the first hypothesis posited that the reasons for students' procrastination are: lack of motivation, distractions, and fear of failure. The results also revealed that the hypothesis is confirmed. They are aligned with the study done at the University of Muhammadiyah Malang, Malang, Jawa Timur, Indonesia, by Jarum & Ayudiari (2022) is aligned with

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the results of the first hypothesis, which contained the reasons behind academic procrastination and the factors behind EFL learners' procrastination. The results showed that students' academic procrastination was impacted by internal factors (lack of motivation, laziness, and perfectionism) and external factors (distractions and social environment).

Another study was conducted in the Department of Biochemistry, RAK College of Medical Sciences, RAK Medical and Health Sciences University in the United Arab Emirates, by Iffath et al. (2023). The main objective of this study was to analyze the prevalence of procrastination among medical undergraduate students in different fields, such as studying for the exam, reading for academic tasks, etc. The results revealed that the reasons for students' academic procrastination were fear of failure and lack of motivation, which affected their academic tasks.

The third research question examined the negative impact of academic procrastination on students' mental health. The third hypothesis proposes that procrastination negatively affects students' mental health. The results revealed that this hypothesis was confirmed. There are a number of studies that are similar to the findings that are revealed by this current study.

A study was examined in (the University of Sweden) by (Rosental et al.2023). The purpose of this study was to evaluate the relationship between academic procrastination and future health outcomes among university students in Sweden. The results of this study showed that academic procrastination negatively affected students' mental health problems by increasing the levels of depression, anxiety, and poor sleep quality.

Moreover, a study was conducted at a university in (university of Saudi Arabia) by (Dardara & Al-Makhalid, .2022). The objective of the study was to explore the relationship between bedtime procrastination, stress, and undergraduate students' mental health. The findings of this study showed that bedtime procrastination is a significant variable that causes stress and negatively affects students' wellbeing. Students who procrastinate tend to take risks and engage in behaviours that can influence their mental health by causing psychological problems.

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To summarize, according to what have been mentioned before about procrastination. This study shows that distractions, lack of motivation, and fear of failure are reasons behind EFL students' procrastination and to what extent procrastination can affect negatively students' academic achievement and their mental health. The findings of this study indicate that psychological issues cause the reasons for procrastination. Lack of motivation, distractions, and fear of failure make students struggle to achieve their academic goals such as being excellent students and becoming more active and productive inside and outside the classroom. In addition to that, these reasons affect as well on students' mental health and academic learning and achievement. It creates other psychological issues that affect students' performance on their academic tasks. In other words, they affect students' academic achievement that leads to their struggling to succeed in their life

2.7 Suggestions and Recommendations

Based on the comprehensible knowledge gained from the previous research results , and by understanding the reasons behind students' procrastination and the negative impact of this academic issue on students' academic achievement and mental health, this part provides significant suggestions and recommendations that can help students overcoming their academic procrastination.

2.7.1. Improving self-regulation

Self-regulation is considered one of the reasons that negatively affects students' daily lives. Some researchers believe that procrastination is strongly associated with self-regulation. However, it can be learned how to regulate students' feelings to avoid procrastination and to enhance their abilities to stop negative emotions and thoughts. Also, it can be noted that using helpful emotion regulation methods, such as addressing issues like fear of failure and anxiety, can help students reduce their procrastination. For instance, students can use one of these methods to recognize negative thoughts and emotions, and then they remind themselves to complete their academic tasks. In addition, Panadero and Tapia (2014) believe that it is necessary to use some strategies of metacognition, self-awareness, or self-knowledge that can allow some cognitive resources or emotions to be used in students' learning processes.

2.7.2. Improving self-efficacy

According to Bandura (2010), self-efficacy is defined as an individual's thoughts and beliefs about their ability to complete their activities. Self-efficacy is one of the factors that negatively affects procrastination; it leads to increased procrastination and other issues such as anxiety and fear of failure.

There are some different methods that can help students increase their self-efficacy, which can also reduce their procrastination and improve their mental health. First, students should start working on small parts of their tasks to complete them easily. Second, they should think about other students' successes and start believing in themselves that they can handle their academic tasks as others did. Third, students should start imagining themselves as successful students and getting applause from their families, friends, and audience. This may lead them to become motivated and start working hard on their studies. In addition, students should learn about their fears and try to deal with them step by step. Also, they have to set some realistic objectives to achieve whenever they study hard. This can be a significant strategy to push them to make mistakes and learn from them until they reach all their goals.

2.7.3. Time management

Van Errde (2003) examined the influence of time management training on self-reported procrastination and found that time management is helpful to decrease procrastination at work. Time management as a skill is helpful to achieve good results because it helps students remain focused on their tasks even when they feel bored or distracted (Heijden et al., 2012). Also, this skill helps students manage their time and feel at ease working on their academic tasks. It increases their anxiety and stress by being organized, which improves their confidence to perform better in their academic life and daily activities. Additionally, students must learn how to be skilled in managing their time because this is not something temporary; this can help them in their future as teachers, doctors, etc. Also, they should start implementing time management methods such as making to-do lists, scheduling time, rewarding themselves, etc. Moreover, master students or graduate students should know that time management is a very important step in writing a thesis or dissertation. They should implement time

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management tools in this process, such as organizing and planning their time, to decrease their academic procrastination.

2.7.4. Peer groups

Peer groups are an influential strategy in different situations of life and for handling issues like procrastination. It is one of the most helpful ways for students to develop their communication skills, diverse assumptions or thoughts, and collaborative learning. These beneficial strategies can help students overcome their academic procrastination. For instance, students can feel motivated when they face challenges related to their studies; this motivation can drive them to complete academic tasks or study for exams in order to win the challenge and receive recognition from their peers. Besides being beneficial for students, peer groups can also help them reduce their social anxiety, fear of failure, stress, and other psychological issues that could have a negative influence on their academic performance and achievement. This strategy encourages them to encourage each other to improve their academic achievement and allows them to share knowledge and learning skills.

2.7.5. Reducing perfectionism

Perfectionism can influence students' academic achievement in different ways. Perfectionist students struggle with completing their academic tasks until they make sure everything is perfect. Those students should learn how to treat this issue to perform well in their academic achievement. First, they should set some logical objectives that help them perform well in their academic year and reach their goals. Second, students should focus on themselves first, because it makes them pay attention to their goals rather than focusing on other students' achievements. Third, they must develop their self-efficacy by believing in themselves and identifying the methods that they can use to achieve their objectives. In addition to that, students should get some support from their family, teachers, and friends because it is very necessary to be motivated by people. These strategies may be helpful for them to overcome this issue, increase their level of productivity, and hope in their academic lives.

2.7.6. Strategies and tools proposed by students

Students also propose some different strategies and tools to help other students overcome academic procrastination and improve their productivity in learning. Students are advised to start planning by using to-do lists and summarizing in order to get ready for the lectures and exams. Other students suggest that students should study with others because when they work in teams, they cannot procrastinate their work to the last minute; it must be at least earlier to discuss and argue about the topic. So, procrastination cannot take place in teamwork. Additionally, students recommend some methods to avoid delaying until the last minute. They suggest breaking tasks into small steps: setting goals, creating a schedule, and prioritizing tasks. They also advise students to tackle the lecture as soon as the teacher gives it to them, because their memory is still fresh at the end of the session and they can write notes about the most important points in the lecture. This can help them revise well for the exams.

Therefore, students recommend some tools that can be helpful in their academic life. Most of students tend to use Pomodoro technique, which is a time management tool, based on 25 minutes of focusing and 5 minutes of break until they complete their tasks or revision. Other recommend watching motivational videos and self-improvements on YouTube, this can push them to face their fears and anxiety. These strategies and tools that are proposed by students can help other students who are already struggle with their academic procrastination to increase their productivity and reduce the level of procrastination in order to achieve their academic goals.

2.7.7. Strategies by teachers

Teachers' intervention is considered a suitable way to help students, especially overcome procrastination. Teachers often suggest several strategies that could help students overcome or reduce procrastination. First, they suggest introducing students to a study skills module that has plenty of strategies such as planning, time management, and other strategies that can help students overcome their academic procrastination. Second, teachers always tell their students to do their tasks as soon as possible in order to reward them. This technique increases students' motivation to complete their academic assignments, and they can perform well in order to get more extra marks. Third, they advise their students to trust in themselves and have self-confidence in order

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to face their fears and other psychological issues. Therefore, teachers have a significant positive role in students' academic lives; they focus on encouraging their students, support them in their learning journey, and keep advising them to achieve their goals.

2.8 Conclusion

To summarize this chapter, chapter two provides a comprehensive review of the methodology and data analysis used in this research. The research design was formed to address the research questions and hypotheses by using a mixed-methods approach. The researcher employed data collection tools such as interviews with teachers and questionnaires with students to get more details about the topic and to confirm the hypotheses. This chapter builds a holistic understanding of academic procrastination and an exploration that gives a deep comprehensive understanding of this phenomenon and its reasons and negative impact on students' academic achievement and mental health. It also provides strategies and recommendations that can help students and other readers overcome their procrastination.

General Conclusion

General Conclusion

Academic procrastination is one of psychological phenomena that impacts EFL students' academic achievement. That is why researchers and psychologists notice this issue among learners, especially university students, and decide to investigate its impact on them. Moreover, it is necessary to know the types and main reasons why university students procrastinate their academic assignments until the last minute. In addition to that, it is also essential to understand the negative impact on university students' achievements and their mental health.

Therefore, the research had two chapters. The first one included the theoretical part, which dealt with the definitions, theories, types, and other elements. However, in the second one, the researcher provided the necessary data collection and analysis. By dealing with the part of analyzing, the researcher gained a valuable understanding of students' experiences with academic procrastination and its negative impact on their achievement. In addition, the second chapter provided solutions and recommendations to overcome this issue.

Relying on designing and conducting an exploratory case study, and after the analysis of the data collected from different sources using a triangulation of research tools (a questionnaire for students, an interview with teachers); the three proposed were confirmed. The findings of the study revealed that the majority of students procrastinate because of the distraction of phones and fear of failure. In addition to feeling overwhelmed with tasks and perfectionism. Moreover, the results revealed that academic procrastination had a negative on their academic achievements. It reduced their productivity and the quality of their work was not acceptable which led to getting bad grades. The findings also revealed that academic procrastination influenced students' mental health negatively. It increased psychological issues among students such as anxiety, low self-esteem, fears...etc.

The research explained the undiscussed part of academic procrastination among university students. It provides knowledge about any psychological issue that affects students' academic achievement and mental health and can help to provide solutions to overcome any issues. That was the significance of the study; the researchers tried to get into students' thoughts to know the factors that lead them to procrastinate and tried to

General Conclusion

examine their negative impact on them. By investigating this research, the researcher tried to propose solutions and recommendations for every student who struggles with this issue.

Although this study aimed at investigating academic procrastination among students, it is important to acknowledge the limitations of this research. First, the number of participants were only 42, although the target population had about 150 students. It would lead to more explanation of procrastination. Second, it was a bit hard for the researcher to provide quotes from the original books because they were not free. In addition, it was difficult to find some free resources like articles to explain some elements of the research. Third, the researcher struggles to find references for the theoretical parts including official websites and books.

In light of the results that the researcher came across, academic procrastination has a negative impact on students. In addition, it is essential to provide solutions or strategies to deal with students' academic procrastination and help them reduce it. Therefore, future researchers should explore academic procrastination between males, and females including their age. They should read more about the age and gender of university students and try to compare them by investigating this research. It would provide readers with an idea about the difference between age and gender among university students.

To conclude, this study investigates the negative impact of academic procrastination on students by providing an explanation of the reasons behind Master One EFL students during their academic year. It proposes some strategies and recommendations to help future students acknowledge the reasons and try to overcome their academic procrastination.

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Appendices

Appendix A

Students' Questionnaire

Dear students,

You are kindly invited to complete the following questionnaire .It aims at collecting data about students' academic procrastination .Your participation will be appreciated.

Part one: Procrastination Behaviour

1) Do you procrastinate?

- ☐ Yes
- ☐ No

2) How often do you find yourself procrastinating on your academic tasks?

- ☐ Always
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

3) What are the types of tasks you usually procrastinate on?

- ☐ Assignments
- ☐ Exam revision
- ☐ Study sessions
- ☐ Other

4) What do you think are the main reasons for your procrastination?

- ☐ Fear of failure
- ☐ Feeling overwhelmed with tasks
- ☐ Distractions (social media, video games)
- ☐ Other

Part two: Psychological Impact

5) How would you describe your emotional state when procrastinating?

- ☐ Guilty
- ☐ Stressed
- ☐ Anxious
- ☐ Other

6) Has procrastination affected your academic achievement?

- ☐ Yes
- ☐ No

How?

7) Have you ever had to pull an all-nighter to complete a task due to procrastination?

- ☐ Yes
- ☐ No

8) If you prepare well for your academic tasks, do you think that you will feel at ease.

- ☐ Yes
- ☐ No

Part three: Solutions and Recommendations

9) What strategies do you use to overcome procrastination and to improve your productivity in learning?

.....

10) How confident are you in your ability to overcome procrastination?

- ☐ Very confident
- ☐ Confident

- Somewhat confident
- Neutral
- Not confident at all

11) Are there specific tools or apps that you find helpful in managing your time and tasks?

- Yes
- No

If yes, please mention them

12) What advice would you give to other students in this context?

Appendix B

Teachers' Interview

Dear Teachers,

You are kindly requested to answer these questions in my interview below. It aims at investigating the impact of academic procrastination on EFL students. Your answers will greatly contribute to my study.

1) Have you ever had students hand in their assignments late or after the deadline?

.....

2) How was the quality of their work and performance?

.....

3) Do you think that procrastination affects students' performance and achievement?

.....

4) In your opinion, what are the reasons behind students' procrastination?

.....

5) Have you ever tell them about this issue or advise or warn them?

.....

6) What are the strategies that could help students overcome procrastination?

.....

Summary

This researcher aims to explore procrastination, especially in the academic context, and its negative impact on students' academic achievement and mental health. It also focuses on understanding the reasons behind this psychological phenomenon and providing some strategies and recommendations to help students overcome their procrastination. The study has concluded that academic procrastination has a negative impact on students' achievement and mental health.

Key words: Academic procrastination, Academic achievement, mental health

الملخص

يهدف هذا البحث الى استكشاف التسويف، خصوصاً في السياق الأكاديمي، وتأثيره السلبي على التحصيل الأكاديمي للطلاب وصحتهم النفسية. ويركز أيضاً على فهم الأسباب خلف هذه الظاهرة النفسية مع تقديم بعض من الاستراتيجيات والتوصيات لمساعدة الطلاب على التغلب على التسويف. وانتهت الدراسة بخلاصة أن التسويف الأكاديمي له تأثير سلبي على تحصيل الطلاب وصحتهم النفسية.

الكلمات المفتاحية: التسويف الأكاديمي، التحصيل الأكاديمي، الصحة النفسية

Résumé

Cette recherche vise à explorer la procrastination, notamment dans le contexte académique, et son impact négatif sur la réussite scolaire et la santé mentale des étudiants. Il se concentre également sur la compréhension des raisons derrière ce phénomène psychologique et fournit des stratégies et des recommandations pour aider les élèves à surmonter leur procrastination. L'étude a conclu que la procrastination académique a un impact négatif sur la réussite et la santé mentale des étudiants.

Mots clés : procrastination académique, réussite scolaire, santé mentale