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University Student's Procrastination: Master 2 English Language

Students as a Case Study

Dissertation submitted as partial fulfilment of the requirements for the degree of *Master* in

English Didactics

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Declaration of Originality

I hereby declare that this submission is my 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.

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Dedication

This work is dedicated to all the people trying to get their things done, and achieve their dreams, but are struggling with procrastination. To those people I say: You keep pushing! It'll get easier!

Also, to my parents, my brothers and sisters, thank you for always being there for me.

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Abstract

Procrastination is the needless delay of tasks, in exchange for instant gratification. It has been linked to many fields of life, but is hugely present at the academic setting. The present study has been conducted at the English Department of the University of Moulay Taher, Saida, with the Master 2 students as a study sample. To find out why these university students procrastinate, how they do it, and what can be done to refrain them from doing it, the study has taken a quantitative and qualitative approach. 45 students from both the Didactics and the Literature and Civilizations specialties were given a questionnaire. Later on, 3 students were selected, based on their answers, to have a detailed interview with them. The results of the study have revealed that about 80% of the students procrastinate on a daily basis, due to their lack of motivation and uncontrollable emotions. Their procrastination patterns are almost identical, and usually spent on social media. The study suggests that in order to beat procrastination, students must create healthy studying habits, and have stronger wills.

Keywords: Procrastination. Motivation. Social Media. Habits.

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General Introduction:

Before humans had learned to build houses, shelters, they used to live in the forest, where danger was everywhere. On every second, humans could have been attacked from a small wolf, to a large bear. In this kind of situations, the human's brain would have to switch on to one of the two modes "Fight "or "Flight ". The decision must be taken in a split of a second, because the bear or whatever it is, had already made its choice, and it definitely not a tea party with the human.

In this day of age, most humans are very lucky to not worry about this kind of dangers. Our life style had shifted from fighting for our lives, to trying to have the best lives we can have. By having a good education, then having a very good job…etc these things can only be achieved by hard works. However, our two brain modes have stayed with us all the way. Therefore, if you are appointed to a task, the mindset is still one of the two "fight "or "flight". But since this decision doesn't necessarily have to be taken immediately, it gave a room for another option that is in the middle of two: fighting but later. Also known as procrastination.

In an academic setting where students study at least ten different subjects, which means they have plethora of tasks per week, procrastination is bound to occur. This type of delay logically means that it would affect the academic career of the student.

In the light of this, the present study was conducted at the English department at the university of Moulay Taher-Saida; at the level of Master 2, with both of its branches. The study was driven by the following questions:

➢ Why do university students procrastinate?
➢ Are there different types of procrastination? And can it be helpful?
➢ How to stop procrastination?

The following assumptions were suggested, in order to answer these questions:

➢ University students procrastinate mostly because they're out of their parents' and high school teachers' supervision. Also, the environment which the university creates makes it almost impossible not to procrastinate
➢ There are two different kinds of procrastination: planned and unplanned procrastination. And sometimes, planned procrastination can be helpful.

> ➢ We can stop procrastination by adjusting the environment the university students are in, and by creating good study habits.

To test the hypotheses and answer these questions, the study will be virtual, due to the outspread of the pandemic. The English master 2 students of the university of Moulay-Taher University of Saida will be sent a questionnaire to answer via Google Forms. The questionnaire will consist of different types of questions. These questions will be open-ended and close-ended questions to keep the study on a straight line, and also give room for the students to share their personal experiences and opinions.

This research's main goal is to put procrastination on the spot, and show its characteristics and discuss both the emotional and physical sides of it. So far, procrastination has been seen by many people as a normal thing to do. Even if that is true, and procrastination is part of our identity, overcoming it is obligatory, especially for a university student who aims at becoming a better student specifically, and a better person generally. So far, procrastination hasn't been discussed in any published research paper in the university of Saida, and only one research paper was found in the university of Bejia. This study hopes to be the first stepping stone for more researches in the future to find solutions for this habit, which is becoming stronger and stronger by the day.

Nothing good comes easy, and this study was ready for the limitations that it would face. However, it didn't expect a global pandemic that would close the whole world for 5 months. The biggest problem this study had prepared for was the lack of cooperation on the students' behalf. In this respect, the formulation of the questionnaire was made to be as student-friendly as possible. By sending it to them online, we are excluding the feeling of anxiety and stress which they might have faced if the questionnaire was given to them inside a classroom. And also, by giving them hypothetical situations which they have probably faced during their academic journey, they are more likely to answer honestly. One note which should be mentioned here is the field of study, which is the English language. This field is very different than the other sciences, therefore, the results might not match with the other fields.

The following study is conducted in three steps; chapters. The scenery of the study plays a huge role in determining the result; that is why the first chapter is the "Context of Study "in which the university setting would be discussed, and also how the study would operate in such a setting. The second chapter is the 'Literature Review' chapter, in which the previous

studies about procrastination will be mentioned and commented on. Finally, the last chapter will be for the discussion of the results of the study and recommendation.

Chapter One:
Context of the Study

1.1 Introduction:

In this chapter, we will explore the settings chosen for conducting the study: The University. In particular, we will discuss the Algerian university settings; and in a much more specified angle, the English language department. All of this, while trying to make a connection with the general theme of the study: Procrastination.

According to (Steel, 2007) about 75% of university students have self-reported to be procrastinators. And 50% of the university students report that this malicious habit has caused them issues both in their academic, and personal lives. Which makes the university environment a good place to investigate procrastination.

1.2 An Overview of Teaching and Learning at University Level:

1.2.1 Contemporary vs Old-Fashioned Higher Education:

According to (Rezig, 2011) the first Arabian universities were Al Qaraouiyine, and Al Azhar. These two universities had scholars coming from all around the world, not to necessarily learn, but to share and to transmit their knowledge. This is why it was called "university" because it was a universal place for knowledge to be in. But throughout the years, the purpose of the university had changed. Benmati describes the way universities have turned out to be, stating: " *they (Universities) have become the almost systematic next stop for baccalaureate-holders, who often lack the motivation and aptitude for higher studies and whose sole concern ─and a perfectly justified one at that─ is to get the training that offers the best possible guarantee of employment upon completion of the course."* Going to university, or perusing higher education hasn't become about education itself, but rather increasing the chances and the likelihood of landing a better job or achieve a better social position. Thus, a question to be asked: "whose fault is this? "

Unsurprisingly, the answer to that question is just like Caesar being stabbed; it can't be pointed to a one person in particular. However, (Benmati,2008) thinks it is the parent's concern for their children to become doctors and dentists, because of the social prestige these jobs hold, and the above-average these jobs result in, had played a major role into leading to a university is about now. Consequently, if every family thinks the same way, a whole society's point of view about what a university is, becomes that it is not more than a link between educational institutions and employment agencies.

Along with how society now sees education, we have the educational system creating checkpoint exams for students to determine whether they are eligible or not to chase their dreams at a higher level. And it doesn't stop just like that, no. Even when the student passes the exam, he can't just simply choose whatever he would like to study. It is up to the score he got on his final exams to dictate his destiny at the university. This resonates with Einstein's parable about if you judge a fish about its ability to climb a tree, it will live its entire life thinking it is a failure.

Thus, at the end of the day, you have three types of students at the university. Students who are pressured into taking on a specialty because that's what their parents want for them. Students studying things which has no relationship with what they have been studying before in high school. And only a very few students who were lucky enough to be studying what they like. And also, those students who aren't at the university, but decided to drop out of school, to go to the army and make quick cash to support their families, or just make a better social status for themselves.

1.2.2 Difficulties Learners Face at the University:

After 13 years of studying, and a very celebratory summer, a student makes it to the university. A big milestone for the student's academic life, but also a major one in his personal life as well. (Mintzes, 2006) had investigated the problems most university students face during their university life, and finished with these variables, which think affect students most.

A) Academic variable: there's a reason why the ministry responsible for university learning is called the ministry of higher education, research. The level of academic learning is relatively higher, or better described as more detailed. For example English students used to have only one module called simply "English" In which they study all the four language skills (Listening, Speaking, Reading, and Writing) However, once starting university, studying English isn't only about those four skills. New other detailed modules all about language: (Linguistics, literature, psychology. Etc) And it is not only the subjects but also the way of teaching them.

(Mintzes, 2006) reports that most students coming out of high school keep the same studying habits which consist of them memorizing courses. This latter doesn't fit the university settings, where there are plenty of courses, and understanding the courses is better than memorizing them.

B) Financial variable: even though the famous saying "more money more problems" is accurate in so many situations, most students would rather have the problems that come with the money, rather than the ones without the money. Money is a big issue for university students. It is a catch 22 for them. Because they need money to afford their education, and they need education to make money. Thus, resulting in students doing part-time jobs, in which case they sacrifice attending their courses, which jeopardizes their studying results.

C) Sociological variable: According to (Gardner & Hatch, 1989), most university students value their social relationships, as much as they value their grades. Their image, and status, which they hold inside of the university matters to them. Having the cool watch, or the cool style, and being cool in general, is mostly what university is about off the studying hours, and even during studying hours. Some students would rather not share their opinions, and thoughts during lectures because of how much they think what they say is going to do to their image. (Naong, Elma, Mogashoa, & Zwane, 2009)

1.1.3 Difficulties of Teaching at the University Level:

The other side of the coin is the university teachers. The Algerian society might perceive being a university teacher is one of the easiest, high paying, jobs; since they have fewer work hours than other teachers, and get paid more than them. But in fact, teaching at the university isn't as easy as someone would think. Disregarding the struggles, a teacher has to face in order for him to finish his Ph.D., and then, later on, get his job, teachers face many challenges inside of the class.

a) Diversity of students: While even when teaching at a local high school means that you'd have to deal with different personalities of students, most of them have a sort of similarities since they come from a similar environment. However, teaching at the university means that the teacher has to deal with not only different personalities, but different ideologies, and totally different people, who sometimes speak different languages. Consequently, the teachers' job to deliver a lecture is imbedded with the teacher trying to keep the classroom as good as possible.

b) The large classrooms: One of the biggest challenges, which is slowly becoming something both teachers and students have to get used to since there is no way to solve this son, is large classrooms. This problem had been tackled over and over again, and

every time, it was proven that oversized classrooms result negatively on students' learning (Aoumeur, 2017)

c) Educational Background: Not all people get their desired major when getting into universities. This means, some students have to off their way and study something which they might not be very good at. For example, in Algeria, you have students from the Technical Sciences stream, who haven't studied Biology in their third year of high school, studying medicine in their first year of university. This isn't just difficult for the student to catch-up, but also the teacher has to put extra effort into making lessons, or even explaining things he isn't ought to explain.

1.3 EFL Teaching in Algerian Universities:

1.3.1 History:

The EFL teaching in the Algerian universities had started in the late 19600s. Their curriculum consisted of three years. By the early first year, they weren't exactly English students but were in a common core class where they studied not only English, but also French literature, philosophy, and history. After finishing that year, students could choose to continue with just English, where they studied American literature and civilization, and Practical English. In their gradational year, students studied British and American literature, along with English philology. (Lekhal,2008)

Then a reform was issued by the Algerian Ministry of Higher education, in 1985, and English had become a dependant specialty. which meant students didn't have to go through a common core year with the French and had a department of their own that taught only English.

But this reform wasn't just about that, but it also changed the evaluation system. Where mandatory and optional modules were introduced. In order for them to pass, students had to succeed in their mandatory modules.

The following table shows the modules the students had to go through:

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	HEADING	Hours/Week
Semester I	Oralcomprehensionandexpression.Phonetics	8
	Writtencomprehensionandexpression	8
	Generalsociology(French)	4
	Arabic(contemporaryliterature)	4
Semester II	Oralcomprehensionandexpression.Phonetics	8
	Writtencomprehensionandexpression.Literatu Introduction to re	8
	GeneralLinguistics	3
	Culturalsociology(French)	3
	Arabic(contemporaryliterature)	3
Semester III	Oralcomprehensionandexpression.Phonetics	5
	Writtencomprehensionandexpression.	6
	Linguistics	2
	Civilization	3
	Literature	4
	Arabic(contemporaryliterature)	3
Semester IV	Oralcomprehensionandexpression.Phonetics	5
	Writtencomprehensionandexpression.	6
	Linguistics	2
	Civilization	3
	Literature	4

	HEADING	
	Sociologicalstudyofliterarytexts	2
	Arabic(contemporaryliterature)	3
SemesterV	Oralcomprehensionandexpression.Phonetics	4
	Writtencomprehensionandexpression.	4
	Linguistics	4
	Civilization	2
	Literature	4
	Psychology	2
	Languageofscienceandtechnology	2
	Arabic(contemporaryliterature)	3
	Oralcomprehensionandexpression.	3

Semester VI	Writtencomprehensionandexpression.	3
	Linguistics	4
	Civilization	2
	Literature	4
	Educational Technology	2
	Languageofscienceandtechnology	2

Table 1: The English Curriculum change after the introduction of the LMD system (Lekhal,2008, pp109-110)

Fast forward to 1983, the Algerian university had another reform. The main point of which was the introduction of complementary modules. Meaning that if a student fails a module, he can atone it with the extra marks he got above the average on another module. In addition to that, makeup exams were also introduced for students who failed in their exams. It wasn't much of an option for the ministry, since the students kept on striking over and over again for the implantation of the remedial exams.

But the biggest change of them all was adding a fourth a year to the curriculum. Students had to go through two additional semesters. The first of which, they studied TEFL. And the second one they were to choose between submitting a term paper; dissertation. Or doing a pedagogical training.

In 2005, the ministry of higher education had taken what can be considered by Algerian students as a major step towards bettering the educational system; The LMD system. The LMD system is an acronym for "Licence, Master, Doctorate "which corresponds to the degrees students can achieve in the university. In this system, students have to study for three years in order to get a license degree. Two additional years to get their master's degree. And four years more to get their Ph.D. The main purpose of adopting this system which was already used by foreign universities was to equalize the Algerian educational level with the foreign one. This was a great attempt from the Algerian ministry of higher education, however, applying a system is much harder than adopting it. For starters, what would be the fate of the students who had graduated before? Recently, those students were given the opportunity allowed to apply for a master's degree, just to solve this kind of problem.

This reform had also marked the first introduction of units, to organize the English teaching curriculum. According to (Lekhal,2008) this is what a template looks like:

Unit	Content	Time allotted
Basic Unit	Written expression, Grammar, Linguistics, Phonetics, and Literature and civilization	16 hours per week
Methodological Unit	Technics of research	3 hours per week
Discovery Unit	Specialized language	3 hours per week
Cross-section Unit	Foreign languages / ICT /Human social sciences	

Table2: The English Curriculum change after the introduction of the LMD system (Lekhal,2008, p125)

1.3.2 The Value of English Learning:

It is an undeniable fact that learning the English language has become far from being a prestige, or a hobby of learning a language. It is now almost a necessity, especially to someone who wants to properly use the internet, since most of the resources on the internet are in English now, about (55,5%) of the content on the internet is in English, according to (Wood, 2015)

However, in a situation like the one Algeria is in; in which the country has already three spoken languages (Arabic, Tamazight, and French) adding a new language to the mix, had seemed like a farfetched idea at the early stages. In 1993, a trial and error process of implementing teaching English to primary schools was introduced to some primary schools. Where students had the luxury of choosing between the two languages. The idea was dropped two years after most student parents preferred French over English. (Rezig, 2011)

7 years later, the Algerian government, through the ministry of education, had issued a reform to empower the English language by implementing teaching English starting from the first year of middle school, till the third year of high school. Throughout ~~the course of~~ the seven years of teaching this language, teachers were to adopt the new-fashioned method of teaching: Competency-Based approach.

However, despite all the effort, English couldn't stand its ground, especially in front of the French which is spoken by more than 66% of the Algerian population (Leclerc, Jacques,2009) Adding to that, the lack of places and situations where students could practice what they learn in school, had made English nothing more than a module they study, memorize, and then take an exam on it by the end of the semester.

1.4 Description of Master2 English language Curricula Contents at Saida University:

The university of Moulay Taher in Saida offers two branches for students to specialize in their master's degree. The first one is the "Didactics "branch, and the other one is the "Civilization and literature" branch.

1.4.1 Didactics:

First of all, what does didactics mean? Didactics is ~~basically~~ the science of education and teaching. It investigates all the challenges a teacher would encounter in his journey of teaching, and attempts to find solutions in form of strategies and methods to eradicate these problems, and overcome the challenges. The goal of this science at the end of the day is to make the process of teaching as optimal as it can be.

As mentioned in the official website of the University of Saida, the master 2 didactics branch's curriculum is a continuation of the master's 1 curriculum, with a few additions. It consists of nine modules, two of which are dedicated to the methodology and the technic of conducting research and familiarize them with the rules and guidelines for writing an academic research paper. In addition to that, there's the research proposal module, which comes beforehand. Students are expected to learn how to make a brief proposal to start research in the first place.

Another three modules are like a sisterhood of the psychology branch: (Psychology, Psycholinguistics, and psycho-pedagogy) All are interconnected with each other, that they may sound like the very same modules. However, each is different and important in its ~~own~~ way. In the psychology module learners study the psychology of the human being in general. How the human behaves individually, and in society. How are the emotions form, and how do they develop. How to deal with a certain aspect of human behavior, and also learn about the major psychology theories. In the other module, which is psycholinguistics, it is the relationship of what all had been discussed with the language. How do emotions affect the language and vice versa. Basically, what is the relationship between the human's psychology, and the language they speak. After that, getting a little bit more specifically, all of this is put inside of a classroom setting. Students learn how to deal with the psychology of the students, and how to use that to come up with the best plans possible to effectively teach a student the English language. Everything from managing a classroom, to how to deal with misbehaving students.

Then we are left with two modules, which can be considered as two sides of teaching the English language. The first one is called TEFEL; Teaching English as a Foreign Language. In this module, learners are taught the methods and strategies by which they can teach English to people who are not native speakers. In this module, students study the most notable methods that have been used ever since the English language started to be taught, until recent days. On the flip side of the coin, there is ESP; English for Specific Purposes. According to (Hutchinson, Waters,1987) ESP is the style of teaching the English language, in which all of the content and strategies used are strongly related to the learners' motives. Because not everyone wants to learn English for the same purposes. Some of them want it for their job, others want to go on a vacation...etc. Thus, learners are taught how to adapt their syllabi when teaching a specific group of people who want to learn English for a specific reason.

1.4.2 Literature & Civilization:

Literature and civilization is the beautiful, and artistic side of the language. Where students are to read the English literature and dive in the history of the people who had spoken that language; mainly The United Kingdom, and the United States of America. However, they don't only read for the sake of reading or knowing some facts about them. They study this branch to ask questions and to find truths. Because when someone writes something, he isn't just logging his mundane activities, or fantasizing about something. He is leaving a legacy of him, and the people around him, and the era he had lived in.

In the University of Saida, the Master 2 syllabus of civilization and literature is also a continuation of the Master 1's syllabus. It consists of 6 modules, in addition to a foreign language module; Spanish. And another additional one of Translation.

Similar to the Didactics students, Literature and Civilization students have two modules about how to learn to write an academic research paper since they have to submit a master thesis by the end of the year. Along with that, they also share a course with the didactics students about Ethics and Deontology, in which they are warned about the academic violations such as (plagiarism, impersonation…etc.)

In addition to that, one of the most important modules in the literature and civilization modules is the critical theory one. In This module, students are taught a variety of approaches and methods to examine literature pieces based on the generalized theories, such as (Marxism, feminism...etc.) In this sense, students develop this mindset that enables them to decipher literary texts and practically analyze them.

Then they have the American and British Drama module, in which they attempt to apply what they have learned in the critical theory module on various pieces of literature, from different periods ~~of time~~. These are usually practical sessions, where students are expected to work progressively on a piece of literature of their choice, or being appointed to, to finally give a final work before the end of the semester.

1.5 Learners Motivation to Learn a Second language:

1.5.1 Definition:

Why would somebody want to learn a different language, if one is enough to get him through his life? It is a question (Gardner R. , 1985) attempts to find an answer for. ~~Obviously,~~ Most people need to learn a second language to communicate with people whom they don't share their common language with. When saying communication, it includes all the types of communication from reading, writing, listening, and talking. But in most cases, learning a language isn't a vital thing. It is not something that you do to stay alive unless you are taken a hostage by some other people, which is not something people would prepare themselves for. Learning a language isn't about forming a communication with other people, the late studies have revealed. Learning a new language creates a new identity for the one who has learned it. Which made researches investigates the changes that happen to the learner when acquiring the language. (Dörnyei & Ushioda, 2009)

1.5.2 Types of Motivation:

However, this raises the question of why would people have this tendency, sheer determination to learn a second language. Where does this "motivation "come from, and how does it work. To begin with, motivation ~~is obviously~~ isn't as simple as it might seem. Some people would say it is ~~basically~~ the reason why we would do things. However, the studies of Kleinginna, back in 1981, had resulted in one hundred definitions and a point of view about what motivation could be. But as complicated as it may be, motivation can be seen in two forms, which aren't your usual intrinsic and extrinsic motivation, but (Gardner R. , 1985) sees motivation as Classroom learning motivation and Language learning motivation.

a) **The Classroom Learning Motivation:** This type of motivation isn't named after the setting that it occurs in, but rather the things that are in that setting which affects this motivation. In other words, everything inside of the classroom from the seating, to the environment, the peer pressure, the course design…etc. Everything that happens inside

of that classroom affects the learner's motivation to learn the language. This is strongly attached to the Educational Psychology since this is what that science attempts to achieve. Which is an ideal, or the best it can be, environment for the learners to acquire a second language in the best way possible. In some way, this may look like an "extrinsic motivation" since it is coming from the outside. However, Gardner and his colleagues tried to limit this to just the classroom environment. Consequently, the things that happen outside of the classroom like the parents' involvement has been considered to have a low influence on the learner's motivation, in comparison to the classroom setting.

b) **Language Learning motivation**: The other type of motivation is a general idea of wanting to learn the language. The moment somebody stands up and says " I want to learn this language " He doesn't have to say it, just thinking it would count, that's the language learning motivation. It is not something that has to be seen, or felt, it is just the general idea of wanting to learn a language. In simple words, it is all of the motivation that you are left with, once you subtract the classroom learning motivation.

1.5.3 Where does Motivation come from:

In their book (Dörnyei & Ushioda, 2009) mention a Hungarian proverb that says: "You *are as many men, as many languages you speak* "He then clarifies that this quote can be taken in two different ways. One is that when a person learns a language and starts speaking it, he creates a whole new identity for himself in that language. This was backed by some of the studies which have been done. The other way of interpreting the quote is by learning a language, a person is opening doors for himself to peruse higher goals and achievements. By which, he is enabling himself to elevate, and progress to become a better person. This latter had led to the idea of creating a self-model, based on the study of Higgins's self-discrepancy theory, that consists of three parts: the ideal L2 self, ought-to L2 self, and the learning experience. The first one is the future image the person imagines himself to be, speaking the target language in a perfect, native way. The ought-to L2 is what that image requires him to do; the time he must dedicate for studying, the skills he has to learn…etc. The learning experience is almost self-explanatory because it includes the journey the person is going to take for him to learn the language. Now, based on this model, Dörnyei believes that motivation is formed as a connection between the ideal-self, and the present self of the speaker. i.e. when someone aspires to become what he imagines himself to be, motivation is created to get him to there.

1.5.4 The Disadvantages of Motivation:

This must be a joke, you're probably thinking. How can motivation have a disadvantage. It is everything that people are looking ~~for in order~~ for them to finish what they are trying to do. It is what everybody is asking for constantly, especially when trying to learn a language. They are always saying "All I need is motivation" and they are right, motivation is very necessary, probably the most necessary ingredient in doing almost anything. Surely, he meant to say the disadvantage of "Demotivation ", that is the word he is looking for.   But we are using the exact word, we don't have to talk about demotivation, because that's the absence of motivation. We are talking about what exactly gives motivation a sense of disadvantage, especially to a teacher. As (Juliana, 2011) mentions in her blog:

Developing intrinsic motivation can be a slow process in affecting behavior and can also necessitate special and somewhat lengthy preparation. Since individuals learn differently, there are a variety of factors that motivate each student. Therefore, it is helpful to know the interests of students in order to connect with and motivate them, which can be time-consuming and sometimes virtually impossible "

to each and every person his own kind of motivation. And what does that mean to the teacher? It means that he has to try to create, using magic, a lesson that can relate to every student he has, and also motivate them for learning. It is not that teachers don't realize the importance of motivation, or don't care about it. There are tons and tons of books and studies only about motivation, and its relationship with other things. But that knowledge only makes us realize how far are we from practically using motivation for our own good.

1.6 ICTs and Students' Engagement in Learning:

It is very odd how reliable technology has become in our lives. It is everywhere around us and is integrated into everything that we do. So much, that some people wouldn't imagine their lives without it. But the thing about technology is that it feeds off itself, which makes its progress even faster. According to (Gherbi, 2015) about ten thousand new articles are posted in one single day, along with billions of emails and videos shared on the network. This had made the transmitting, and essentially the improvement of technology, insanely rapid.

The imperativeness of ICT in language learning isn't a very new thing, as some people might think it is. The use of programs had been recognized to be helpful to teach students, and give them much exposure to the language, as early as English teaching had started. As a matter of fact, when the audio-lingual method was founded during the second world war, they

started using recordings to give students drills, for them to memorize them. The result of those experiments can be debatable, but the use of the technology of communication and information was handy for both the students and teachers. (Lekhal,2008)

But we have come a long way since the second world war, and the technology had progressed massively. Computers that used to take a whole room, and students had to take roles for using them, are now in the hands of almost every student for their personal use. In addition to that, the internet. The internet as it was created at first, was designed to be a huge place for sharing sources. But its role had changed over the years, and it had become not only a source for materials but almost a huge center for learning. Specifically, we are talking about the role the internet plays in teaching languages. These social network websites and web-chatting services are not only corners for people to meet and practice their language. To some people, that created a motivation for them to go and learn the language itself. It wasn't long before those developers had realized and noticed that shift, and took it upon themselves to make the internet a place for people to learn languages, in a very indirect way

But where does that put the teachers, and the whole educational institutes? These computers are becoming the future of language teaching. Even (Kramsch & Anderson, 1993; as cited in (Benmaati,2008) say *"computers seem to realize the dream of every language teacher – to bring the language and culture as close and as authentically as possible to students in the classroom"* In an unrelated scenario of humans vs A.Is, the human race only have the advantage of having a conscious over the machines. A.I is faster, doesn't get tired, and never gets bored. In addition to that, with enough input and DATA, machines are far much effective and precise than human beings can ever be. And this a complement to the humans who have built these machines. Going back to the point of teaching, this had put the teachers in a tough position. Because the attitude the teachers can only be to adapt to the technology or neglect it entirely.

A study had been conducted at the English department of Tlemcen, in Algeria. Where teachers were interviewed about the integration of ICT in language learning. The findings of the study had revealed that most teachers don't have an exact knowledge of how to use ICT to teach English. Each teacher had his own idea, and it varied from using it as a support, to totally relying on the ICT advanced equipment.

1.6.2 ICT Learning in Algeria:

(Benmaati,2008) had described the ICT learning status in Algeria as a very young baby. Twelve years later to now, that baby seems to not only just learn how to crawl. We can't ignore the effort the Algerian government is putting to help advance the technological side of teaching, but at the same time, we can't lie at ourselves either and say that we are at a good place. We certainly are not. The situation the whole world is living in, including Algeria is right now, with the pandemic, had put the Algerian ICT readiness to the test. And so far, the whole academic year is at risk of being postponed. Most of the distant learning methods were based on teachers uploading documents to students via the Moodle platform. While that's a great start, compared to the European universities where they streamed whole interactive lectures via ZOOM application we are far behind. The teachers and the universities can't be blamed entirely for this, since it is also ISP's (Internet Service Provider) fault for not providing faster, and affordable internet offers for the students. According to the Meghrebian times, Algeria occupies the 134th rank, out of 135 Arab countries, in terms of fixed internet speed.

1.7 Learners and procrastination:

1.7.1 What is Procrastination:
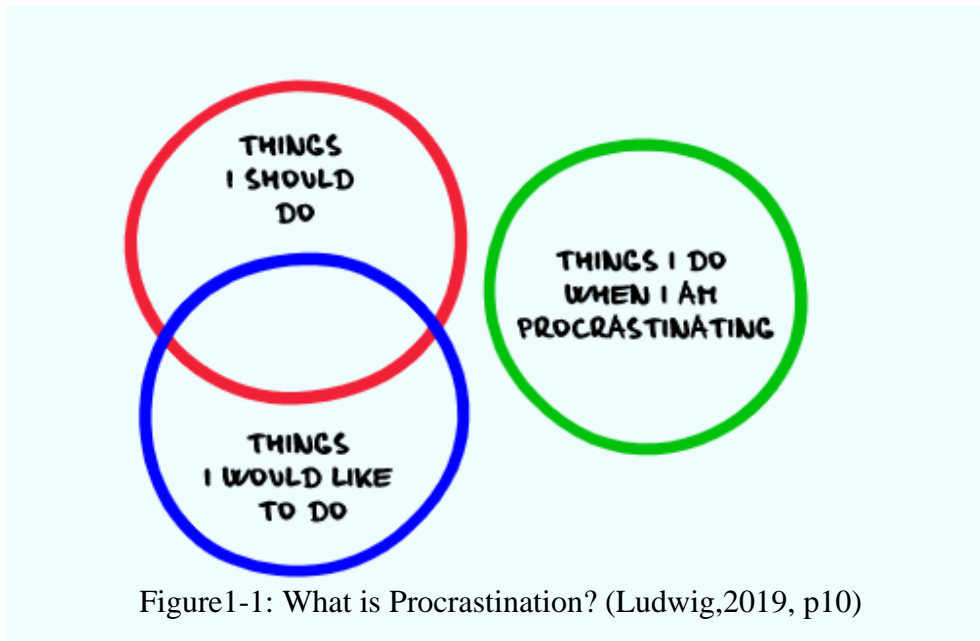
Figure1-1: What is Procrastination? (Ludwig,2019, p10)

This simple diagram by (Ludwig, 2019, p. 15) probably sums up what procrastination is all about, and gives a precise image of it. As it can be seen, there are three circles over there. "Things I should do "Which represent the tasks a person has done. For example (taking out the trash, doing the dishes, cleaning your room) it varies from a person to another. These

tasks, because people feel somehow are forced to do them, might feel unpleasant to do. That's why there is another circle of "Things I would like to do "things that you personally enjoy doing like (playing football, eating, watching cat videos…etc.) these activities are very pleasant to do, because they appeal to us, and sometimes might be enjoyable because of the person we do it with. And sometimes, if you are very lucky, these two circles overlap with each other. And you have things you have to do, but at the same time, you love doing them. Like for example: attending a social gathering, or eating your favorite food.

There is once circle which stands on its own, and that's procrastination. As lonely as it may seem, people usually run from the things they have to do, and because they can't do the things they like to do for any reason, they would rather go to this distant place where they do activities which may seem pleasant, but are nothing of usefulness to them because they simply don't like it. That's what procrastination may be defined as, in its extreme case.
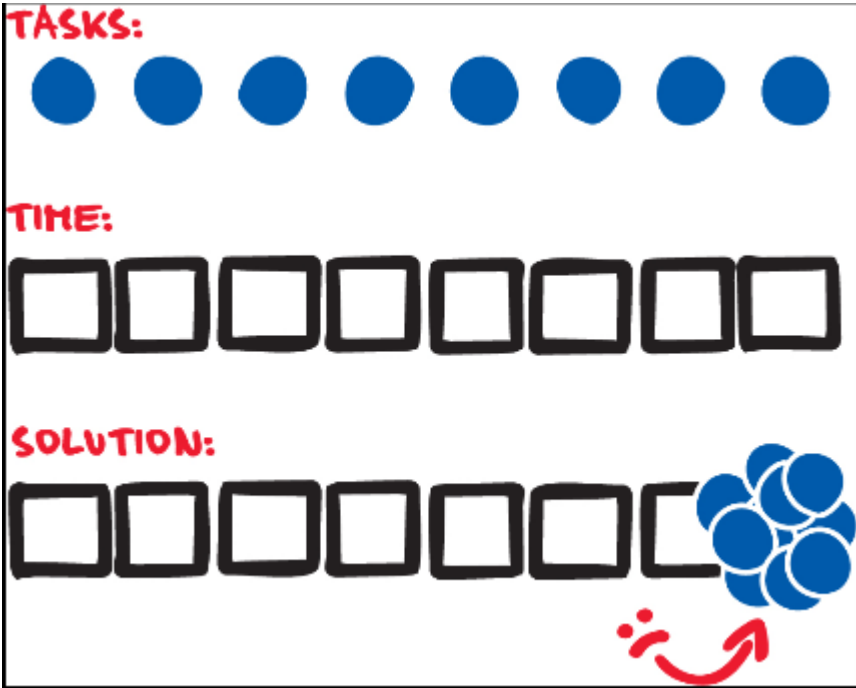
An additional figure which also carries what procrastination is can be seen here:

Figure 1-2: A Second Perspective on What Procrastination is. (Ludwig,2019, p11)

Based on the (Figure 02) in a typical day, a person would have several tasks, represented by the blue dots, and specific periods of times dedicated to each task. The logical action to complete these tasks is to have them done one by one, each at its specific time frame; this is what we call "time management." However, a procrastinator would dedicate all of his period

of time for leisure activities, and then cram all the tasks he has to do in a one single time block. Resulting in a complete mess.

In a general sense of what procrastination can be understood as, it is believed to be a pattern of action, shared by a lot of people, which made some researchers that it could be genetic. In this course of action, a person would deliberately delay doing a task, in exchange for instant gratification.

1.7.2 Academic Procrastination:

Out of all of the domains, procrastination is involved in, and you can find procrastination almost in every field of life, procrastinating over academic activities is the most famous one. Also referred to as "Students' Procrastination " (Steel & Klingsieck, 2016) The impulse of postponing revision for the course, or not doing homework, until the last night before it is due is very common among students. Researchers have studied this phenomenon and concluded that it is usually the fear of failure that leads students to procrastinate. In other words: You can't fail something if you don't do it in the first place. However, researchers couldn't make up their minds exactly about procrastination because it is almost a hodgepodge where sometimes you find procrastination as the major reason for the students' poor academic achievement, and sometimes as just a result of some other variables. Even weirder, procrastination is also found sometimes as a booster for academic achievements. (Moonaghi & Beydokhti, 2017)

Nevertheless, it is unassailable that procrastination is highly associated with poor mental health issues such as "stress, depression, low self-esteem ...etc." As reported by numerous psychologists (Hussain & Sultan, 2010) . But as we know, the physical health of a person is merely nothing but a reflection of his mental health. Thus, making the point that in some way or another, procrastination has a hand on the physical aspect of the students. Awkwardly enough, sometimes it is the physical inability that leads to procrastination; Hodgepodge!

In every case, it is usually helpful to look at a problem from different perspectives to understand it better. This is what (Steel & Klingsieck, 2016) suggests; to view the academic procrastination from two different views. The first one is to identify procrastination as a "Psychological Trait" Meaning that procrastination is a part of the person's personality that he had developed through his childhood, and now is something he does without consciously thinking about it. The second perspective is to look at procrastination as the failure of motivation. i.e. that procrastination is this phenomenon which happens when the student, or

even the teacher in some case, fails to motivate the student to an optimal capacity where the student wouldn't choose to delay doing his homework. A third perspective to look at procrastination is that procrastination might be a clinical case: Just like someone who can be diagnosed with bipolar, or ADHD, or any clinical disease, procrastination (to some extent) can be seen as a psychological disorder where a student doesn't have the full control on his actions and would take irrational decisions of delaying important works, for unimportant ones. This perspective may sound a farfetched for some people who never had an extreme case of procrastination. But this what exactly makes this perspective necessary, because not long ago, a lot of people, and especially parents, have disregarded their children's episodes of traumatic depression, and saw it as just "over-reaction ". The fourth perspective is the situational perspective. We don't look at the action of procrastination exactly, but rather at the things around it. More like Thinking out of the box perspective. Not all people procrastinate over the same reasons, or on the same things. Some students might procrastinate over math, but don't do it over Physics. Some others wouldn't do it if the task is too long, and others would procrastinate if the task is very easy. Some students wouldn't procrastinate of the teacher is very strict, and some others wouldn't do it if the teacher is very kind, or generous. All of these, makes it necessary to navigate the surroundings and the area where procrastination is happening and attempting to find solutions. This is by far is probably the best way to look at procrastination. It has already been discussed over and over again about how the psychology of the person differs greatly. Therefore, it is a must to find a suitable diagnosis for the academic procrastination that fits exactly the student. It always comes down to whether you'd go by the easy option and by one-size-fits-all suit, or work a little bit harder, and get a tailored suit.

1.7.2.2 The Major Causes for Academic Procrastination:

It has been mentioned before that the academic procrastination is the most famous, and widespread type of procrastination. So, the natural question that comes to the mind "why? " In his book, (Pychyl, 2010) had pointed out to two reasons which he thinks have this immensive boost to academic procrastination: The essay system, and the Dorms. These two are a part of every university system, and unfortunately, they create the best habitat for procrastination.

a) The essay system: also known as a term-paper, sometimes as homework, but most of the students know it as oh-I-totally-forgot-about-that. The essay is usually a lengthy written assignment, proposed by the teacher. In which, the student has to make a

decent research, or rely on himself entirely, to compose a text discussing whatever the teacher had asked him to do. As easy this might seem to be, writing is never easy. Take for the example the famous writer "Gene fowler "who had this to say about writing:

" *Writing is easy, all you do is sit staring at a blank sheet of paper until the drops of blood form on your forehead.* "
but it is not just the writing that is hard but meeting the expectations of the teacher who is going to correct the paper afterward, and evaluate it that makes it complexing to know what to write. Especially in fields such as English. Be it literature, or linguistics, most of the questions don't have a specific answer. And even when they do, the form and the style matter a lot to the teacher. Therefore, it is really hard for the student to know how to tackle the subject in a good way, in order to get a good mark. The last point which makes the essay system a pro-procrastination is the amount of time given for it. Not all the students have the same capacities and abilities, therefore a teacher would give an average estimated time for submitting the essay, which is usually a week, or even longer. This gives a sense to most of the students that they have a lot of time to do that assignment. But eventually, would end up procrastinating over it, until the last day it is due.

b) The university Dorms: Dr. Timothy calls them: the infernos of Procrastination. It is not an exaggerated euphemism, because you are literally putting a huge number of students who are in their youth, who not long ago were "freed "from their controlling parents. Which means now, it is their rebellious time, and they get to do whatever they want to do. And studying isn't one of them. These students will meet at clubs where they will be paired with people who share the same interests as them (sports, art…etc.) All of this, without having an adult person to control them, except for themselves. So yes, this is exactly what an inferno of procrastination would look like;

1.8 Research Methodology and Tools:

1.8.1 Aim of the Study:

This study belongs to the field of didactics. In this field, all of the researches and experiments are to make the teaching and learning experience as efficient and easy as possible. After the TED talk Tim Urban has made about procrastination, and how it affects many students, and the danger it carries for the future of these students, the topic of

procrastination was taken by the researcher as a very important point to tackle. The aim of this study is first and foremost to identify what it is procrastination, and what isn't. As consequence, it would bring awareness to the readers, and the university students in particular, about the nature of this phenomenon. As a student who had attended almost all the lectures at the university, for 5 years, procrastination had been mentioned only once or twice, in all of those years. Which points to the total disregard of the teachers, and even the students, towards procrastination. Thus, this study shall fulfil its purpose, if it informs about this habit. As a bonus or sub-goals, this study also aims for finding the causes, and the consequences of procrastination. After that, investigating the attitudes of the students about this said habit, and how it is performed. And finally, in the end, attempting to suggest solutions, or offering tips based on the research's findings, to help manage and control procrastination.

1.8.2 Informants of the Study:

The English department of Saida consists of 5 different levels, and the study could have been conducted on any of those levels. As a matter of fact, studying the progress of procrastination on each level, then having a comparison may be a great idea for future research. However, due to the limitations, and to have an authentic and specific detailed result, the study had to be limited to just one level. Out of the five levels, the master 2 students were the best fit for this study because of the following reasons:

1) Experience: Not only these students have spent the longest period at the university, which is roughly five years, but they also have the chance to reflect on their previous encounters with procrastination, and how they have dealt with it.

2) Situation: The master 2 students, unlike the other students, have to submit a dissertation by the end of their year. The grade they get for their work is considered as a whole semester grade. Therefore, the amount of time they are given to do that work, and the higher stakes of completing that work in a good form, makes a good study of how procrastination is involved in this kind of situations.

As it has been mentioned before, the university of Saida offers two specialties for English master degrees: Didactics, and Literature and Civilization.

1) Didactics: The number of didactic students, on the whole, is 38. However, in this study, only settled on 25 of them, who have answered the questionnaire. This population has been selected randomly, regardless of age, gender, or occupation. The questionnaire was posted on the didactic students' Facebook page, and they were all

invited to answer the questionnaire as honestly as possible. On a whole, this proportion of the population represents the entire didactic students of the University of Saida.

2) Literature & civilization: Similarly, the same questionnaire posted on the didactic students' Facebook page, has been shared on the literature & civilization page. However, the number of respondents was disappointingly low. 15 students, out of 32 students, have answered to the questionnaire. This population has been also selected randomly, regardless of age, gender, or occupation. Thus, it represents the literature and civilization students of the University of Saida.

1.8.3 Research Instruments:

For this study to be as authentic and accurate as possible, it was divided into three phases. First, a questionnaire. Then, an interview with a few populations. Then, a comparison between the results of the questionnaire, and the academic results of the students.

1.8.3.1 The questionnaire:

Socrates, the guy who is believed to be the father of philosophy, which is considered to be the mother of all the sciences. Which technically puts Socrates as the grandfather of all the sciences. His famous quote, out of all the things he had contributed to given such a nickname, was just one single word, he went out and kept repeating over and over again in Athens. This one single word is "Why? "and so, answers are for people who ask the questions. So, this study had chosen an online questionnaire that consisted of 23 questions, as a tool of research, because of the following reasons:

- It is a great tool for collecting a huge amount of data in real-time.
- It is comfortable for the students to answer these questions from their houses.
- It gives the study a sense of organization, and specification since the students will be answering the same questions.

The questionnaire can be divided into different parts, according to the point of view of the reader. However, when it was developed at first, the research was focusing on three major parts. The first part of the questionnaire deals with procrastination in doing homework. Which is an assignment given to the student on a daily basis, and with a lower risk. Thus, it qualifies to be a mundane activity. Therefore, the first part of the questionnaire was to see the daily frequency of students' procrastination; Along with that, the feelings they have, and how do

they exhibit in such a thing. Then the second part was about the exam, which is a periodical assignment, with a much higher risk. Then the third part of the questionnaire was about the students' thesis. Which has even higher risks, and a considerable amount of time to be done.

The questions were mostly close-ended questions (15/23 questions). The study had recognized that the student might add some unnecessary additions, or would feel puzzled or confused about to answer some of the questions. The study also used open-ended questions (5/20 questions) to give the students the freedom to express their own personal experiences or share their own thoughts about procrastination. Then, the rest of the questions (3/23) were a mixture of both types.

1.8.3.2 Interview:

"One single hand can't clap." Although the questionnaire gives a decent amount of information, it criticized that these results are shallow, or superficial. Thus, a need for a secondary research tool was almost necessary. Unlike the questionnaire, the interviewees were not chosen randomly. Three students, out of the whole population of the study, were selected after checking their answers. The answers of the students were compared to their final academic results. Then three students were selected based on the results of the comparison. The first student had shown a high tendency for procrastination but at the same time-averaged a good academic score. The second one had shown a low tendency for procrastination, with a moderate academic score. And the third one had shown a moderate tendency for procrastination, with a moderate average academic score.

The interview took a chronological order, after starting with introductory questions about what did the participants know about procrastination and their brief overview of it. And then, starting with their early experiences during middle school and high school, and their parental presence, and how it affected their procrastination levels. And then moving to University, and how was that experience. Then, the questions went into detail about a random day of their lives in the university, and how did their procrastination go. Then finally, concluded with some questions about their thesis, and how procrastination affected it.

The interview was in a form of a chat, via Facebook. The participants were first asked if they would like to have a video call or just a voice call. They said that they would feel more comfortable if the interview was done through a chat. The single interview had taken about 45 minutes each.

1.8.4 Difficulties Encountered in the Study:

The original title for the study at first was: University Students' Procrastination: Case study of 2nd year LMD students. The study was to have an additional research tool, which was a variety of homework, suggested by the teacher, and then modified by the researcher. Then the students were to be given this homework via an application designed by Google, called "Google Classroom "which was to ease up the transmission of this homework, and also help monitor the students' work; at what time they would start working and then finish their assignments. However, due to the pandemic that hit the whole world, the study had to take a different path, due to the lack of cooperation. Of course, this could have been all avoided if the study was conducted earlier, so that blame falls on the researcher. However, no would have imagined the consequences of the spread of such a disease, may god get rid of it.

But even so, the study would still attempt to carry on with the same population, if the 2nd year LMD students had answered the questionnaire they were given on their Facebook group. Unfortunately, only 5 people have answered that questionnaire. Therefore, a change has to be made, and the master 2 students were a perfect fit for the study. Of course, there was no way to apply the homework experiment on the master 2 students, since they were done with theirs by their 3rd semester. However, it was replaced by a study on their progress on their theses.

1.9 Conclusion:

The university, and also known as the higher education, has changed drastically over the years. For instance, the case of the English departments in Algeria had gone through many reforms to be the way they are now. In terms of ICTs and also in the way of teaching, all of this had changed, and on the overall, it is safe it say that it changed for the better, but not for the best. This kind of change, however, had created a studying environment for the students where a certain phenomenon had started becoming more and more frequent; Procrastination. Therefore, a study at the English department of Saida, at the level of Master 2, with both its specialties had been conducted, in order to investigate this phenomenon.

Chapter Two: Literature Review

2.1 Introduction:

(80%) of university students are reported to be chronic procrastinators. (Whitbourne, 2012) Procrastination hasn't been seen as a taboo or anything more than a normal habit. Until recent studies had tackled the issue and found out a huge connection between procrastination and negative human emotions (depression, neuroticism, demotivation…etc) in addition to poor academic achievements. This had raised the concern of other psychologists, who tried to find the origins of this tricky habit, and how can it be stopped, or at least be controlled.

2.2 Definition:

Procrastination has been defined, and redefined over and over again, throughout the years. Each group of psychologists gave the definition based on an empathetical characteristic they saw important of procrastination.

2.2.2 Etymology:

The word "Procrastination "was generated from the two Latin words "pro: which means to forward "and "crastinus: which means belongs to tomorrow "we put the two words together, and it gives us the "forwarding something to tomorrow "

2.2.3 Detailed Definitions:

According to (Steel, 2007) procrastination is when a person consciously decides to forward or to postpone doing a certain task, regardless of the consequences this deliberate act might result in the near future. This definition has been categorized by other psychologists as broad and meta. Therefore, they had decided that there should be some characteristics that should be emphasized in order to give a clear definition of what procrastination is.

A) Time

(Silver 1997) argues that procrastination occurs when a person misses the perfect timing for doing the task; resulting in missing its ideal execution. This means if the person does the task too early, or too late (from the perfect timing) it is considered as procrastination. For example: if a student was given homework to do, it doesn't make sense to do it right after he gets home, because his physical and mental conditions wouldn't help. Therefore, the student would have to take a rest. But at the same time, he must not waste a lot of time, until it is midnight. Because then he'd be feeling way too tired to do the task. Between these two

periods, lies a perfect timing where the student is both physically and mentally able to do the task perfectly; and that's what a not-procrastination is.

B) Rationality

(Sabini, Keanu 1998) & (Ferrari ,1999) agree that what determines procrastination is the reason behind delaying the task. Or as they call it "irrationality ". This means sometimes the person would have a good reason to forward the task to later, due to some circumstances. Even if it means missing on the perfect chance of doing the task. If, however, the conscious decision was based on an illogical or an absurd cause, an action is a true act of procrastination.

C) Consequence

In his definition, (Pychyl, 2010, p. 10) points out to the damage procrastination causes to both the procrastinator, whom on an emotional level, would feel bad about himself. And the result of the task, which most likely would be disastrous. Sometimes, however, the task wouldn't necessarily damage neither emotionally, nor physically. But it would stand between us and improving, or achieving great things.

But (Steel,2010) makes a spot-on definition by saying *"... when we voluntarily put off tasks despite believing ourselves to be worse off for doing so. When we procrastinate, we know we are acting against our own best interest*." Procrastination is in its true form when we do realize the importance of the task, and how urgent it is, and the severe consequences we would have to face if we don't do it on time. Yet we still delude ourselves into leaving it for later.

2.3 The History of Procrastination:

2.3.1 Procrastination in the past:

"Do not put your work off till to-morrow and the day after; for a sluggish worker does not fill his barn, nor one who puts off his work: industry makes work go well, but a man who puts off work is always at hand-grips with ruin." – Hesiod, 800BC (as cited in (Boice, 1996))

This is probably the oldest record researchers have about procrastination. This proves that procrastination isn't a modern phenomenon, but and old one that had existed ever since humans had chores to do.

(Stoolda, 2015) narrates on her blog the history of procrastination by mentioning famous figures of history, and their procrastination experience. The first one she talks about is the writer of the Canterbury Tales Geoffrey Chaucer who said" the *goodness you may do this day, do it; and delay it not until the morrow*." Ironically, he happens to be the same writer who only wrote a quarter of the stories he was intending to write before his death. Nevertheless, only someone who had experienced procrastination, knows how bad it is, would be able to give such valuable advice. Chaucer left behind what might seem like common sense to some people, but it is the hardest problems that require the simplest solutions.

Strolling the history of procrastination, Virginia wolf who talked about her plans for writing. But instead, she surrendered to her brain urges, and wasted her energy talking needlessly over the phone. The feeling of regret that Woolf had expressed in her diaries about that wasted energy would haunt her till the final days of her life.

Someone who had serious habits of procrastination, and was very aware about; so much that he went an extra mile ahead just to beat his procrastination was Ernest Hemingway. He used to get a lot of visitors at his house, and would spend the whole day without doing anything useful. So, he came up with the idea of going on an isolated boat, and doing his writings there, just so he doesn't get distracted by people, or anything else.

But today, procrastination has taken a different modern shape that caught researchers' interest.

2.3.2 Modern Procrastination:

Furthermore, as the world has progressed and developed, news ways of procrastinating have emerged. While we can't say that people in the past didn't procrastinate at all, but relatively, procrastinating today is much more of an epidemic. Thanks to the technology and the internet in particular. (Pychyl, 2010) talks about a study conducted before the huge spread of the new social media tools such as "Instagram, Snapchat…etc "where participants admitted to spending half of their time browsing the internet purposelessly, instead of doing their job.

2.3.2.1 Procrastination and social media:

Just because procrastination has existed for a long time, doesn't mean it stayed the same. Today, with the modern age, it is safe to say that focusing on a task, without taking a sneak peek at your phone is one of the hardest things that require the strongest of wills.
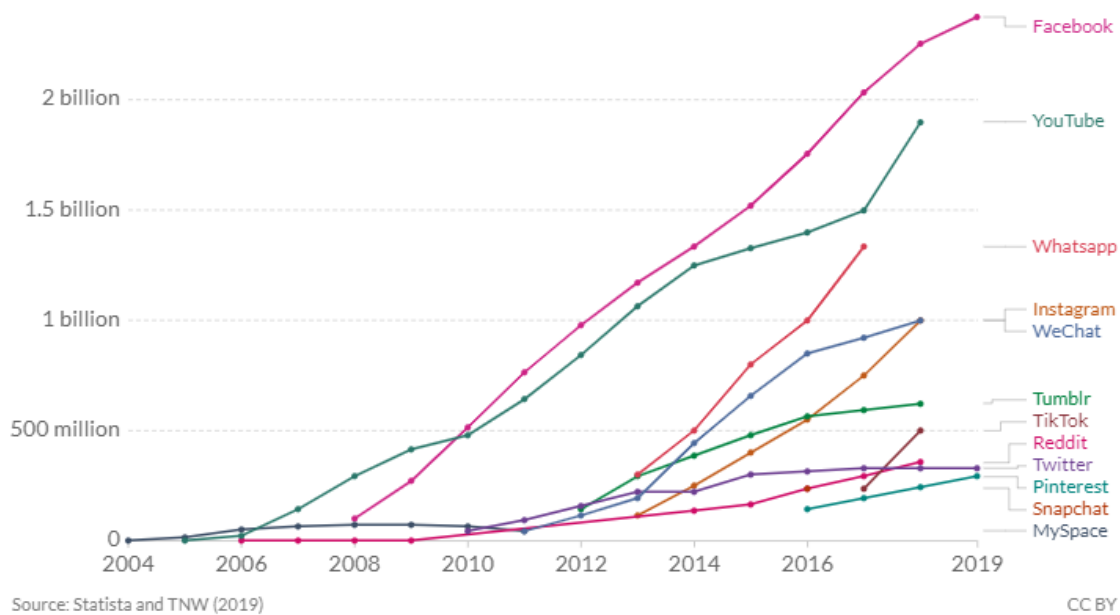
Figure 2-1 The raising numbers of Social Media users (retrieved from https://thenextweb.com/tech/2019/06/11/most-popular-social-media-networks-year-animated)

The use of social media has escalated throughout the years. (Prince, 2017)emphasizes the huge role social media websites and apps play in costing us valuable time that could have been spent on important tasks. These websites have gained control over us after we were the ones to control them. (Jackson, 2011) have reported that 73% of high school students use social media on a daily basis. Some of them might spend up to nine hours a day on those websites (Asano, 2017)

The cherry on top is the device that made access to these websites very easy, that two years old can use them: Smartphones. Or as (Pychyl, 2010) refers to it as the "iProcrastinate" device. It is basically a very small window that you can put inside of your pocket, and by opening it, you are opening a window to the huge interconnected world of people.

2.3.2.2 The internet's Rabbit Hole:

Have you ever gone on the internet to check the meaning of a word? Or google something study-related? And then found yourself watching random cat videos, or why a polar bear is much stronger than a normal bear? In internet terms, that's what is called a "Rabbit Hole". It's a series of links, or websites, that leads to another, completely randomly, without the person feeling like he is lost. Just idling on the internet, wandering through the internet. (Urban Dictionary)

(Urban, 2015) narrates what it is like to go on these type of these holes saying: " *let's read the entire Wikipedia page of the Nancy Kerrigan/ Tonya Harding scandal, because I just remembered that that happened[…]After that, we're going to go on a YouTube spiral that starts with videos of Richard Feynman talking about magnets and ends much, much later with us watching interviews with Justin Bieber's mom.[…] so, we're not going to really have room on the schedule for any work today. Sorry!"*

However, the researchers haven't picked up on this malicious habit until recently. Most likely because procrastination can blend, and hide easily behind some acts, such as Laziness.

2.3.3 Why is the Internet So Addictive?

There is a reason why we could spend countless hours on our phones without flinching, or doing something else. Besides of the thousands of apps and websites that allow you to do so many things, these apps use a specific kind of algorithms to keep you on their websites. And the more you spend on the website, the better they good at that. How is that even possible? According to a video made by (CGP Grey, 2017), algorithms use a trial and error process based on your pattern behaviours (what videos you watch the most, what posts do you like. Etc) keeping track on everything you do while you are on their websites (and sometimes even when you are not) to eventually to come up with enough information to have a profile on you, about the things that you like, enjoy, and also the ones you hate. So, the next time you visit the said website, all of the videos on your feed are surely going to be appealing to you.

An example of how this works is YouTube. The first time you visit YouTube, it will use your location to suggest videos that are popular around the people from the same region as you. The more you use the website, and according to what you search for, the videos will start to become more and more relevant to you personally, rather than where you are from.

2.4 The physical side of procrastination:

It is agreed that procrastination is an action, which means it is physical behaviour. Although most behaviours have to be thought first, and then acted upon, these behaviours carry in them something very relevant to what procrastination is.

2.4.1 Procrastination and impulsivity:

Over the course of a half-century of studies, (Steel P. , The Procrastination Equation: How to Stop Putting Things Off and Start Getting Stuff Done, 2010) says that the thing that drives,

or ignites procrastination is impulsiveness. Impulsivity is the part of our brain that has the quality of "quickness". As our ancestors had the need to be very quick, and had to act fast, especially when facing danger, the brain had to develop this impulsive side that acts based on experience and instinct. Going for what is easy and pays off quick, might have been the best idea to stay alive during the old days. However, in other cases, and especially nowadays, where we don't have life threats, this kind of behaviour turns out to be counterintuitive.

In other words, (Ferrari, Johnson, & McCown, 1995) describes impulsivity as the impatience of human beings to endure and go through some hardships for a while, and do things that aren't pleasurable for a relatively long amount of time. However, in exchange, if this is achieved, the person would get a better reward in the future. Or at least, can enjoy a very earned leisure time later. Thus, creating paving the way to other variables to come and interfere with the humans' emotions, creating what we know as procrastination.

(Urban, Why Procrastinators Procrastinate, 2013) visualizes the impulsive side of the brain as a monkey that lives entirely in the present moment, and only cares about what is easy and enjoyable. It has no vision for the future, and no patience to endure the tasks' difficulties for a reward that might come later.

In academic settings (Morales-Vives & Vigil-Colet, 2005) proved that students who experience high rates of impulsivity tend to achieve worse academic scores than students who show low rates of impulsivity.

2.4.2 Procrastination and laziness:

Laziness might be one of the reasons that made researchers not care much about procrastination, since both of them are uncanny. For instance, we have this definition of laziness, by (Mohd, 2015) "*laziness is a behaviour describing the passive attitude of a person with the tendency to avoid work although he/she is capable, unwilling to put forth efforts and choosing not to work hard and lack of will power*" this is almost a definition for procrastination, except that in the procrastinator's case, the task is postponed to later, rather than simply not doing the task. As can be observed, laziness is one of the qualities that the procrastinator has, but necessarily is. The two terms are so similar, yet so different.

A survey conducted by (Dai, Linh, 2012), revealed that most students account for laziness as their most common reason for being unproductive and procrastinating.
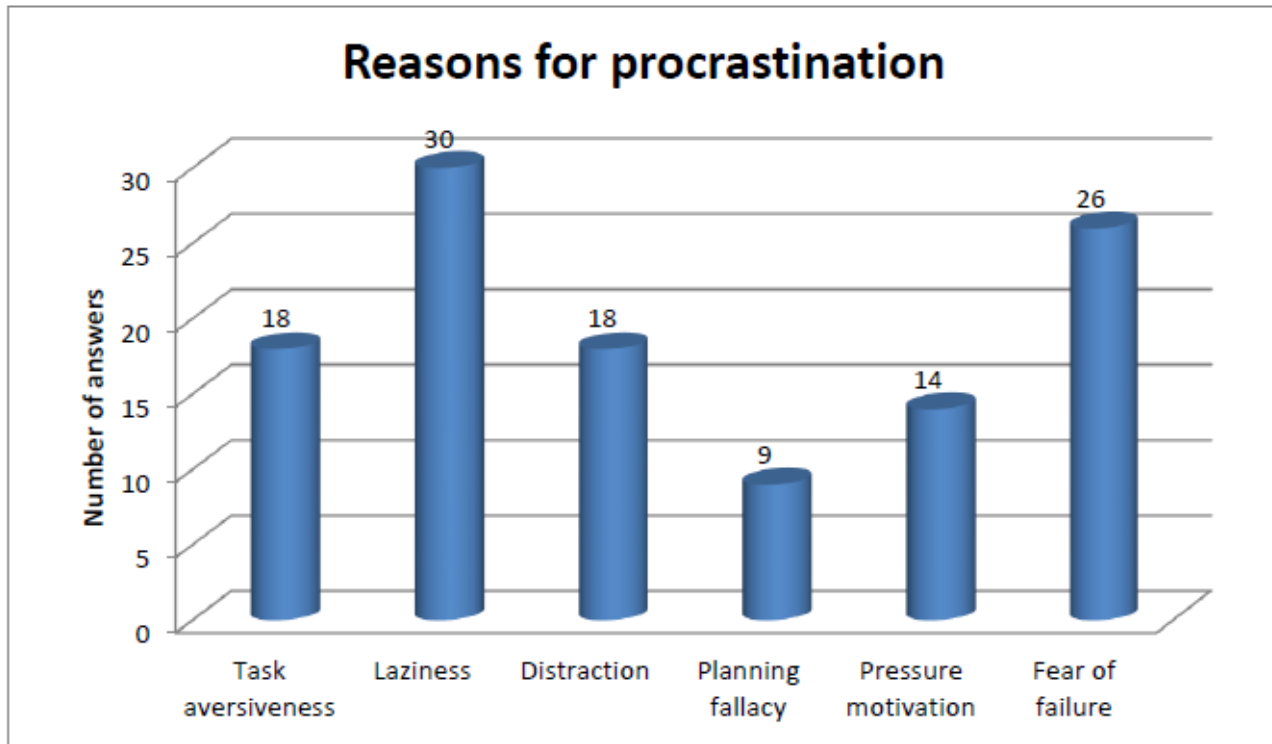
Figure 2-2 : Reasons from procrastination ((Dai, Linh, 2012, p10)

1.4.3 Do Animals procrastinate?

Animals are different than human beings; and in case you didn't know, the sky is blue. But the real difference, or to say the decisive difference is the cognition that human beings have. The opposite of that is the impulsive side of the human, which has been defined already as the "animal side "of humans. -Bear with me here, I am getting to a point- So, if impulsivity is one of the factors that cause procrastination, and animals act on impulsivity, shouldn't animals be all-time procrastinators? Well, yes, but no. It is really hard to answer this question, but in a very brief answer: Animals do procrastinate.

In a study conducted by (Mazur, 1996) on a group of pigeons. The pigeons had the ability to choose between two scenarios of actions; each one would start by pressing a light switch on a different side of their cage. When pressing the first one, the pigeons would go through a series of activities, that required them to press some buttons with their peck, then wait for (40s) and eventually receive a treat. The second choice, after pressing the light switch, the pigeons would have (40s) of doing nothing, then a longer series of activities than the first one, to receive the same treat at the end. In the end, pigeons found to choose the latter choice, even though it meant they would have to do a lot of work.

Of course, proving that animals procrastinate can't be of a very helpful to human beings, but if we continue to analyse these patterns, and consequently, find a way to control this impulsivity, we might get closer than ever to controlling procrastination itself.

1.4.4 Procrastination as a habit:

(Pychyl, 2010) says that *"... For many people, procrastination is a habitual response to tasks or situations, unconscious response.* "Similar to the behaviourism experiment conducted by Pavlov, forming habits is done through creating patterns. In the procrastination case, if the response to being given a task was to delay to later, then the same thing would go to any other future task. The problem here is that at first, the person might have a good reason to delay the task. But because the pattern of the action is similar, the subconscious brain won't put into consideration the consequences the delay would provoke. Alike to Pavlov's dog salivating, even though his owner didn't give him any meat.

Forming habits might be easy, but breaking them is the hard part. How come? Why do we need habits in the first place?

(Duhigg, 2012) author of "The Power of Habit: Why We Do What We Do in Life and Business" tackles the subject of why habits are a very important part of humans' lives. The simplest example is driving a car. At first, when learning how to drive for the first time, all of your attention is on the steering wheel, the shift gear, breaks, clutch…etc But after 3 months of practicing, you could go on a 100km trip, talking to your friend, while eating a sandwich, and still get to your destination safely. How? That's where habits come in. We all know that human beings have what we call the conscious and subconscious brain. The subconscious brain is this huge part of the brain where all of your memories, vocabularies, names, learned skills…etc all store in it. The conscious one is the one you are using now to read this. The conscious one is very limited to the subconscious one. Therefore, if some activity follows the same pattern over and over again, it is an opportunity to economize time and free up some space from the conscious brain. That attention could be used to focus on another activity, or simply to enjoy some peace of mind, and not having to worry about shaking your arms while brushing your teeth.

2.5 The psychological side of Procrastination:

Procrastination is much more than the action of postponing or delaying a task. To know more about it, we have to find out what goes on through the person's brain before it decides on procrastination.

2.5.1 The principle of Pleasure:

Generally speaking, we can summarize the inclination towards procrastination by Freud's principle of pleasure; also known as the pleasure-pain principle. (Cherry, 2020) explains the principle as the propensity to satisfy one's urges. These urges are the fundamental needs every person longs for; such as "hunger, thirst, sexual urges. Etc "in other words, humans will always pursue what is pleasurable and enjoyable and try to stay as far as possible of what is painful and dangerous. Procrastination is like this cheat-code that is supposed to lead us to what to a world full of joy, however, it is only a deception. And soon enough, the person would realize that it only causes misery over misery.

2.5.2 Motivation:

Motivation is defined as the eagerness resulted by a certain stimulus that can be either from within the person himself or his outside, to accomplish something. On a spiritual level, motivation is this fire filled with desire and need, that leads you towards your goal (Paul R. Kieinginna & Kleinginna, 1981)Naturally, something as such is very important when it comes to undertaking either mundane or very important assignment. The relationship between motivation and procrastination according to (Senécal, Koestner, & Vallerand, 1995)is strong, that he considers procrastination the result of ones' self-inability to motivate himself to perform a task (Tuckman, 1998). Shares the same opinion about academic procrastination, putting a little bit of the blame on the teacher for failing to motivate his students.

On the same note, (Lee, 2005) has found out that too much motivation could also result into a
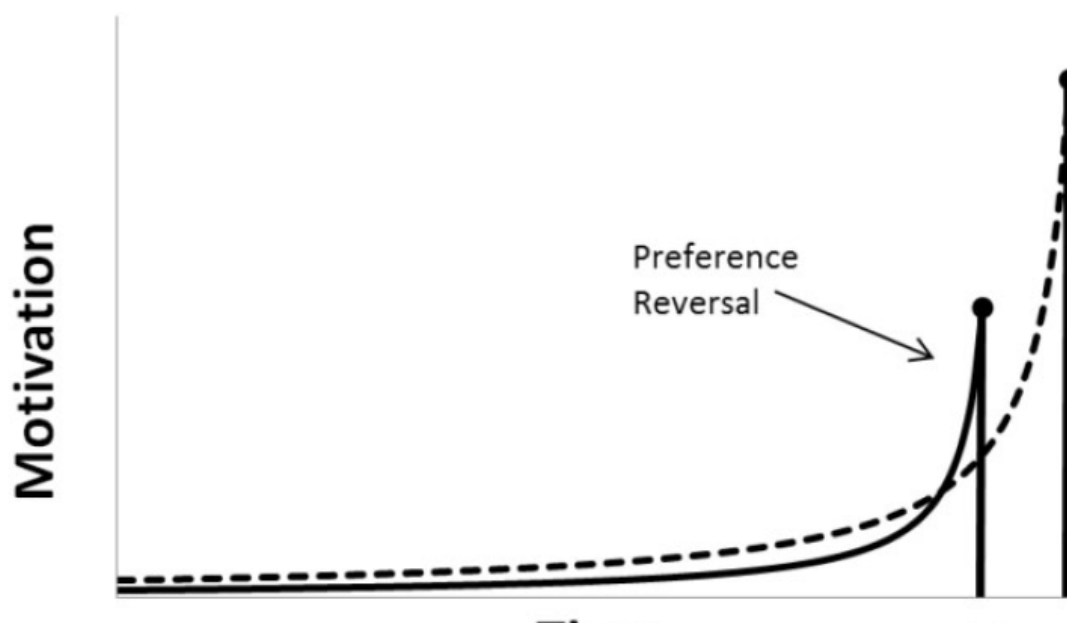
Figure 2-3: the relatioship between procrastination and motivation (Steel,Klingseick,2016 p3)

high level of procrastination. However, he also noted that motivation can't foreshadow accurate levels of students' procrastination.

(Pychyl, 2010) offers a different perspective, or more like a settling argument, for the relationship between motivation and procrastination. He says that when assigned to a certain task, it doesn't matter whether you are emotionally matched to do it or not. The objective is to perform the task, and not to feel like it. Having the right motivation is certainly helpful, but in most cases, swimming against the current is obligatory. An example of that is that not every day is all beautiful and suitable for bike riding. But professional bike riders do as much as much they can from wearing a coat on a rainy day to enduring the hot sun during the summer, to grapple with the weather, and achieve their goals.

We often refer to mood swings, just like we do to weather. Someone who is feeling sad or not feeling well is described as "feeling under the weather. "Motivation is much more of the same. Therefore, it doesn't make sense to stand there and wait for the sun to come out to do the things that you have to do. But do as much as you can to adapt to what you have.

2.5.3 Self-Efficacy:

As we have mentioned earlier in affective forecasting, procrastinators tend to think they can accomplish the task in lesser time than it actually is. This false-belief can be the result of a psychological aspect, which Albert Bandura coined a term for "Self-Efficacy "

Self-efficacy is the person's assumption of his ability to perform a certain task. (Bandura, 1994) It is a misconception that some might consider Self-efficacy as a personality attribute, while in fact, it is much of a mirror to what the person thinks of himself. (Klassen, Krawchuk, & Rajani, 2008) These assumptions don't come out of thin air, but according to Bandura, there are four variables that build/affect one's self-efficacy, which are: Firstly, the mastery experience which based on failing or succeeding in completing a task in a similar situation in the past, or even remotely similar, would affect how the person sees the result of the future tasks. Secondly, Vicarious Experience that is built on observing other people performing the task, or hearing about it, the person could have an image or an impression about what it would be like when he takes on the task. Thirdly, Social Persuasion: established through other people's comments, whether they are a critic or a cheer, they affect one's belief in what he can or can't do. Last but not least, Emotional State: The person's mood and feelings at a given moment would affect what a person thinks about himself. (ex; if someone is feeling very

happy, he would think that he can do anything. While if he's sad or depressed, he would think he will be unable to do anything.) (Bandura, 1994)

The study conducted by (Klassen, Krawchuk, & Rajani, 2008) had proved a strong relationship between self-efficacy and procrastination. Where students with a high level of self-efficacy have scored better academic grades while reporting low levels of procrastination as well. Meanwhile, students with a low level of self-efficacy reported high levels of procrastination and scored worse test marks. Thus, there's an inversive correlation between procrastination and self-efficacy (Steel P. , 2007)

2.5.4 Anxiety:

(Tice & M. Baumeister, 1997) reported that procrastinators experience a high level of anxiety and stress than non-procrastinators. Especially as the deadline comes closer and closer. Thus, by keeping the same pattern of procrastination, these gloomy emotions could pile up and result in what is worse, more prevalent emotions such as Depression.

Although it might seem like anxiety is a result of procrastinating, sometimes it is quite the opposite. (Senécal, Koestner, & Vallerand, 1995) discuss how anxiety, along with depression and low self-esteem would distance the person from doing the task by creating this sense of fear of failure. This emotional wall would cause the person to procrastinate to run away from these feelings.

McCown and Johnson (1989a, b) as cited in (Ferrari, Johnson, & McCown, 1995) conducted a study on several students for two weeks. (figure 2.4) shows the levels of anxiety
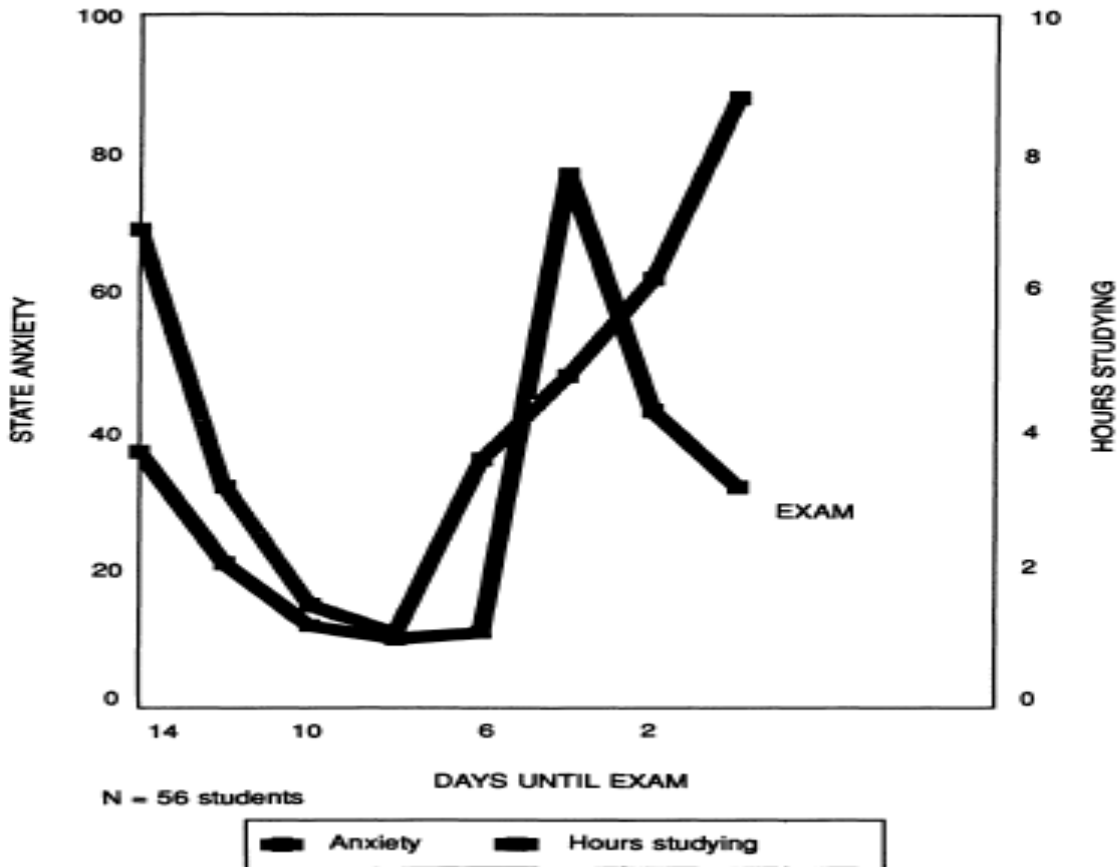
Figure 2-4 The relationship between anxiety and procrastination (Ferrari et al, 2010, p38)

these students have experienced during that time while studying.

As we can see, the students' anxiety decreases the less they spend time studying. This means the students aren't only avoiding the task at hand, but also the feelings and emotions that come with it. However, when the students realize who short of a time they have for the exam, their anxiety goes up more than ever, and they can no longer run away from the task.

2.5.5 Stress:

Although anxiety and stress are two faces to the same coin, one thing that is commonly mentioned by procrastinators is: "I like to work under pressure "

Debunking this rather myth, (Steel, Wambach, & Brothen, 2001) reviewed the works by (Baumeister, 1984) who disclosed that it is usually the opposite. Procrastinators who spend

small time searching for relevant data for their research, and fail to the dedicated appropriate time for working on their projects or tasks, end up choking when met with a limited-time situation, due to their high levels of anxiety, depression, and boredom.

2.5.6 Affective forecasting:

(Pychyl, 2010) mentions the study conducted by Dan Gilbert & Tim Wilson in which they found out, through questionnaires, that when a procrastinator decides to postpone a task to later, he expects to himself to be in an ideal mental and physical condition to do execute the task perfectly. This is what Pychyl called "Affective Forecasting. "

Affective forecasting is basically the person's visualization of tomorrow; his imaginary plan of doing the task. And here, we can notice the two factors that make this kind of forecasting bad: "imaginary, and the instant gratification reward "

When the person imagines himself doing the task, his brain would eliminate any obstacle or difficulty that he would face (Pychyl, 2010) For example: if a student decides to do his homework the next morning, instead of the evening, he would think that he is going to wake up in the morning, all fired up and motivated to do the homework. And since he had a peek on the homework, it shouldn't take any more than 15 minutes to do it. On the opposite, he would think he is going to have more time to play or rest. Completely disregarding the high possibilities of maybe sleeping through his alarm, power cuts, waking up very tired and unable to do the task, or the task requiring more time to than what the procrastinator accounted for.

Adding gas to the fuel is the reward the brain gives to procrastinator for making such a brilliant decision (sarcasm) Because by delaying the task, the person's brain can sleep, and also can do the task effectively tomorrow. Therefore, the reward that the person was supposed to take after finishing the task is given now, which we call the "instant gratification "Which makes the person feel all good and hyped up.

This explains why the procrastinators feel all hyped up and full of energy when they plan for doing the task. But sadly, that power is all invested in nothing, or just in some leisure activities. And when the time comes for doing the task, the procrastinator doesn't have any more energy to do the task.

2.6 The dark Playground:

(Urban, 2013) describes the time spent in procrastinating as playing in a "dark playground ", he calls it. This place is filled with pass-time activities that seem fun to the procrastinator, and range from anything like video games, listening to music…etc to staring at the wall pointlessly. But this place is still inside of the procrastinator's mind, and it is not an isolated, soundproof place. This place is overshadowed with a sense of guilt and anxiety, and the procrastinator is constantly reminded by the task he has to do, and the consequences he is going to feel later. And with every minute passes, the procrastinator thinks about how he would have finished the task already if he only had started earlier. So, the more he stays in that place, the worse his emotional state gets.

Sometimes that playground seems more like a maze that is easy to get in, but really hard to get out of. Even though the procrastinator knows what he is supposed to do be doing, it feels as if he has got no control over himself; Lost inside of that dark place. That's why procrastination was defined earlier as self-defeat or a self-failure; It is because the procrastinator has failed to control himself properly. The only thing that could get him out, is the siren of the deadline approaching.

2.7.1 Procrastination and time management:

As it has been mentioned before, the deadline is one of the criteria that determine what procrastination is. Thus, it can be deduced that procrastinators have troubles managing their time effectively.

What we call time management is the patented actions or procedures developed by the person that ease up the execution of the task, in an ideal or a stress-free manner (Schouwenburg & Lay, 1993) Therefore, the purpose of managing, or having a plan for doing the task is generally to make the process the easiest it can be. i.e. without the person feeling stressed or exhausted during it.

(Pychyl, 2010) argue that most procrastinators underestimate the time and effort required to do the task. If the students were to have good time management skills, at least they would start much earlier on the task, if no do it immediately when possible.

Meanwhile, (R.Ferrari & Díaz-Morales, 2007) Sees that time management is different than what it looks like. Rather than managing time, we are actually managing ourselves; we can't control time, nor can we predict how things will be in the future. What we can do, and mean by time management, is to manage ourselves, and discipline ourselves to behave in the most idealistic pattern possible, in order to perform the task in the best way possible.

2.7.2 The procrastination equation:

However, you'd like to look at motivation, it is an important part of procrastination. Much as it is important, (Steel P. , 2010, p. 31) made a sort of an equation that demystifies motivation, leading us closer to understanding procrastination itself. The formula is as below:

$$Motivation = \frac{Expectency \times value}{impulsiveness \times delay}$$

Basic general knowledge of math, and fractions, helps us understand that the more of the things we have on top (expectancy and value) means the higher the motivation. Expectancy, or we as we can simply put it: believing in the thing you are doing, is a crucial part of doing the thing itself. Steel mentions a story of an experiment on dogs, that is similar to the elephant's one. In brief, an elephant was tied to a post. The elephant could only walk as long as the rope, he was attached to, allowed him. One day, after some quite time, the zookeeper took off the rope, but surprisingly, the elephant stopped at the length of the rope and didn't move any further. That's an example of having a low expectancy; if you can't visualize yourself doing it, you'll probably not going to be able to do it. "Learned helplessness" as Pier Steel refers to it.

The next variable is the value. The value is the reward you get from doing the task. Most procrastinators decide to do other easy tasks to collect instant gratification, rather than doing the actual work. The more rewarding the task would be, the most likely someone would consider doing it.

On the other hand, we have impulsivity, which we have discussed earlier. The monkey in our brain that carves for that instant gratification, and despises far ahead rewards. The more impulsive you are, the low motivation you are going to have to perform a task.

Delay, refers to the time wasted on other activities instead of the main task. And the less time you have doing the task, the meaningless motivation becomes.

2.7.3 The procrastination illusion:

Much as like the Schrodinger's cat theory goes, in quantum physics: The cat is both dead and alive at the same time. It is only when we open the box that the true result is brought up. A theory about why humans procrastinate is that it is a strategy that distances us from testing our abilities, and potentials. Thus, protecting our opinion about ourselves. Because a procrastinator would always think he can do the task very well, until he actually goes for it, and sees it for himself. (Burka & Yuen, 2008)

This illusion can't seem to diminish or fade away, even when the person realizes after doing the task, how wrong he was. Because in either case, whether the procrastinator fails, or sometimes succeeds miraculously in achieving the task, the illusion is never gone (Pychyl, 2010) breaks down the two scenarios that the procrastination would fall it after procrastinating on the task. The first one is the most likely one to happen, which is failing the task or doing it in the worst possible way. In which case, the procrastinator's attitude towards the result would be like "Meh! I didn't even prepare or devoured much time for the task. If I started early, I would have done it well" This type of reaction wouldn't help to fight against procrastination, but on the total opposite, would somehow reinforce it. The other scenario is if the procrastinator miraculously gets the task done in a good way or an acceptable way. In which case, he would repeat the same pattern again in his future tasks.

2.8.1 Procrastination and creativity:

Leonardo Da Vinci, absolutely one of the greatest painters of all time. It is known that he spent four years to draw his famous painting "The Mona Liza "was he trying to perfect his painting during the time? Or was he procrastinating? (Steel P. , 2012) exploring Da Vinci's diaries, have come up to the conclusion that if procrastination didn't stand between Da Vinci, and him publishing his findings such as: discovering that the sun doesn't rotate on earth, and finishing paintings as well, the world could have been much prospered and advanced to what it is now. Many criticized Da Vinci for procrastinating, even he felt guilty about it and said, on his death bed, *he had offended against God and men by failing to practice his art as he should have done.* But could it have been that procrastination was the actual source of his inspiration and great works?

(Grant, 2016) mentions the story of Martin Luther King Jr, and his famous speech "I have a dream "which he had improvised in the middle of his speech and kept repeating it over and over, to gain more time to think about what he is going to say next. Little did he know then, that it would turn out to be one of the greatest speeches of all time.

The list goes on and on of famous people who had their moments of epiphany while procrastinating, or just minutes before meeting their deadlines. So, does procrastination generate creativity? The answer is yes, but no. An experiment developed by Adam Grant where he gave questionnaires to the employees of a company to see whether they are procrastinators or not. Then, he consulted their bosses and asked them to rate their employees according to their levels of creativity. The results of the study showed that procrastinators had indeed a slight advantage over non-procrastinators when it came to being creative. But it wasn't all procrastinators, what we call "moderate procrastinators "are the ones who show these signs of creativity, in contrast to "heavy procrastinators "who barely get the job done. (Grant 2017) ~~reached the conclusion~~ concluded that there is a healthy middle between starting very early and starting very late on the task. During this, the subconscious mind is working on the task in almost not a planned manner, but more random or unstructured, that leads to finding unusual ideas that sometimes can be called "creative ". So, when the person decides to take on the task again, it feels like he had a moment of Eureka!

2.8.2 The Story of Eureka:

It is a well-known story of the inventor Archimedes, who was ordered by the king to create a design for an enormous ship that carries gifts from Greece to Egypt. It was more of a cruise that was supposed to have three floors, each one full of luxurious equipment such as: "statues, gymnasiums, and hot baths. And Archimedes' task was simple: the ship must not sink, otherwise, his head would sink out of his head. However, Archimedes didn't get his savior answer while he was in the middle of books, scribbling notes, no. He had his revelation while taking a bath.

The story of Archimedes is one of many that we know about. An anonymous source from Reddit had suggested a theory explaining how these Eureka moments work. Once you take on a task and then decide to procrastinate over it, the task isn't shut down, but rather moved from your conscious brain to your subconscious brain. So, while you are having fun or playing, your subconscious brain is trying to make as many links as possible with the topic, and the

enormous data it has stored. So, all of the sudden, your brain finds this brilliant idea, which sends it to the conscious brain, and it feels like a eureka or a revelation.

This theory sounds very plausible, but so far, there is no concrete evidence of how our brain works when we are procrastinating.

2.9.1Procrastination and Academic Performance:

When talking about a positive academic performance we are referring to scoring above average test and exam scores. These grades are assessed by the teachers in two forms. The first one is a continuous assessment; where the teacher observes whether the student is reaching the academic goals. Or a final assessment, which is the score the student gets in his final   exam. (Semb, Glick, & Spencer 1973) as cited in (Solomon & Rothblum, 1984) have proved that most procrastinating students have a bad academic record, and have very poor achievements. This is not very surprising, especially when you don't dedicate sufficient time for revising for exams or doing homework.

However, it has been noticed by some psychologists that most students only find it hard to get started on the subject they are assigned to. This is due to a false sense of time, which has been   discussed   in   the   affective   forecasting   section. On the flip side, some researches such as (Choi & Chu, 2005) have proved there is a slight connection between procrastination and good academic performance. In this study, the researchers drew a line between two types of procrastination: Active procrastination and Passive Procrastination. Or can be called Positive and Negative Procrastination. It is better to understand the active procrastination first, to get a clearer picture of what the passive is like. Active procrastinators assess the situation they are going through in a logical way. They are fully aware of their abilities and have a good sense of what they are doing. Thus, they have the luxury to postpone the execution of the task. Keeping in mind, they are still going to go through the same emotional and physical hardships when they are going to do the task later. But even then, they are still able to manage their way out of it. And this is why it is called "Active "because of the "awareness" they have. The opposite of this is passive procrastinators. Their pattern of procrastination is almost identical to the active ones, but it lacks awareness; they act on their impulsivity. They lack the ability to work under pressure, they are very bad at managing their time and everything. Which makes the result at the end

disastrous? In the case of active procrastinators, and it is remotely rare, procrastination can show a good academic result. (Academic Procrastination And Academic Achievement, 2017)

2.9.2 Procrastination and Academic Dishonesty:

So far, procrastination has been linked with so many negative aspects (Stress, Anxiety, depression, poor academic performance) (Roig & DeTommaso, 1995) a logical interpretation of this, based on the snowball effect, procrastination isn't going to stop at being procrastination. It will snowball, and lead to other "bad "things. Academically, this will lead to the dark side the academic life: "Academic Dishonesty "

Academic dishonesty is the disobedience of any academic regulation. What are the academic regulations? They are set of rules that protect pivotal points which the academic institution stands on: (Trust, Fairness, Respect, and responsibility) any breach or violation of these aspects, result in academic dishonesty. This includes: Cheating, plagiarising, fabrication, academic   theft…etc   (Smith,2008)
The result of the study by Roig and DeTomasso had revealed that there is indeed a strong correlation between procrastination and academic violations (cheating and plagiarism) It is important to mention that this strong correlation only occurred with the extreme cases of procrastination. In this study of particular, based on a developed Procrastination scale, students were grouped into "High Procrastinators "And " Low procrastinators" And it was only on the case of the high procrastinators that the results had a positive connection with the academic dishonesty.

2.10 Procrastination and perfectionism:

Shakespeare says "it is striving for better, that usually ruins what was already well. "perfectionism is defined as the tendency to make something or achieve in the best form possible. (Flett& Hewitt, 2002, as cited in (Jadidi, Tajrishi, & Mohammadkhani, 2011)) defines it as raising the parameters of making, or achieving, something the highest possible. They didn't emphasize on the result of the task, but rather on the parameters. Which means perfectionism is more of an idea than an action. Perfection only exists inside of people's heads. Our actions and capabilities are limited, but our imagination is not. Thus, whatever you do, someone else would see that there is still room for better (Jadidi, Tajrishi, & Mohammadkhani, 2011) says: "*People with dysfunctional perfectionism are likely to avoid*

situations that may require the person to try to meet his or her perfectionist standards; for example, procrastination "

(Burke & Yuen, 1983; Onwuegbuzie, 2000, as cited in (Çapan, 2010)) suggest that procrastination is an effect of perfectionism. Since some persons would put off doing a task now because doing it now might compromise their idealistic idea of the result.

In academic settings, perfectionism isn't always an option. For example, A math assignment isn't, or any scientific field, where the answer to the assignment is an exact number or formula, there isn't much room for perfecting that. So, we can't make a link between procrastination and perfectionism in such cases. However, in literature subjects, and especially when it is an essay that a student must do, perfectionism is definitely a big factor.

2.11 Suggested Solutions for Procrastination:

(Urban, 2013) says: " *Who would have thought that after decades of struggle with procrastination, the dictionary, of all places, would hold the solution: Avoid procrastination. So elegant in its simplicity. While we're here, let's make sure obese people avoid overeating, depressed people avoid apathy, and someone please tell beached whales that they should avoid being out of the ocean.*"

Just like any other human behaviour, quitting something isn't as easy as it might seem. Based on what has been mentioned earlier, procrastination is this big hedge-podge of every human emotion. Therefore, taking it down requires dealing with every one of them. It is also worth mentioning that it is not an easy process that happens overnight.

(Ferrari, Johnson, & McCown, 1995) admit that researchers like them stand quite helpless with the data and the research tools they possess, against trying to eradicate procrastination. Nevertheless, they resorted to clinical interventions' data from university students who sought the help of university counsellors. Ferrari makes a distinguishes two cases at which university students would do that. Either they have recognized the grave danger procrastinator is now doing to them and their academic achievements or lives in general. Or, their family or loved ones have recognized that for them, which is usually the case for most of them. It is highly likely that procrastinators procrastinate over seeking help.

To begin with, the solution, (Ferrari, Johnson, & McCown, 1995) underlines that the first step is to understand procrastination as a distortion of the mindset; Meaning that procrastination is a misunderstanding of our performance of the task. He lists what he thinks

are the major misconceptions that most procrastinators share. Then, through therapy, these beliefs are attempted to be corrected.

The first one is the most obvious: "I have a lot of time to do the task." While sometimes students do have months to do a task, such a mindset is usually counterintuitive. Therefore, many therapists have developed two rules to eradicate this malicious cognitive thought. The first one is the "5 seconds rule." (Kaplan, 2018) explains this method in which the subject must put himself or herself in a cognitive situation of doing the task, the moment he is to decide what to do. i.e. you must take less than five seconds to think about what to do and start doing it. And thus, your brain won't have time to gather up the emotions that consequentially lead to procrastination. In other brief words, you must be faster than procrastination. As much as it sounds ridiculous, this technic has turned out to be quite helpful by several participants, especially when turned into a habit.

The second misconception we have is the overestimation of the future motivational state. This has been discussed previously on "Affective forecasting." And it is also has been mentioned within the motivation title, that you mustn't wait for motivation to come for you, but act regardless of the condition that you have, and hope for the best.

Last but not least, getting rid of the perfectionism viewpoint we have. Belittling the final result of the product, just because you see it that way, doesn't mean it is the way it is to everyone. "Doing a little of something is still something" whatever it is done, and however little it is, doing it in the first place is what you should be aiming for.

Other suggested solutions by (Steel P. , 2012, p. 58) are basic tips for how to study better, which consequently reduces our procrastination. For example, 1. dedicating a special time, which is not less than 1 hour for studying a day. 2.tackling one subject at a time. 3. Organizing your studying station, and make it more studying friendly. 4. Staying as much as possible away from social medial during the time you are revising.

Since many psychologists think that procrastination is the product of the fear-failure, fighting fear is one of the pieces of advice that can be suggested here. "*Fear is not real. The only place that fear can exist is in our thoughts of the future. It is a product of our imagination, causing us to fear things that do not at present and may not ever exist. That is near insanity. Do not misunderstand me danger is very real but fear is a choice*" (Shyamalan, 2013)

2.12 Conclusion :

Procrastination is as old as human beings are. is a result of human emotions that are associated with doing a certain task. Such as (anxiety, stress, demotivation. Etc) these emotions result in actions, which are then turned into habits, which enforce the earlier mentioned motions. Consequently, this creates a never-ending cycle of procrastination, which the more gets bigger, the harder it is for

From a psychological point, procrastination seems as if it is the human's will surrendering to its instant urges, and gives up the reward of finishing a task on time, for the reward of the instant gratification; that small amount of dopamine.

Chapter Three:
DATA ANALYSIS, INTERPRETATIONS AND RECOMMENDATIONS

3.1 Introduction:

(Grant, 2016) mentions a story of one of his students who decided to investigate the relationship between procrastination and creativity. She made a questionnaire and gave it to random employees to check their level of procrastination, and its patterns. Then, she asked the employers to rate their workers based on their performance and creativity. The results of the study had revealed that there is indeed a slight relationship between the two. What is funny about that was that the most creative people, were the ones who didn't answer the questionnaire, because they procrastinate over it.

If it was possible to have a Truman show-like experiment where we could go through a whole month of the life of a procrastinator, and try to manipulate his surroundings to see what affects his patters, and what doesn't, that would have been a phenomenal study. Unfortunately, this study can't afford that and used a questionnaire because its cheaper, and easier.

This study was built on two phases; the first phase gathering as much information about students' procrastination. And then, based on the results, three students were to be selected based on their peculiarity and were interviewed to find ways to manage procrastination.

3.2 Data Analysis and Interpretations :

The questionnaire was sent to the students via Google Form. This had made it much easier for the students to answer the questions comfortably, and as well, made it easier to study the DATA.

3.2.1 Questionnaire:

Although not the entire population targeted have answered the questionnaire, 45 students was a good enough number to study; What follows is a small description of the questions, and the results of the questionnaire.

3.2.1.1 Results Analysis:

The First Question:

Students were given a hypothetical situation, in which they were given ~~a duration of~~ one month to do a task. The pie chart below reveals the usual tendency of students to procrastinate on an assignment that is due in one month. (0%) of the respondents would do their assignment on the day they were assigned for it. (12%) answered they would start working on the task

during the first two weeks. (52%) said they would do it during the last two weeks. And (36%) said that they would do it on the night before it was due.
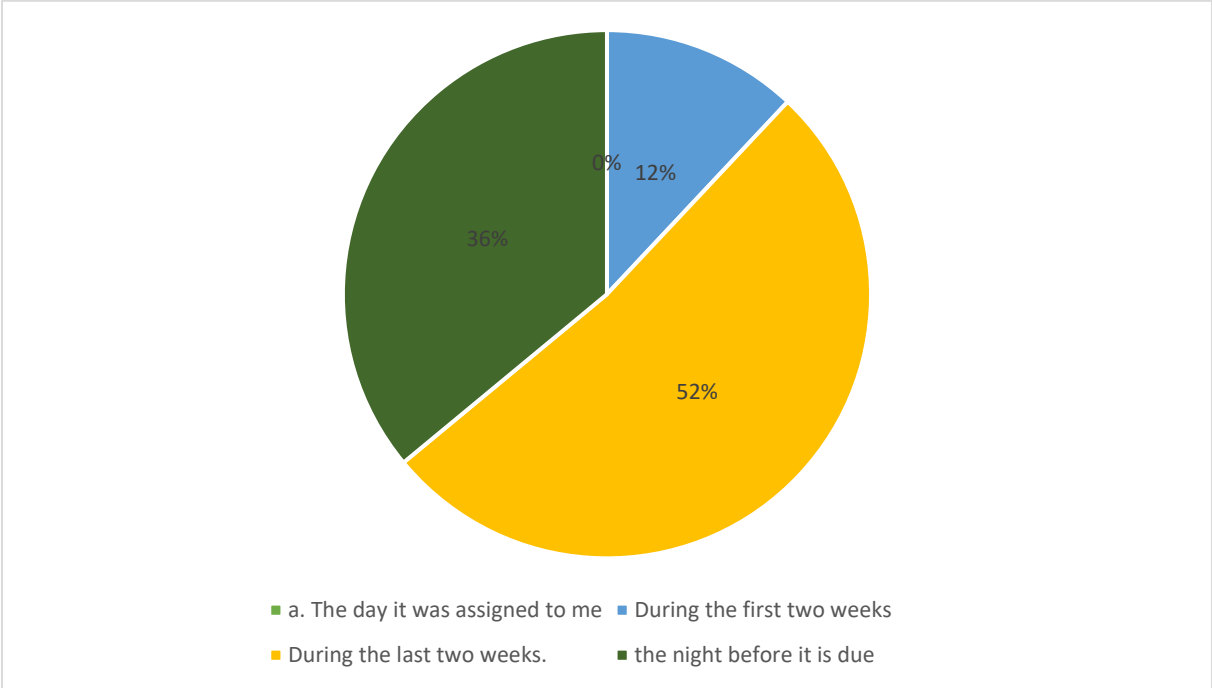
Figure 3-1 Students Tendency to Procrastinate over Homework.

Second Question:

The second question was a more straightforward question. The students were asked directly about how often do they delay their homework or assignments. Only one participant (1%) have answered that they never delay their homework. (52%) answered that they sometimes postpone their homework. And (44%) said they almost always procrastinate over
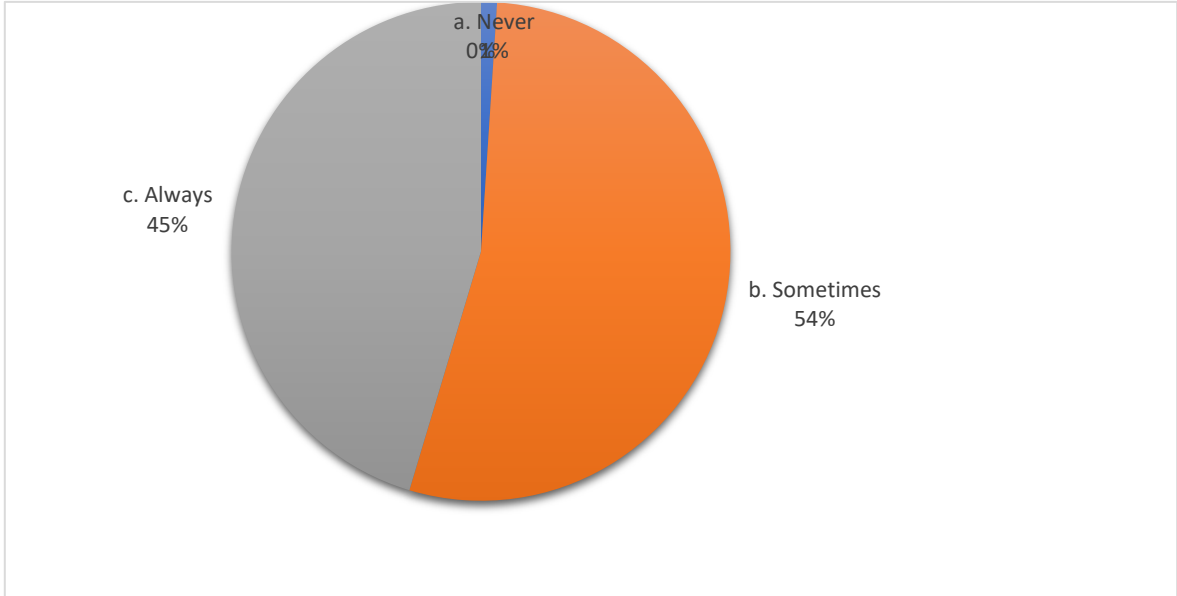
Figure 3-2 Students' frequency of procrastinating over homework

their academic assignments.

Third Question:

The third question was an open-ended question. Students were given suggestions about what do they personally think the reasons might be behind their delay of homework. The suggestions were narrowed down to: (Physical inability, Emotions, Priority of the task, and Lack of motivation). But the students were also given the opportunity to give their own personal reasons.
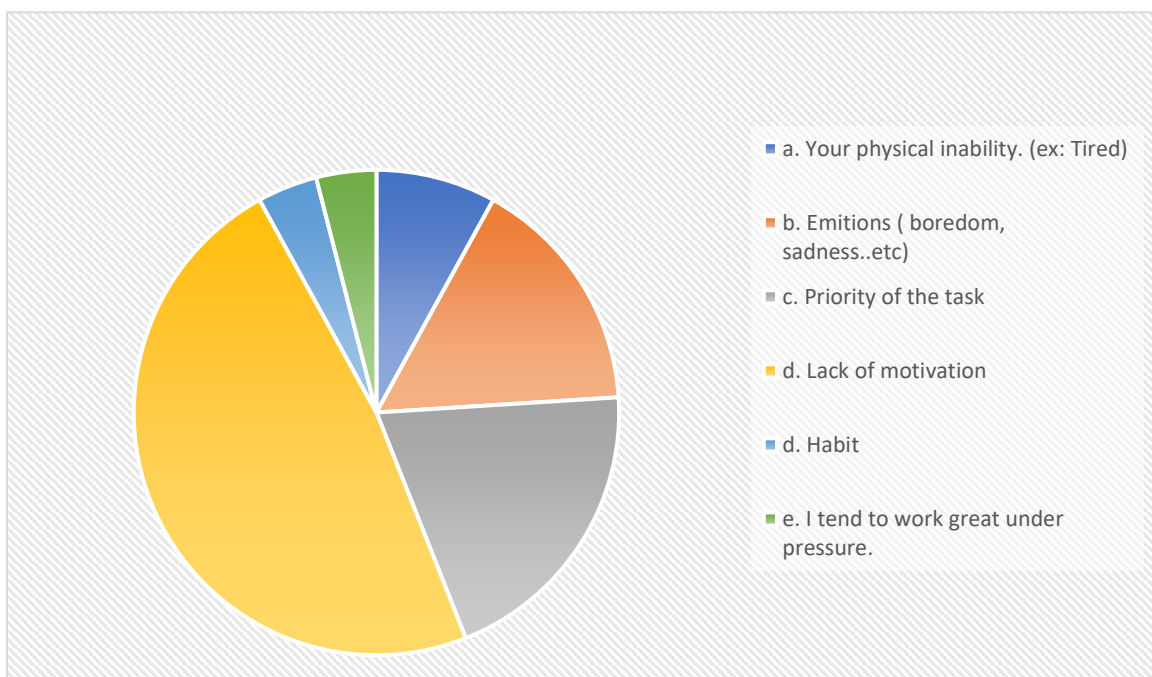
(48%) of the students have pointed out to the lack of motivation as the main reason why the procrastinate the most. (20%) said that the priority of the task, or rather the importance of the task is why they procrastinate. (16%) said that it is mostly their emotional state that stands between them and doing the task. And (8%) said they are usually too exhausted to do the task. (4%) responded that it is a habit of theirs to procrastinate. And another (4%) said it is because they like working under pressure.

Fourth Question:

The fourth question was to find out what do the students do when they are not doing their homework; what could be tempting them into procrastinating. Social media and the internet accounts for (44%) of the activities students do while they are procrastinating. (32%) of the respondents (who are female) said they busy themselves doing house chores. (20%) do leisure activities. (1%) of the students do their jobs or occupational tasks. And (0%) of the students do anything that is remotely related to their studies.
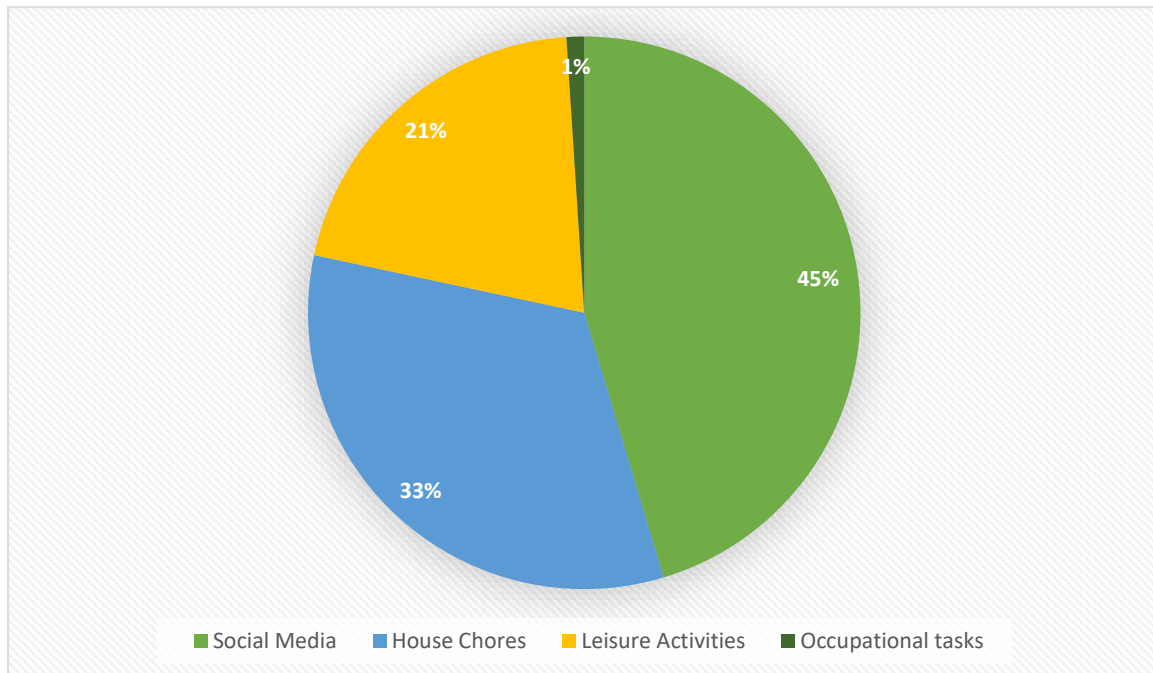
Figure 3-4: What do students do when they are procrastinating.

The fifth & Sixth Questions:

The fifth and sixth questions were asked to see how do the students procrastinate. i.e. Do they just keep delaying the task until there's no more time for delaying it, or do they do it rationally? The answers were that (44%) set an exact time to do the task. And (56%) delays the task with no exact timing for doing it.

(80%) of the students who said they have an exact plan for doing the task later said that the plan goes somehow well. On the other hand, (8%) said that the plan usually works. While – (12%) reported that it doesn't
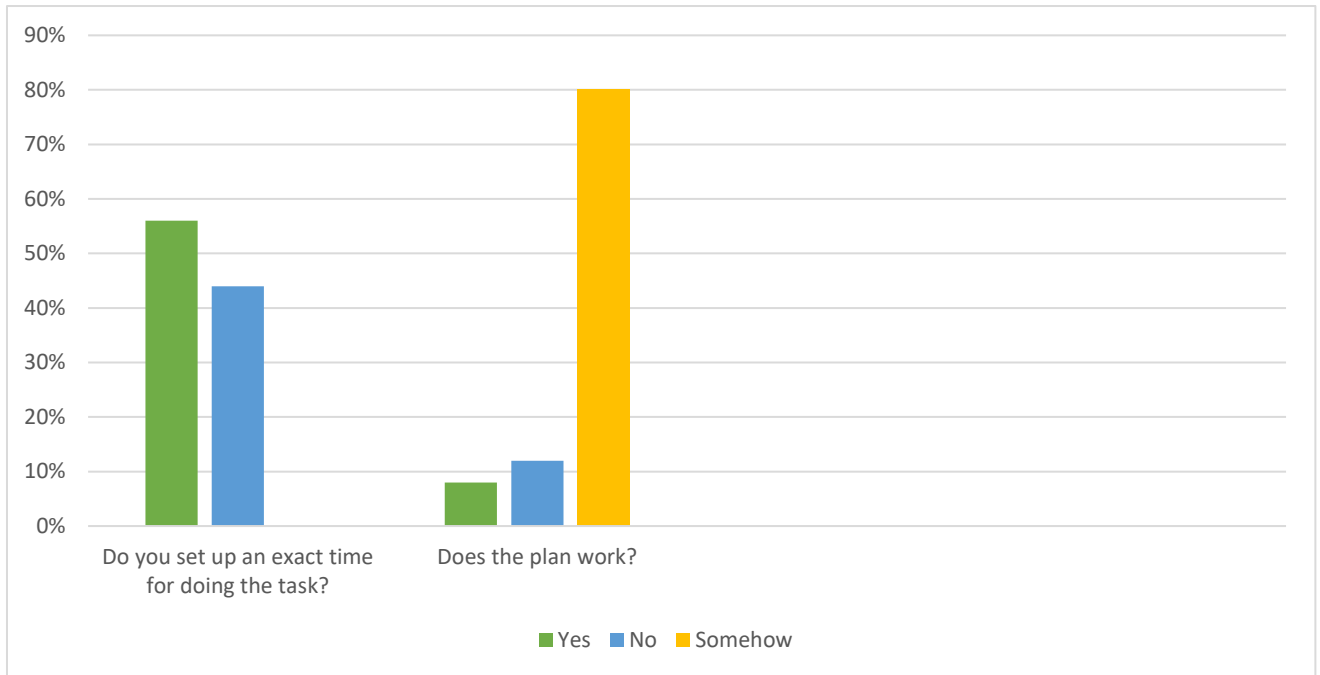
Figure 3-5 The procrastination plan.

The seventh question:

The students were asked in the seventh question about their emotional and physical state when they resume doing the task, after procrastinating over it. (76%) of the students reported that they don't feel any better, emotionally, when they get back to the task. While the other (24%) Said they do feel better after they get back to the task.
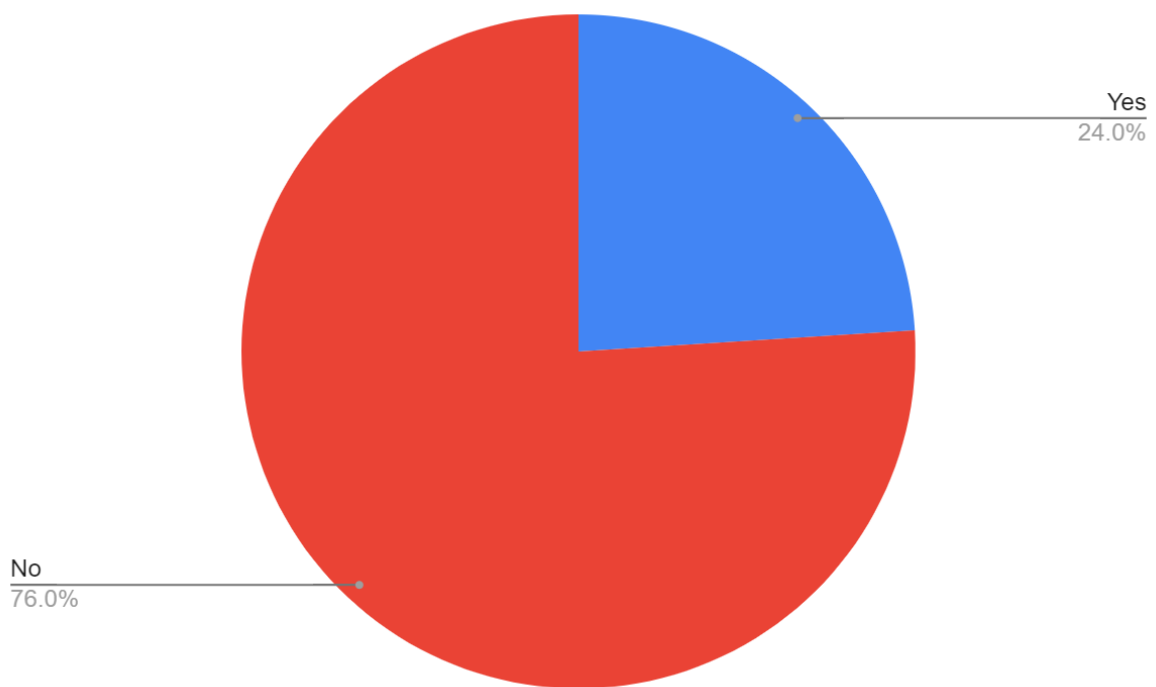
Figure 3-6 The Procrastination's Aftermath.

The Eight Question :

Students were asked to rank their anxiety levels as the deadline of the task gets closer, on a scale from [1-5]. With [1] being not anxious at all, and [5] Extremely Anxious.

Table 3.1 Anxiety Levels, as the deadline approaches.

Number of Students	Level of Anxiety
0	[1] Not anxious at All
0	[2] Little Bit Anxious
24	[3] Mildly Anxious
12	[4] Very Anxious
14	[5] Extremely Anxious

The Ninth question:

The participants were asked if the task would have been achieved better if it had been worked on earlier; if they didn't procrastinate much on it. (16%) strongly agreed, and (60%) agreed, that the task would have been much better if it was started earlier. While (8%) strongly disagreed, and (8%) disagreed, and said it wouldn't have made any change. The last (8%) were neutral
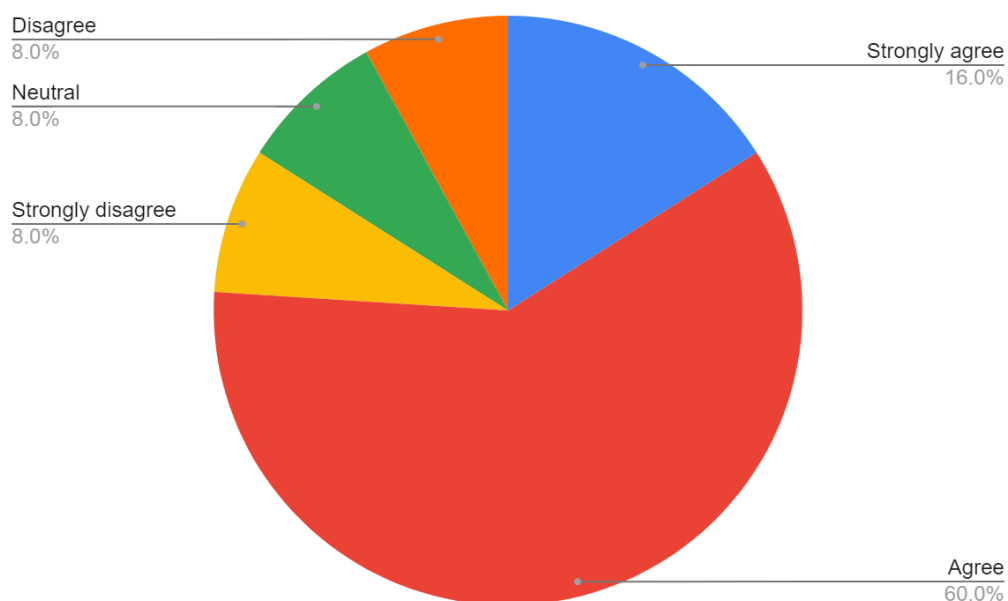
Figure 3-7 What if students didn't procrastinate?

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Tenth Question:

The tenth question was about the students' usual routine for revising for their periodical exams. (0%) of the students reported that they would begin revising for their exams a month before. (36%) would start revising two weeks before the exam. And (64%) of them would revise on the night before the exam.
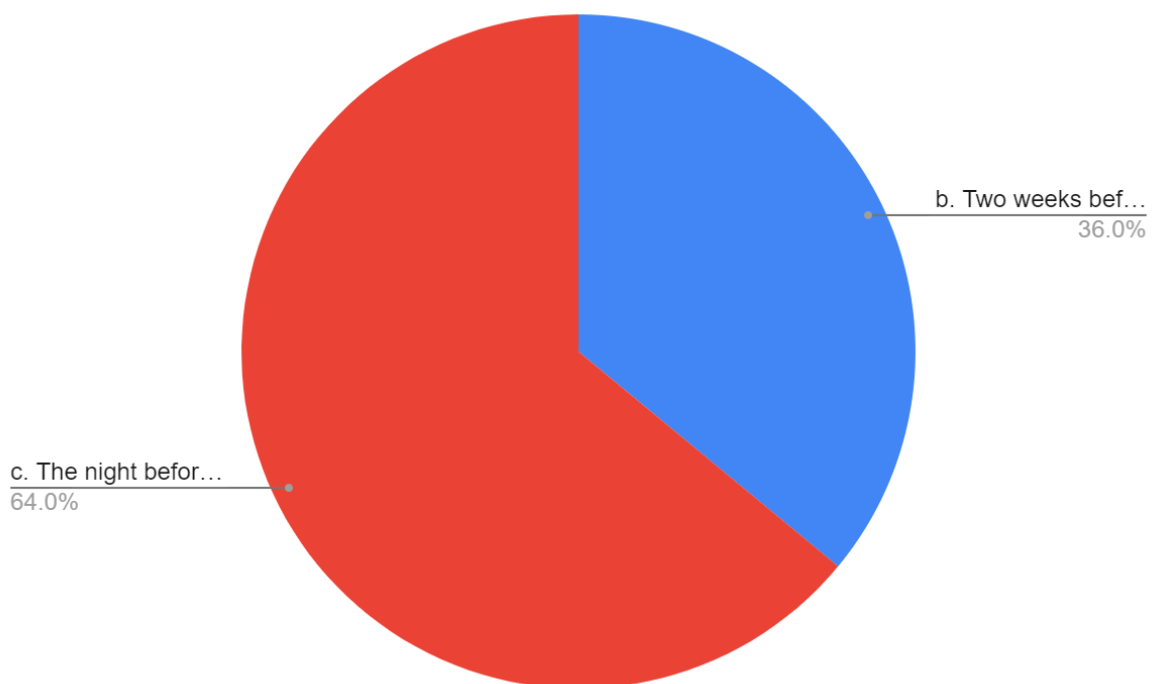
Figure 3-8 Students' Frequency to Procrastinate over Exams.

The Eleventh Question:
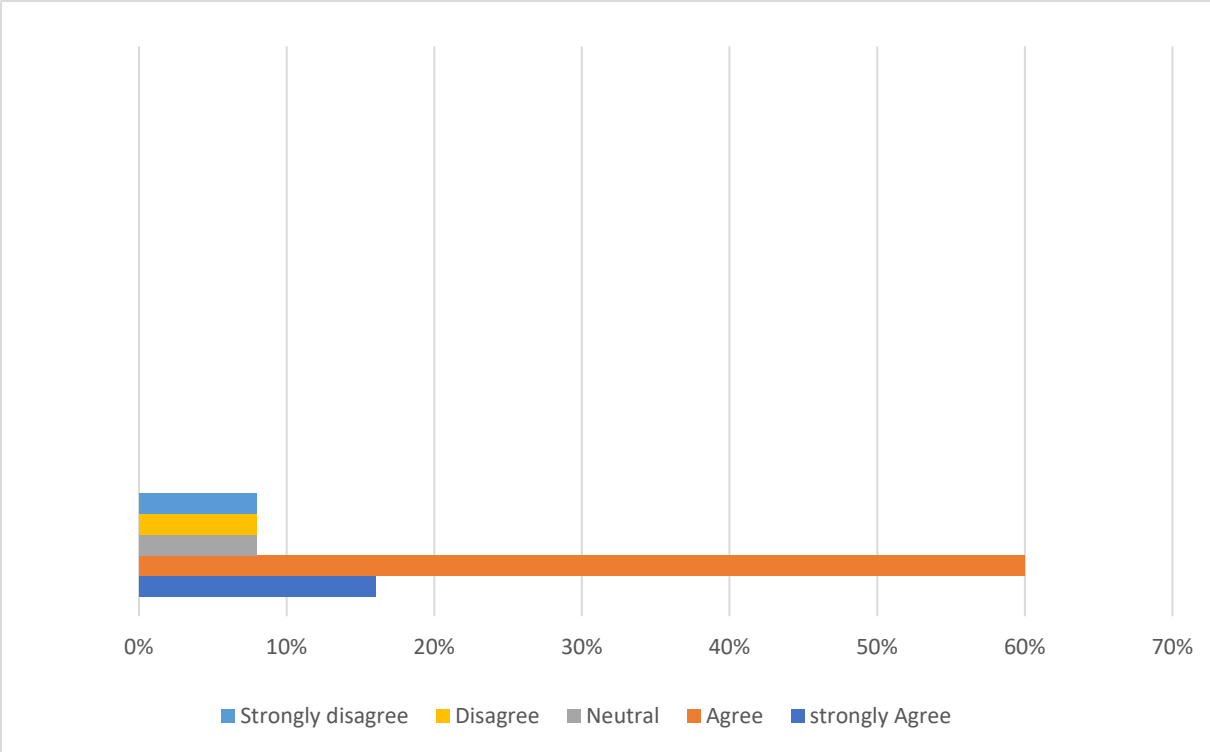
Figure 3-9 Can Students do Better Academically if They don't Procrastinate?

Students were given a statement that says "You can achieve better academic grades if you don't procrastinate. " And were asked to what extent do they agree with the statement. (16%) strongly agreed. (60%) of the students agreed with the statement. (8%) were neutral. (8%) disagreed with the statement. And (8%) strongly disagreed.

The twelfth & thirteenth:

The students were asked about two variables that could change their attitudes towards the task they have. The first one which was "the reward of the task." And the second was "working in groups". (60%) of the students valued the reward the task offers as a major role for changing their attitude towards the task. While (40%) thought it has no significance.

On the other hand, (52%) thought that working in groups forces them not to procrastinate. While (44%) said it sometimes does. And (4%) said it doesn't have any effect at all
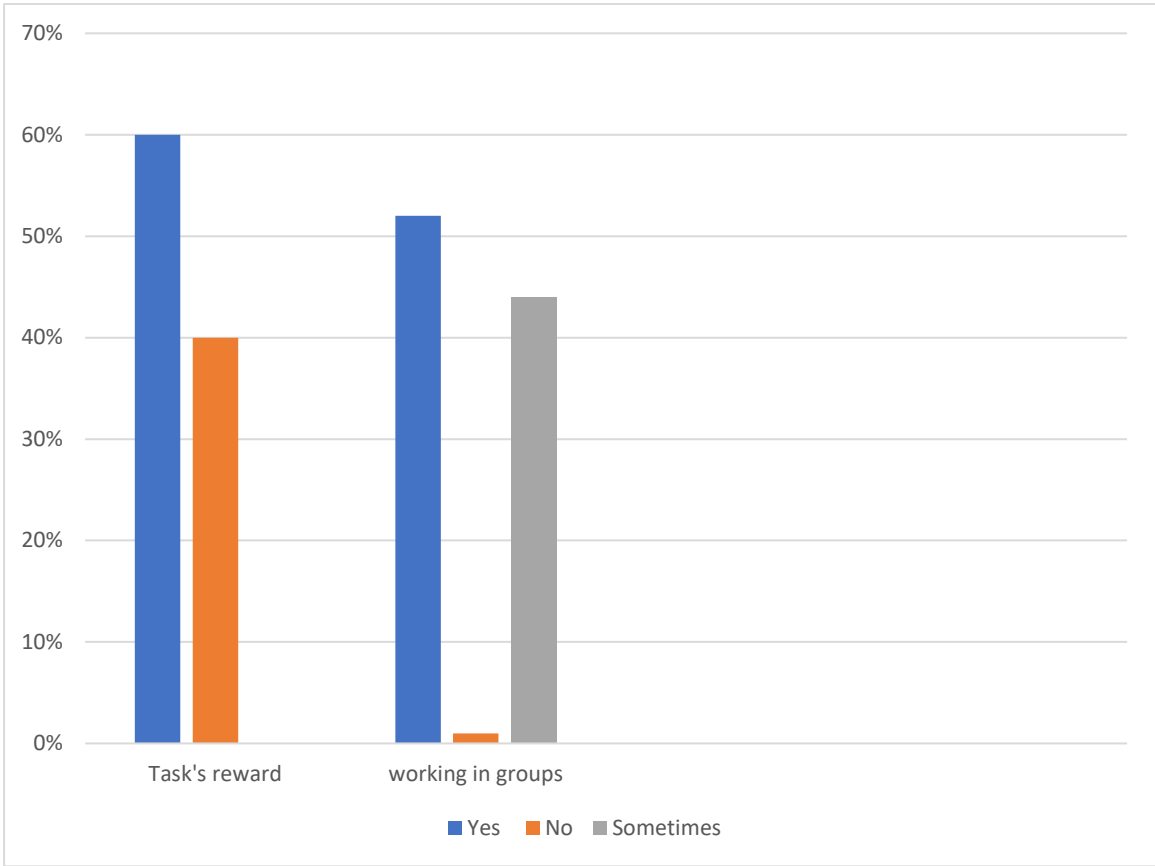
Figure 3-10The Effects of rewarding and working in groups on Procrastination.

The fifteenth Question:

Students were asked if they used to procrastinate before getting into university. And then to compare their procrastinations habits during their university years, and during their high school years. (32%) of the students admitted to procrastinating in high school. While (68%) reported they that haven't.

As for the comparison, (80%) reported that their procrastination had gotten much higher during their university years. (12%) said that in comparison, it had gotten lower. And (8%) said that it hasn't changed throughout the years.
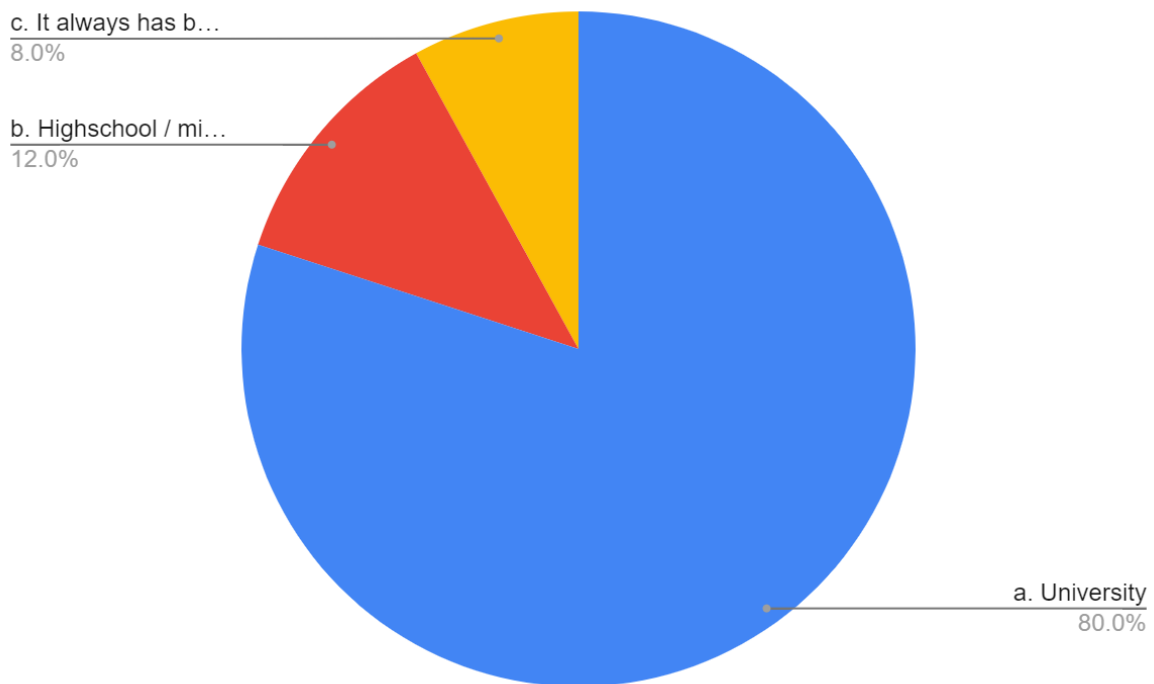
Figure 3-11: Comparison of procrastination in middle school.

The students were given the chance to suggest their personal reasons, which they thought have caused the shift in their procrastination habits. We had almost 30 different answers, but can be summarised into the following ones:

1- The severity and rigidness of the middle school and high school students had limited the students' procrastination. While the university teachers who mellow gave much room for procrastination to dominate.
2- The exhausting number of assignments university students get.
3- Having more responsibilities during university.
4- Getting bored easily.

Sixteenth Question:

Students were asked about what usually pushes them into doing their homework earlier.

(59%) of the students said it was to boost their grades. (32%) reported that it is a deadline that gets them to do their homework. (4%) said it was about the nature of the task, and how much they like doing it. And (5%) said it was their friends that push them into doing it.
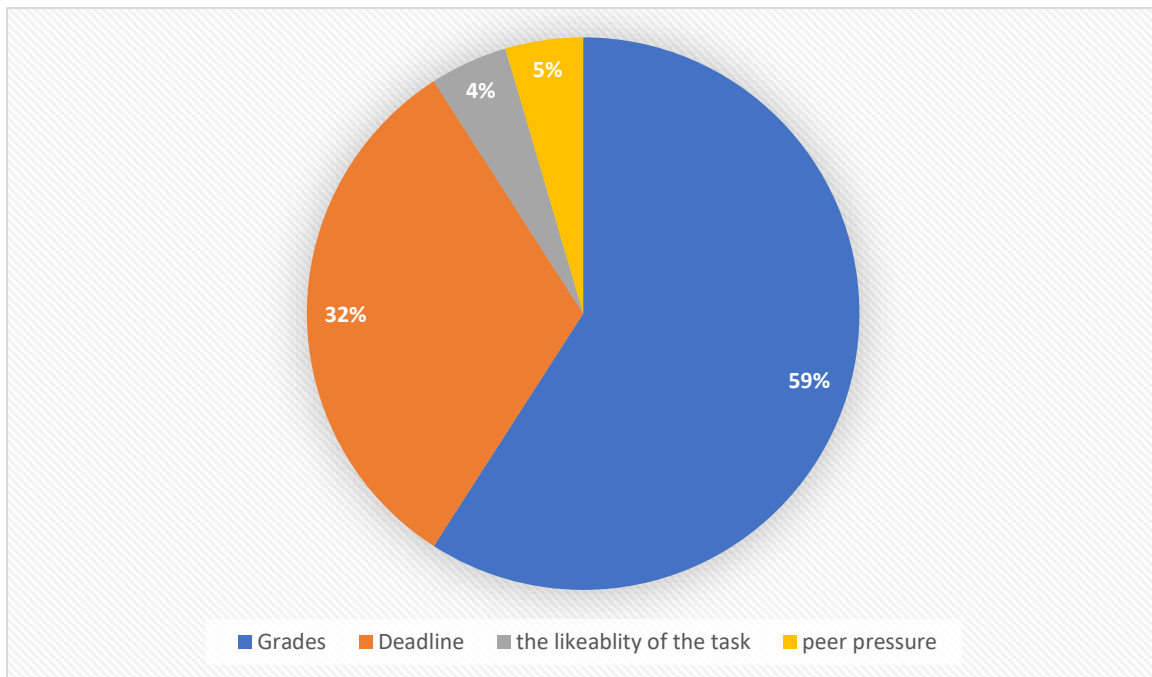
Figure 3.12: What pushes students into doing their homework

The seventeenth and eighteenth question

The students were asked about their progression in their master's thesis, after 4 months of having the time to do it.

(44%) had finished a quarter of it by then. (44%) had half of it to be done. (16%) had only a quarter to finish it. And (0%) had finished it at all.

Then, the question had a follow up one for students to give the reason behind the delay they are having. (40%) of the students pointed to the lack of resources. (8%) said it was the difficulty of the subjects they were tackling. (10%) said they didn't have the right methodology. (4%) said it was due to the coronavirus outbreak. And (38%) said it was because of their lack of motivation.
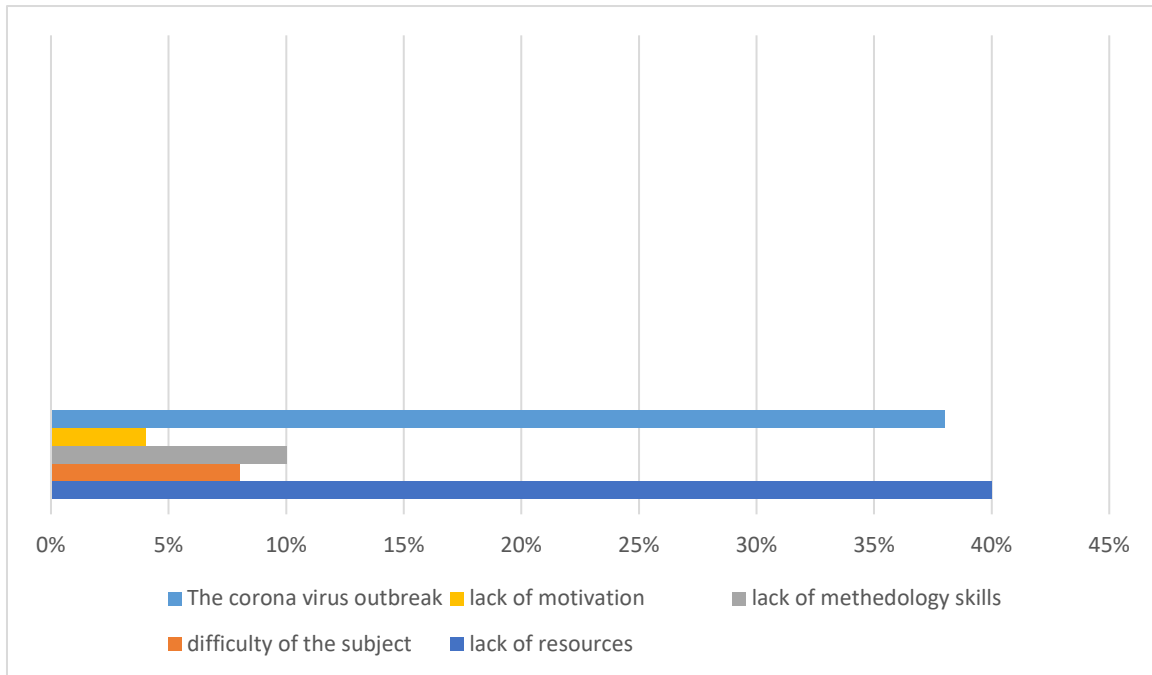
3-13: why are students late on their theses?

The nineteenth question:

Students were given an open-ended question, where they were asked to describe briefly their personal experience with procrastination in general. We had various answers, which we summarised in the following points:

- A very bad habit.
- An obstacle that I always face when I am trying to achieve something.
- An experience full of regret.
- It's amazing when you develop this ability to work under pressure, yet have great results
- A fake friend who promises you everything is going to be alright, and in the end, it betrays you.

3.2.1.2 Discussing Findings:

The results of the questionnaire had shown that it is abundantly clear that all of the university students do procrastinate; some more than others. The available DATA does not support the claim of Adam Grant about the "PRE-crastinating students" since no student has reported that they would start on the task the day they were assigned to do it. However, the small proportion of (12%) of the students who do their homework during the first two weeks could qualify to be described as a non-procrastinator. The (52%) of the students who do their homework during the last two weeks are what we could call moderate procrastinators or

regular procrastinators. These students do procrastinate, but they pick their slack when the deadline starts getting closer and closer. The (36%) are the real deal of the study. The people who do their homework one night before the due date. This portion of students has experienced the worst cases of procrastination. On the same note, (45%) of the students have admitted that procrastination has become a habit for them. And they would delay doing their academic assignments almost always. (54%) said that it is something they control, and would do it just from time to time. And 5 students said that they never delay their homework. This might contradict the results of the first question, but at the same time, people's perception of what procrastination is could differ.

According to the students, or at least half of them, the lack of motivation stands alone as the major cause of procrastination. Even though students were given the option to select emotions. This emphasizes the importance of which motivation plays out in the academic lives of the students. Other emotions account for (16%) of students' procrastination, such as sadness, anxiety about other things. The priority of the task takes up (20%) which means that students would procrastinate on tasks that they think have a lower significance on their academic achievement. It is worth to mention that this biased attitude towards the nature of the task could also reflect how students perceive the different modules they have. Not all modules hold up the same coefficient. Therefore, it is not very surprising that students would care more about tasks that are related to the modules which they think would risk their academic achievements.

Interestingly enough, the notion of some students thinking that they work better under-pressure was suggested by (4%) of the students. According to them, procrastination helps them create an environment in which they work best. As ridiculous as this may sound, especially for people who go to therapy because of the constant anxiety and depression they suffer from, this shows how some students cope with their procrastination, rather than attempting to fight it. They change their opinion on procrastination to feel better about themselves.

Accordingly, procrastination buys students time or rather creates time by piling a huge amount of work, and delaying to later. So, what do students during that time? Well, (45%) them spend it on the virtual world of "Social Media" This isn't surprising at all, but it is very concerning. It isn't very surprising because of the effort the corporations put to keep you on their websites for as long as possible. And is very concerning because as a teacher you stand helpless against them. To come up with something that would interest students enough to do

their homework, or revise for their exam, is merely impossible. As for the (33%) which have been identified as girls, they use that time for doing house chores. It is very hard to judge this portion of students because as much as important the academic life is, their personal life could be more important sometimes. Consequently, some might not even identify this behaviour as procrastination. That being said, some may use this excuse to justify their behaviour, and some might run away from doing a task, to do their house chores, because then they wouldn't have to face the negative feelings that come with doing the task. Therefore, an extreme decision must be taken, and from a researcher point of view, doing house chores is an act of procrastination. The same can be said about the (1%) of students who do their occupational tasks during their procrastinated time. It is a rational decision, but if you signed up to take the course, you must comply to the consequences.

(21%) of the students don't spend their time on social media, but do "leisure activities "things are considered to be fun, and joyful. This means that students consider their academic tasks as a gloomy, and a disinterested activity. Hence sugar-coating academic tasks with pleasurable layers could prevent these students from procrastinating. Their numbers are pretty significant, which calls out teachers to consider this part.

Procrastination comes in many forms, but the fifth and sixth questions shed light on the two major forms of procrastination, which this research is interested in debunking. (56%) of students set up an exact time for doing the task, which creates a sense of control over their procrastination. Meaning to some extent, this type of procrastination is "planned. These procrastinators are aware of what they are doing, and try to weather the storm of procrastination. However, it seems like only (8%) are organized enough to make that plan workout. (12%) of the students were honest enough to admit that their plan usually ends up failing. And the majority of the students weren't so sure about the outcome, which gives the impression that the plan didn't work at all.

As opposed to the (44%) of the students who don't have any plan on their procrastination. They delay their work with no plan ahead about what they are going to do. This type of procrastination is what is called "unplanned procrastination." It can be argued that planned procrastination is much better than the unplanned procrastination. But it is worth to mention that having a false hope, or living a lie, is much worse than admitting what you have. From a different perspective, if we are to find a solution to procrastination, students must first come forward to admit or become aware of their problem. However, if they keep themselves

deluded, thinking that the problem is still under their control, it would much harder to find the solution.

What a student do during that time of procrastination, being it for whatever it might be, can be overlooked if his procrastination works. In other words, if procrastinators delay their work to feel better off emotionally and physically later, that must work. And that seems to be the case. Since (76%) of the students said they better after procrastinating, while (24%) of the students said they don't. This would have been great, and procrastination would have been reconsidered, and studied again, since it makes people feel better. Except that it contradicts with the results of the Tenth question. (68%) of the students have reported that the outcome of their work after procrastination is much worse, compared to the result that they would have had if they didn't procrastinate in the first place. Such contradiction might seem puzzling at first, but after some pondering, the solution starts to appear. Yes, procrastinate does make students feel better both emotionally and physically, but that is the same reason they would keep doing it, again, and again, every time they are faced with the task at hand. Every time students try to tackle their task, they start feeling low, and they remember how good it was just moments ago, when they were chatting with their friends, or watching a meaningless video on YouTube, so they would come back to doing that, and drop the task. The cycle is repeated over and over again, until there's no time to go back to procrastinating.

On the same note about feeling better when procrastination, it seems that it is not all sunshine and rainbows. (24%) of students have admitted to experiencing mild anxieties as the deadline of the task gets closer and closer (3 on a scale of 10). (12%) felt very anxious, and (14%) had serious episodes of anxiety during that procrastination time. This takes us back to (Urban,2015) where he talked about the "Dark Playground "it is a playground where you can play and have fun, but since that leisure hasn't been earned, students don't actually have fun. In addition to that, it seems like the effects of procrastination on the students' emotion are reflections to what procrastination is in itself. It doesn't only cramp the tasks to have them done in so little time, but only cramps emotions. So instead of having those feelings over the course of a long time, those emotions are piled up and postponed, only to be felt all at once in a very short amount of time. Which you don't need a doctor or a therapist to know how unhealthy that is.

The questionnaire was attempted to tackle three major situations in which procrastination is majorly present: Homework, Exams, and Thesis. So far, the homework part has been tackled, and now it is time for the exams. Although some would feel a sort of redundancy in both the

form of the questions asked to the students, and even the results, the DATA is interpreted differently because of how different the situation is. And even when it is the same answer, that also emphasizes a point, or gives birth to a different one.

Exams aren't like homework, which are worth very less grade wise if none at all. This is what determines half of the university students' grade (In some universities it is 60%), and this is what they have been working towards for a whole semester. Therefore, it is suspected that the students should show more determination, or at least pick up their pace in terms of revision and working hard. Unfortunately, no student at all would start preparing for his exams a month before. Given the number of modules these students have, and how much time they would have a day to prepare for the exam, one month is a good time to have on your hands as a student. Only (36%) of the students would start revising for their exams two weeks before they start, which is a good sign. But (64%) of the students would wait till the night before their exams to start revising. The study disregarded the reasons why students procrastinate on their exams, not because it has been already asked about the homework, but because there can be nothing more important to the student, during that last month, than studying for their exams. Going through all of the lectures that had been dealt with during 5 months of studying in just one night is impossible, because it can't be done. Not sleeping during that night to revise isn't a sign of dedication, but is a sign of how a student failed in revising during the time he was allowed to. And that is not only it, staying up all night could result in sleeping deprivation, which means the student would be at his worst condition when he is taking the exam. So even if he knew the answer to the question, he would be too zoned-out to answer. And there is no better evidence than a confession. (76%) of the students have agreed that if they didn't procrastinate on revision, they would have achieved better academic grades.

The study's purpose at the end of the day isn't just to acknowledge procrastination, even though it is one of the aims that this study has, since many people aren't aware of procrastination. They do the act of it, but don't realize what it really is. This study attempts to find solutions, or at least guide the students to find solutions for themselves. Accordingly, students were asked if there are things that help them fight procrastination. Having rewards for doing tasks was appealing to most of the students (60%), which makes sense. Although, the nature of the rewards that the students are to receive could be debated. It can't only be academic scores, but anything like acknowledging the work the students have done can be a

good reward. But at the same time, (40%) of the students feel like the rewards don't mean anything to them, or at least it doesn't motivate them into doing their work.

Another situation was suggested to prevent or fight procrastination was working in groups. (52%) of the students said that it does help them work. Peer pressure can be a hindrance for teachers during classrooms for many reasons, because of the noise, and also because some students feel scared of the reaction they would receive from their peers. But that's a two-edged sword, and apparently students are pushed into accomplishing things when they are in a group. Statistically speaking, in ever group there is going to be at least one person who would suggest, or would feel the need to suggest, working on a task. But also, it means that there would be a group in which all the procrastinators are going to be, and the task will never be done in it is respectful time. Which is why we have (44%) of the students who think that working in groups only works sometimes.

The study had only so little to offer as suggestions for the students to fight procrastination, so students were given the opportunity to suggest their own remedies. Their answers were very much appreciated, but added so little to the number of suggestions. It did add to the importance of the previous suggestions, however. (59%) of the students said that it is all about the grades. The more grades are offered, the better, or earlier to perform. But this rises another contradiction with the revision for the exam. The teachers make no obvious offer, but it is already understood by the students that if you study hard for your exam, which consequently dictates that you are supposed to start earlier, and the more you do it, the better you are going to perform at your exam. The only thing that could make sense of this bubble is that students do want better grades, they can never have enough, that goes beyond discussion. But they don't want to put up the effort and the dedication for it. (32%) of the students think that it is the deadline that forces them into fighting procrastination. Which gives the idea of making "fake deadlines", or "extendable deadlines" by the teachers.

(5%) of the students backed the "peer pressure" or working in groups point. And (4%) of the students pointed to how much they like the task. i.e. teachers are to find ways to make tasks more appealing to the students.

As a conclusion to the second part of the questionnaire, the study was attempted to shift the students' vision to the third person mode, and see their procrastination, and how it changed throughout the years. (80%) of the students said that their procrastination has gotten worse after they started university. The reasons, as why is that, had been discussed in chapter 1. But

it is a vital point to see the difference between the university and high school in terms of procrastination, to both make students aware, and also try to figure out the reasons why such a thing happens. According to most students, high school teachers were more severe when it came to doing homework, or failing an exam. But that severity doesn't come only from the teachers, but also the parents. This isn't to say that the parents don't care anymore about their children, or that university students don't care about the students' achievement, but such things almost happen natural when the student start acting as if they are an adult, while they are in their deepest need of supervision. This is clear through how these students have answered the question. They could have pointed out to anything else, but they were honest enough to admit that the shift of severe supervision was a big help for them to fight procrastination back in high school, even though they didn't like it back then. And they wouldn't like to have it now either, but it is the hardest choices, that require the hardest wills. Other points students have suggested were the overwhelming amount of works they are offered during university, as opposed to the ones they had back in middle school. Also, the rising number of responsibilities that may seem more important than studying.

The third part of the questionnaire, which is like the ultimate boss fight in dealing with procrastination game; Thesis. What a thesis is, and what gives it its title have been gone through in chapter 2. After 5 months of dealing with the exams of the first semester, and having the reminder of the school year dedicated for working on their theses, (84%) had finished only half, or haven't even reached half of the completion. (16%) of the students had only a quarter left on it. There is not anything more important to a student than their thesis of graduation (even those who say they don't care; they also think about how good it is to graduate as the top of your class.) and no amount of time is given for doing an academical task is greater than the one given for doing the thesis (a whole semester.) You can ask any person if procrastinating on this thing is a good idea, and they would tell you "definitely NO "even those (84%) who were procrastinating. But they still do, and it is the worst experience of procrastination because of how much work and consequences are at stake.

(45%) of the students say it is because the lack of resources, too bad there isn't such a thing called the internet, with just few clicks, and you have everything in front of you. (10%) pointed to the lack of methodology skills. Only if they studied the methodology of doing thesis for 5 years, that would have been really helpful. (38%) said the corona virus was an obstacle, but it also provided more time for students to work on their thesis. All of these reasons, if weighed against what is at stake sound ridiculous. So, what is the reason? Why are

students procrastinating on their thesis? It is simple, they are procrastinating because that's what they have been doing for the last 5 years. There isn't going to be anything more important, or more time given to a student to study or do a research, or anything academically related, if he was costumed to procrastinating on every homework he was given for the past years. And this is apparent from the personal answers students gave about how they see procrastination. One that stood out, and was very insightful, is the image of procrastination portrayed as a friend who tells you: " that everything is going to be alright, you just enjoy your time now " and then at the very last moment disappears, and lets you face the consequences all by yourself. Other descriptions like "bad habit ", "obstacle "all support that procrastination is something that students raise by themselves, and feed it throughout the years. Until it becomes so big that it doesn't wait for them to feed it, but instead feasters off them. And after a while they stand helpless against, because now they can't fight it alone.

3.2.2 The Interview:

After analysing the results of questionnaire, students were put in three groups. Non-Procrastinators who were only 3 students. Moderate Procrastinators, and they were 27 students. Frequent Procrastinators, and they were 15 students. After that, we assigned these students with their academic score, which is their average score at the end of their semester.

Three students were picked for the interview; the first one, who is a female student from the literature and civilization field, we referred to her as "The First Participant." Based on her answers, she is considered to be a frequent procrastinator. Yet, her academic scores were excellent.

The second participant, also a female student from the Didactic field, is a moderate procrastinator with a good academic score.

The third participant was a didactic student who is considered to be a Frequent Procrastinator who has an almost an average academic score.

3.2.2.1 Results Analysis:

The interview was one of the best moments of this research, where a chat with three different students from the university had revealed more about their procrastination, and even a little bit about their personal lives. The purpose of the interview was to try and find patterns, and figure out solutions. Unfortunately, three interviews is very lengthy for it to all be included here. And the questionnaire had already filled most of the research paper. Therefore, it has been suggested that only the major questions and their answers to be selected here:

Q1: What do you knows about procrastination?

All of the three participants had an overview about what procrastination is. They had a similar negative point of view about it as well. And their definition can be summarized as follows: "a lazy person who found a fancy word to describe his inability to properly function" The association of the word lazy was very important, as it will be explained in the second question.

Q2: Have you used to procrastinate back in middle school and high school? Why?

This question had been already answered by the participants on the questionnaire. But the answers given on the interview were more detailed. All of three participants have revealed they only realized they have been procrastinating before university after knowing what procrastination is. Before that, they only referred to it as being laziness. Even in their definition of the term, they associated it with laziness.

They also have mentioned the attitude of their parents as being overly-caring and rigid, along with their teachers as well, as a major factor for keeping their procrastination moderate.

Q3: Have your revision for lessons and exams change after you started university? Why?

All of the three participants have answered that their routine has changed. Each one of them had included his own reasons as to why that happened. Some of them were personal, and pointed to the feeling of maturity they had acquired when they became university students. Academically, they mentioned the change in how the evaluation teachers give in the exams. As it has been already mentioned in the first chapter about the essay system, the evaluation university teachers use gave room for these students' procrastination to evolve and get clearer.

Q4: What was your reaction to the grades you have gotten in your academic works?

The first student who had a great academic year had said they were "satisfying ". When asked if she could have done better, she didn't give a specified answer, and said that it is really hard to tell because she thought the results, she had gotten were good. As for the other two participants, they agreed that procrastination was a major hindrance for them to get a better academic score.

Q5: Have you ever set up a goal before the academic year start stating that you would stop procrastinating for good?

The first participant said she didn't have a clear goal about what she would do before the university year start. However, she did state that from time to time, during the university year, or as the exams approach, she would have the idea about trying to beat off procrastination. The second participant said that this is something that happened over all the 5 years they had spent in the university. Not necessarily procrastination, but to study hard for the upcoming year. They even had stated they would start even before the year begins, and this is after having a somewhat disappointing results on the year before. As for the third participant, he said that he doesn't really remember, but now looking back at it, she should have done something about it.

Q6: Did you have different attitudes to some modules when it comes to procrastinating over them?

All of the three participants had a one or two modules they would never procrastinate on, and some others which they would always procrastinate over. Starting with the one that was unanimous by all of the three was the written expression module. All of the participants have stated that they constantly procrastinate over the written expression, and would always deliver their homework on the very last minutes. Sometimes, even after being given extra time to do it. The CEE module is one of the fundamental modules, and is very important skill for the students to have. This module is probably the perfect example to how sometimes students would overlook the big consequences and the major results that procrastination would cost them, yet still do it anyway. The first participant said that she basically procrastinates over all of them, but she couldn't procrastinate over the "CEO "which was the Oral Expression module. The module didn't require any essays, or a written work, which was a breeze for the first participant. But she stated that it was fun to prepare for the next upcoming topics. The second participant said they wouldn't procrastinate over the Linguistics module. The reason they gave out was interesting, because they didn't procrastinate because they liked the module, but instead, because they found it hard to understand. Thus, they made an extra effort on themselves to study hard for that module. As opposed to that, the third participant had procrastinated on the linguistic module for the same reason; because they thought even with studying, they wouldn't achieve any better. This is strangely one of the cases of "Fear of Failure". Even though, the student is already failing, his ultimate fear is that even if he tries to study hard, he would still fail. Thus, avoid that by not studying at all.

Q7: Take us through a busy university day? What do you usually do?

Each student had given their own pattern. The first participant was a very social person. So, after finishing her classes, she would hang out with her friends almost until 8:00pm, and sometimes even past that. When she gets home, she does her chores, and would finish by 10:00pm. She then spends the rest of the night on social media, and sometimes attempt to do her academic assignments. She would usually give up easily to sleeping, and would try the next day, unless the task was due tomorrow, in that case she would try to do the task at the early morning, and sometimes even on the way to university. As for the second participant, after finishing her classes, she would go home. Do her house chores. After finishing, she would check her assignments, and start working on them. Then would also spend the night on the social media, or watch a movie instead. Even with the time dedicated for her studies, she still thinks that it wasn't enough, and usually would end up procrastinating.

As for the third participant, after finishing his classes, he would hang out with his friends until 9:00pm. After having dinner, he would spend his night playing video games. But right after going to sleep, he would attempt to do his homework, or revise. But he says that he usually quits too soon after like 15 mints, and surrenders to sleeping.

Q8: What sort of technics have you used in your academic career to stop yourself from procrastinating?

The first participant said she never really tried to cut procrastination. But instead, she accepted it as something she can never get rid of. She even said that procrastination sometimes is beneficial for her. And she just tries to make the best of what she can do under pressure. As for the second participant, she said that her best technic is to dedicate a special time for revision every day, which is usually one-hour per day. As for the third participant, he said he tries to pair himself with other people in university projects or assignment as a way to push himself to do those stuff. Another technic he uses, was to volunteer to be the first in projects in order to put himself in a limited situation, and not give himself too much time, so he doesn't procrastinate.

Q9: As a future teacher, what sort of technics would you use on your students in order to limit their procrastination?

Two of the participants are didactic students, who had studied a lot about the art of teaching and how motivate students in learning. As for the first participant, she is a literature and civilization student, but has been working at a private teaching school for about 4 years. Therefore, based on their learned experience, and their personal experience, we expected them to give us some good advices, or technics. And they did, which are summarized below:

- Make the lessons as entertaining to the student as possible, in order to engage them, and make them love what they are doing.
- Don't give too much homework, but instead, try to work collectively during the class.
- When giving a school project, divide it into smaller simple parts, which the students have to work on progressively. In order for them not to be overwhelmed with the big amount of work, and to ease up the evaluation for the teacher himself.
- Make them understand that the real value of learning isn't the grade; the grade is merely something given as a reward for what you have achieved.
- Make extra sessions at the end of semester to have a collective revision.

3.2.2.2 Discussing Findings:

The participants have an idea about what procrastination is, but is mainly about delay. They have this strong association of procrastination and laziness, almost as if they are the same thing. This is because they associate their feelings with having to do a task. These feelings which they had acquired back in high school and middle school, where they used to procrastinate, however, because there was someone who made sure that they don't procrastinate a lot (parents or teachers) made procrastination a not subtle behaviour to notice. what (Mintzes, 2006)talked about in his book about the change in studying habits and how the old high school way of studying doesn't fit university is apparent. Most students change their patterns because they feel like they became adults, and so their habits change. And also, because they find out that their old studying habits don't fit the university system, and it is very hard to adapt. Procrastination is a very tricky behaviour.

Some students don't acknowledge their procrastination, and don't address it at all, because it works. Because they get lucky each time, and get a good academic score, they become satisfied with what they have. They don't consider the fact that if they work harder than they usually do; i.e. don't procrastinate, they would probably get better results. And it doesn't stop there, some procrastinators stop even having goals. They endorse the fact that they are happy with whatever results they get. This can be related to the underlying fear of failure some

students have. Students don't like to put more effort, because they are afraid of having to deal with the fact that they might not achieve those goals. the attitudes of the students towards their modules doesn't seem to be paying any major dividends. The students do seem to procrastinate less on the modules which they like, but only because they feel free when doing them. However, this point can't be applied to every student, when it seems like sometimes when the Module would be less procrastinated on because it is very hard, and a student must do something about it. This gets the study to the square root of one, because you can't relate to every students' need. The university students seem to prioritize their personal and social activities over their academic assignments all the time. Checking their assignments is the last thing they would do, and it is usually at the very end of the day. Their bodies are both emotionally and physically fatigued which raises the likelihood of procrastination. Picking the right time to study is very crucial variable. The students are creating a bad perception about studying. They would have the same feelings next time, even if they study at a different time, because their brains have associated studying with feeling tired. The most dangerous thing that could happen is accepting procrastination as something normal, or worse, as something positive. This doesn't mean we are disassociating procrastination from the notion of being creative or anything, but a student can't simply rely on procrastination to be creative. It is the worst deal they can have. This acceptance of having procrastination as something normal means the white flag had been raised, and there is no way to fight back. On the other hand, some students feel very guilty their unhealthy studying behaviours, and are always trying to get out of it. However, they Always fall in the traps of procrastination. This is a testament to how dangerous procrastination can be. Sometimes, students just don't seem to be able to control themselves.

The solutions suggested by the students as future teachers are a reflection to what these students think their procrastination is because of. The no homework suggestion, and having relatable homework, are all what students think would bring an end to their procrastination. In theory, they work well. However, it would be really hard to apply them in real life. This is another image of what affective forecasting can be.

3.2.3 General Discussion and Interpretation:

Procrastination is a very widespread habit among the master 2 students of the university of Moulay Taher, Saida. Although their reasons differ, and even the result of their procrastination is also not the same, it still ends up almost in the same way; last minute rush. It is possible to say that procrastination ends at that time. As (Urban, 2013) would describe,

the instant gratification monkey flees, because the panic monster had scared the monkey, and now the rational decision maker can take the wheel. At that time, it is the individual differences that plays a role in determining the result, or the final consequence of procrastination. Students who are smart, and are good with dealing with pressure, can make use of however much time left to make something acceptable. While the students who are challenged, and easily disturbed by pressure, flunk the task.

The students' desire to be better academically is undeniable. And they even consider procrastination as a major obstacle which they have to face almost every day. You would think that something as such must be addressed not only by the students, but even the teachers. But because it is camouflaged with a hard layer of emotions, and some physical aspects as well, it is very hard to identify that procrastination was the cause to their fall. It is almost like smoking, or any other addiction. You would think that somebody who understands how much damage smoking could affect somebody's health would never smoke a cigarette. But because procrastination is a short cut to getting instant gratification, or to run away from responsibilities, students are unconsciously ready all the time to choose procrastination, over working.

The instant gratification wouldn't have been a problem, if it wasn't and endless one. Social media, and the internet in general, is this big massive place where people could do anything. This doesn't mean procrastination wasn't as bad before the outbreak of social media, because people usually would go out or even stare blankly at the wall instead of doing their homework, but it certainly made procrastination much worse. From watching a never-ending number of a variety of YouTube videos, which some of them are bound to appeal to the students' interest regardless of their taste, to chatting up with friends and families. abstaining from this is very hard.

The worst thing about procrastination which is apparent through the study is that some students are aware of what they are doing, but stand helpless against this malicious of a habit. The master's thesis is the best example that can be given. It is probably the most important thing a student has to do in all of his 5 years of studying at the university. Its mark is worth the whole semester. All of the previous 5 years were but a preparation for doing the thesis. In addition to that, the amount of time the students are given is more than enough to do it. However, we find students struggle a lot with it. Simply, it is because their brains are doing what they were used to all the time: Procrastinate. Even with the solutions which the students have suggested, and are very appreciated for, that is still not enough. Because the solutions

they have given out are very personal. Some students like to have homework, and don't do well at class. Some students like to learn new things, even if it means that these new things don't appeal to what he likes. Sometimes it is necessary to disregard what the student wants, because they don't understand what they want. This is why the solution, in the view of the study, should be taken from a general point of view.

3.3 Recommendations and Suggested Solutions:

There is no magical potion to stopping procrastination, if I had it, I probably wouldn't be writing this. Every person these days want to have the perfect life; perfect job, perfect partner, perfect car…etc. and all of that. But wanting something, no matter how badly you want it, isn't enough for getting it. We say we want things, but we don't really put real effort to it. In addition to that, each and every person is unique in his own way. What works you for somebody, might not work for someone else. What someone likes, is probably what somebody else hates. Therefore, it is quite hard to find a global solution to a problem like "procrastination "because every person, even though it might not seem like it, procrastinate in his own way. This section of the study will attempt to help students find their own way of stopping procrastination, or at least, understanding it; based on the DATA gathered, and what other psychologists have said, in a somehow series of steps.

3.3.1.1 Procrastination and Self-Forgiveness:

The study of (Wohl, Pychyl, & Bennett, 2009) has proven that procrastination levels, even in the cases of chronic procrastination, can be reduced to notable extent with the use of self-forgiveness.

Self-forgiveness is a method that has been studied only recently, starting from 2005. What it means is: You accept who you are, for what you are, and come in terms of what has happened, has been already happened. (Morin, 2020) But it doesn't stop here, this is just a one step towards improving. Just because you forgive yourself for whatever mistakes you do, doesn't mean that you are happy with them, or you would want to do them again. Instead, you accept yourself as the imperfect human being that you are, and attempt to work on yourself to be the best you can be. The following graph shows how levels of self-forgiveness have proven to diminish the negative effects, and thus the tendency to procrastinate:
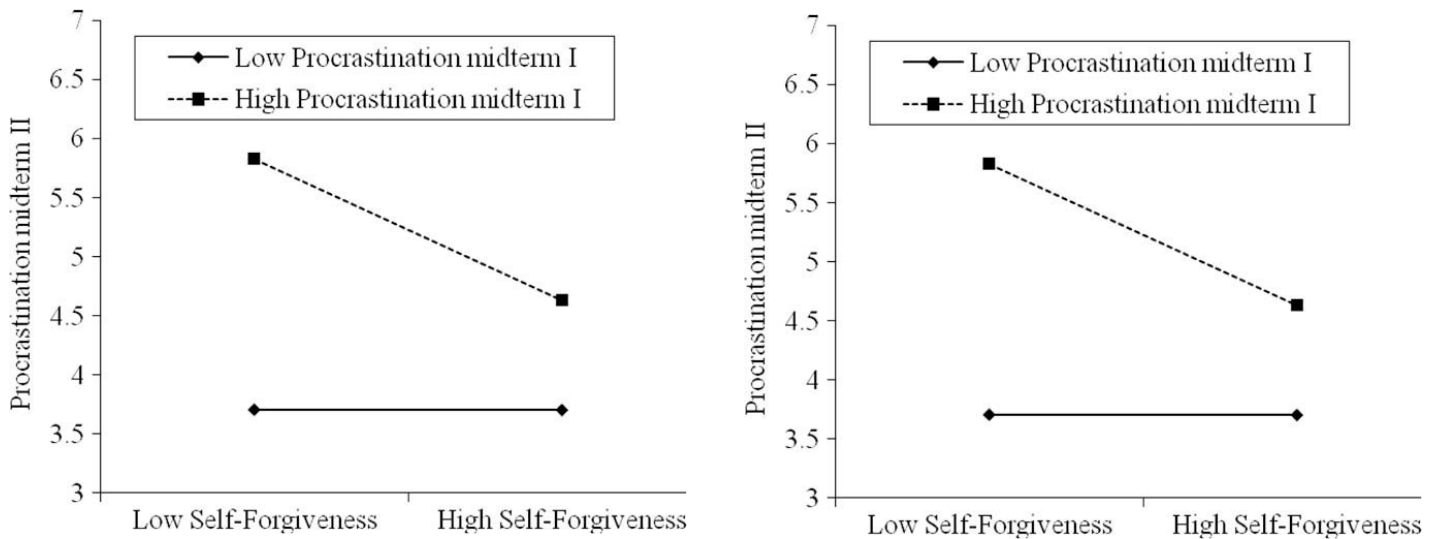
Figure 3-14 The relationship between Procrastination and Self-Forgiveness.

Based on that, the following steps are developed in order to achieve self-forgiveness, and reduce procrastination:

3.3.1.2 Acknowledging Procrastination:

This study had proven that most students have created a strong association between procrastination and negative emotions (Anxiety, Depression, Sadness, etc.) and also the physical ones such as laziness. The connection has a reverse version, where student might be in a good physical and emotional state, but when encountered with a task, they start having those feelings again. Unbeknownst to them, this is but a knee-jerk reaction to being given a task to do, created from their past experience. Therefore, it is abundant as a first step this study suggest, that students must first acknowledge that what they are doing is but a mirage of feelings, and not a true thing. And that it is a normal consequence, but at the same time, a very irrational behaviour.

3.3.1.3 Figuring out Patterns:

When procrastination becomes a habit, that means it is inside of your system. The human brain is always trying to find out patterns that are repeated, for them to be moved to the sub-conscious brain, in order to free-up the conscious brain a little bit. Thus, creating habits,

regardless of what they are, as long as the pattern is repeated, is something the brain is going to keep working on. Breaking this cycle doesn't happen by just deciding to stop cold-turkey, because the relationship is probably very strong to break. Instead, students must reflect on their daily routines. What do they do first thing they come home? What is the first thing that comes to their mind when they are assigned to a task? Finding the things that usually lead them to procrastination. It is usually not a single a thing that causes procrastination, but is a chain of events that usually leads to it. Therefore, the student must find these patterns of his, and tries to see how often do they happen, and what triggers them to happen. (Duhigg, 2012)

3.3.1.4 Changing the Patterns:

So far, acknowledging and analysing the problem at hand seem very easy. They do require a strong will, so if as a student you take in on yourself to do that, he is already on the right track for a good change. But the fun hasn't started just yet. Changing habits, or replacing them, is a little bit tricky. Most people can trick their brains to do something once or twice, maybe even go a whole week without any real problems. The problem of committing to this change comes after the first week. When the brain is about to change. Most people fear change because they are comfortable with who they are now, or better yet, got used to who they are. So, committing to these changes means you are going outside of the comfort-zone, and that means trouble for the human's brain. The following suggestions are to make this transition as easy as possible for the students.

a) **Disassociation:** Patterns are hugely associated with time, and place. So, the first thing the student must do, in order to change his procrastinating habits, is to change the time he usually studies on, and if possible, the place he studies at. If that can't be done, changing the furniture's place (like moving a couch, or a table, to a different place) would be an enough change. Also, the smell (deodorant), sound (music) would be a great addition for creating a new setting for the brain. A new setting, means a new habit.

b) **Association**: by creating a new environment for the brain, this means an opportunity for creating a new habit. We can divide a habit into three simple points: "pre-ritual, execution, ending-reward "starting with the first one; The pre-ritual: it is the first thing you do when you enter that room that consists of doing a physical activity that precedes studying. This can be anything from doing a jumping jack, to just singing a song while dancing, or anything that can be unique. Muscle memory is very important,

that basketball athletes for example rely heavily on it. This kind of rituals alerts the brain to be ready for what's coming next. (Kageyama & Chen, 2018) Association also includes adding some new things, just like it has been mentioned earlier. Like wearing different clothes, or eating a special type of candy, anything that is new for the brain that the student usually doesn't do, and is special to just that moment, and that setting.

c) **Reward**: A self-reward system is quite tricky. Because at one hand, the person knows what he wants for a reward, but at the same time, he probably can't afford it. Especially for a university student who barely have the money to get himself through the months he is spending at the university. Therefore, the suggestion we can make here is that student should have a very forward vision of the future. Having a bigger goal, and working on it a bit by bit. The reward you get is the progress you make through the journey. From time to time, it would help if the student could reward himself with a nice meal, or nice new clothes for his hard work. On the same note, it doesn't really matter what reward you give yourself; because biologically speaking, the amount of happiness you get, doesn't come from the reward itself, but from how much dopamine is released from the brain into the body. (Better Than Yesterday, 2020) The regulation of the amount of dopamine released is strictly controlled by the brain itself. Therefore, it is possible for the student to condition his brain into feeling good just by doing his homework, and then reward himself. After sometime, the brain starts releasing this dopamine without even the need of the reward.

if we look at it from a different perspective, procrastination is a person taking a reward he hasn't earned; the reward being pleasurable activity. If we fix the rewarding system, we get to fix the whole procrastination problem.

d) **Repetition**: "Practice makes perfect "There is a reason why they call the play trainings in sports "drills "because you are basically drilling that idea inside of your brain, by doing it over and over again. Things that a student should put in mind is that these things take a strong will, and a lot of determination. Feelings of unexplained anxiety and chest-heaviness, and a lot of boredom will be very common. However, a quote from the show: Bo-Jack summarizes this whole experience in simple words: "*It gets easier. Every day, it gets a little easier. But you have to do it every day, and that's the hard part. But it does get easier.* " (Winfrey, Long, & Hollingsworth, 2014)

3.3.2 Don't Point Fingers :

When the student acknowledges his procrastination habits, he must know that it is on him. Most students are "whiners "If you ask any student about their field of study, they will tell you about their problems and issues; How the teachers aren't teaching them in the right way, and how they are given a lot of homework. And based on the study conducted, students are very much aware of the consequences they will face if they don't study hard, and are also aware of the reward they would get if they put an extra effort on their studies. But we find the opposite happening. And at the end of the semester, when the student is faced with his bad results, he starts randomly accusing the teachers for not teaching him well, or the government for not providing the right resources. And while this study attempts to be as objective as possible, this is totally on the student. Because you are not supposed to wait for other people to fix things for you, you have to work for it by yourself, and get the best out of what you have.

3.3.3 It doesn't have to be fun:

"Find a job you like, and you won't have to work a day in your life "it is a very used phrase by motivational speakers, and people like them. The saying means that if you find a job where you do something you are passioned about, and loves doing, it won't feel like job anymore. While I am not saying this isn't true, I believe that working as a video game tester is probably the best job ever, it can't be applied in every situation. Especially in studying, where you have different modules. It is statistically impossible for you to like all the modules, and all of the homework, and this is fine. I'd be worried if you did.

Students must embrace the feeling of boredom, and dullness they get when they are doing an assignment which they may really hate, as a small sacrifice if they want to succeed. George Orwell, the famous writer whose literature works are being studied till now, has this to say about the thing he was so passionate about; writing. He says: "Writing *a book is a horrible, exhausting struggle, like a long bout of some painful illness. One would never undertake such a thing if one was not driven by some demon that one can neither resist nor understand*" (Steel, 2010) Many people who exercise long for that muscle cramp they get the next morning after exercising. Even though it hurts, but somehow someway, it feels like an evidence for their hard work. This what students must understand; they don't have to be in the best mood to get things done.

3.3.4 Lose the Phone!

This study had made it abundantly clear that most students, when they procrastinate, they are usually either playing video games, or in most cases, using social media apps. (Or are on their phones in general) The way how social media absorbs students in a timeless black hole had been already discussed in chapter 2. Here, we will suggest how you can block that hole, at least for the time you are trying to be focused, and be productive.

The best way to do it is to "lose the phone "not literary drop it or a throw it (unless you must) but keeping in a place where you can't reach it, or give it to family member or a friend, and ask them not to give it to you until you are finished. Much like Dumbledore when he asked Harry not to stop giving making him drink that water no matter how bad he asks not to. Some people might say they have their urges under control, and that they can do it by themselves. You can lie to yourself as much as you want, or you can be telling the truth, but it is always better to be safe than sorry.

For the students who use their phones or computers for studying, and find themselves peeking at those websites from time to time, there are apps that block you from visiting non-related studying websites for an amount of time which you can set. There are plenty, you can simply google them. But we will suggest the following chrome extension "StayFocused "as one of the best tools to block distracting apps.

3.3.5 Something is always better than nothing:

No matter how bad that first draft can be, or how many grammatical mistakes you make, or how long it will take you to understand what the author meant when he said that the sky is blue. Doing something about a task, will be forever better than not doing it at all. Starting on a task now, and not waiting till later, will always be the best option you are going to choose. There is no different between today and tomorrow, except that what you have now might not be available tomorrow. Affective Forecasting, as it has been mentioned in the second chapter, is probably the trickiest part about procrastination. Students trick themselves into thinking that tomorrow they will be in a better condition to the task. Even though based on the countless experiences, it will always end the same way it always has. Sadly, this study has got nothing much to offer about the affective forecasting, because the solution is almost clear. It only requires a little bit of power of will, and swimming against the current. The next time you as a

student decide that you will do the task tomorrow, remember that these words "You won't! ", and then the ball would be on your court.

3.3.6 Recommendations for Teachers:

This study is guilty of not checking the teacher's side of procrastination, due to the lack of time. Maybe in a future study, we'll be able to cover both sides. Therefore, the following recommendations are based on what the students have told. It has been already mentioned in chapter 3 that most students find themselves unmotivated when doing their homework, or studying for exams, regardless of the rewards they are promised to have. The reason they are usually referring to is the lack of motivation.

As it has been mentioned in Chapter 1, it is very hard to motivate one student, mind you motivate a whole class full of different students, who like different things. Unfortunately, this study doesn't really have much to offer to the teachers how to motivate their students, but one thing that is sure is that student must realize what could this education offer them beside a degree after 3 years? In a situation like English students, where they study about linguistics, and can't understand why on earth are they studying about the science of the language, if it is only enough to speak the language? That's where the teacher's role comes in, to show the importance of how knowing more about the language, not only gets you closer to understanding the language, but also the people who speak it.

It has been also discussed in chapter 1, how the university essay system is a major reason for making students procrastinate more. While we are not suggesting coming up with a different system, or a new evaluating method (although that might be great) teachers are kindly asked to make their essays and homework as relatable and clear to the students as possible.

3.4 Conclusion:

Although procrastination is a very common habit by almost all the students, it is necessary to know that each student has got his own reasons and his own way of procrastinating. Thus, it is hard to give a definite answer to how to stop procrastination. But the journey must start somewhere. And based on the promising studies psychologists have done, it starts with self-forgiveness. From then on, the student is on the track to become his best-self possible. It is always easier said than done. Anyone can come up with hypothetical solutions. The most

important part is realizing these solutions in the real world. It is not expected from a student to beat procrastination overnight, obviously there are going to be setbacks, and lot of failure. Some students actually decide to do something about procrastination, and then feel so good about making that decision, that they reward themselves with more procrastination. Just like any other thing, it is a process of trail and error. And this study isn't going to lie and say that it is going to be easy, and such. It definitely won't; or at least you must be ready for it not to be. There is an unspoken rule in video games that states if you are going through a path where there are a lot of enemies, that means you're on the right path. Having fights and battles in life only means that you are on the right path to success.

General Conclusion

General Conclusion

Benjamin Franklin said *"You may delay, but time will not."* If you don't go forward, then from time's perspective, you are being left behind. This research's aim isn't to make students feel guilty about having fun, or enjoying their time, or trying to create these human machines that work tirelessly, without having a single minute of gratification. Just like the previous researches, which their authors have admitted to being procrastinators, it is to bring awareness to how dangerous this habit can be sometimes, and the mental and physical negativity it causes to students. Along with that, it jeopardizes the academic career of these students.

Although the research could have picked any other academic setting, the university setting was the one to choose. It was because university students are the most notorious and the most vulnerable to procrastination, due to the hodgepodge of reasons that consist of age, social situation, financial situation, the university setting…etc all of which happening at simultaneously, as if it is heaven for procrastination, but is hell for students. To students, procrastination might seem like an escape from their problems, but it almost every time makes it ten times worse. At the English department of the Moulay Taher University, the students of master 2 had what we can call a misconception of what procrastination is. Most of them have thought that it is just another form of laziness. But as it turns out procrastination is like this never-ending cycle of physical and emotional aspects. And each one of the aspects feed the other. But if we were to pick one of the definitions, it would be that procrastination is when a student fails to control himself to do something he must do. Which means the student is aware of what he has to do, aware of the consequences that come with not doing the task, and even wants to do the task. However, he can't control himself enough to execute the task, regardless his potentials and capabilities. In situation like the master 2 students where they have a lot of time, and are to expect a huge reward if they work on their theses, the study has found out that students failed to do that, because they were used to procrastination, and their brains only repeated what they have been doing for the last 5 years of university. Moreover, the study has concluded with that there are indeed two types of procrastination: A planned, and an unplanned procrastination. However, it is very rare for the planned procrastination to be helpful for the students, and even when it is in some cases, it would have still been better if they did not.

General Conclusion

Of course, there are times when procrastination can lead to some "Eureka! "moments, and some students actually said they keep procrastinating simply because it usually ends up good to them. But think about the missed opportunities which these students would have achieved with those great minds of theirs, only if they put more effort, or started earlier than they have. This eradicates any argument that says procrastination can be helpful, and even if it is sometimes, but no; student must not surrender to their urges all the time, at least they mustn't when it matters most.

This study hopes to set grounds for future studies, just like the past ones have made an easy way for this study to carry on, to have a closer look to what procrastination is, and how can it be dealt with. It would be remarkable if the future studies could apply some real-time tests on students, and see how some variables that can be manipulated affect their procrastination level. Not today for sure, but probably tomorrow.

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Appendices

Appendix 1

Questionnaire

English Language Department

2nd year License

May 20, 2020   Time: 25 minutes

Hello! Thank you for participating in this questionnaire about University students' procrastination. Please take your time while answering these questions as honest and accurate as you can do. If you face any difficulty with any question, feel free to ask the researcher, or the teacher. Also, your personal information shall never be revealed without your consent. Again, Thank you!

1. If you are given an assignment due in one month, when will you do it?

   a.   Right after I get home.

   b.   After I get home, and take a rest.

   c.   Before I go to sleep.

2. How often do you delay doing your homework?

   a.   Never

   b.   Sometimes

   c.   Always

3. What is mainly the reason which leads you to procrastinate?

   a.   Your physical ability.

   b.   Emotions.

   c.   Priority of the task.

   d.   …………………………………………………………

4. What do you usually do instead of studying at home or doing homework?

   a.   Do something that is academically related.

   b.   Play games.

   c.   Do the house's chores.

   d.   Use Social media/internet

5. Do you set up an exact time for the task to do it later?

   a.   Yes   b.   No

6. Do you do the task at the exact time you had set-up?

   a.   Never

   b.   Sometimes

   c.   Always

7. Do things go just like you have planned?

   a.   No

   b.   Somehow

   c.   Yes

8. Do you feel anxious or pressured as the deadline gets closer?

   a.   Yes   b.   No

9. Do you feel better when you come back to the task later?

   a.   Yes   b.   No

10. Is the out-come of delaying the task better than doing it at an earlier time?

    a.   Yes   b.   No

11. Which period of time do you think is better for students to start revising for their exams?

    a.   Two weeks before the exams.

    b.   Two days before the exams.

    c.   The night before the exam.

12. Which period do you personally revise on for your exams?

    a.   Two weeks before the exams.

    b.   Two days before the exams.

    c.   The night before the exam.

13. Do you feel like you can achieve better academic scores/grades if you don't delay homework/revision?

    a.   Absolutely.

    b.   Not really.

    c.   No.

14. Does the reward for the task affect your attitude towards the task?

    a.   Yes

    b.   No

    c.   Sometimes

15. Does working in groups forces you into not delaying your assignments?

    a.   Yes

    b.   No

    c.   Sometimes

16. Do you think teachers can help students fight procrastination? If Yes, how?

     a. Yes, …………………………………………

     b. No.

17. Did you use to procrastination during high school & middle school?

     a. Yes

     b. No

18. If you were to compare between your levels of procrastination in University, and before university (high school & middle school) which one was higher?

     a. Middle school

     c. High school

     d. University

19. What is it that pushes you to do your homeworks?

………………………………………………………………………….

20. what is your progress on your thesis?

     e. 25%

     f. 50%

     g. 75%

     h. 100%

21. what was / were the main obstacle(s) that you faced when doing your thesis?

     i. Lack of resources

     j. Difficulty of the subject

     k. Lack of Methodology skills

     l. Lack of motivation

     m. Other

22. (Optional): How would you describe your personal experience with procrastination?

………………………………………………………………………..

23. if you have got any feedback, or something you'd like to mention. Please state it here

………………………………………………………………………

Appendix 2

The interview:

Hello, thank you for agreeing to have this interview with us. You have been selected, after reviewing your online questionnaire answers. This interview will be a series of a detailed questions about your experience with procrastination. You are free to not answer any of the following questions, if you would like to. Rest assured that only a general profile about you (doesn't include anything that would refer to you personally) would be shared in the study. This interview will take about 45 minutes. Please take your time, as you answer the questions as honestly as possible.

Q1: What do you knows about procrastination?

Q2: Have you used to procrastinate back in middle school and high school? Why?
Q3: Have your revision for lessons and exams change after you started university? Why ?

Q4: What was your reaction to the grades you have gotten in your academic works?

Q5: Have you ever set up a goal before the academic year start stating that you would stop procrastinating for good?

Q6: Did you have different attitudes to some modules when it comes to procrastinating over them?

Q7: Take us through a busy university day? What do you usually do?

Q8: What sort of technics have you used in your academic career to stop yourself from procrastinating?

Q9: As a future teacher, what sort of technics would you use on your students in order to limit their procrastination?