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# **THE EFFECT OF PROCRASTINATION ON STUDENTS' ACHIEVEMENT**

**The Case of Master Students at the Department of English  
Language and Literature / Saida University**

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for the Requirements of Master Degree in Didactics.

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## ***Dedications***

*I dedicate this work to my dear parents, my brothers, sisters, and to all my friends, with whom I shared the University life with its lights and shadows, and all my colleagues inside and outside the University for their collaboration and supports.*

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## **Abstract**

The objective of this study is to examine the effect of procrastination on students' achievement among the Master students at Dr Moulay Tahar University of Saïda. The present work focuses particularly on demonstrating the reasons and the factors that may lead the students to engage in this behavior. The study was mainly conducted on three classrooms and eighty students from first and second year master students at University of Saida; the research was a qualitative one because it deals with the relationship between the causes and effects of the variables which are procrastination and students' achievement.

This study is based on students' questionnaire and classroom observation, these two instruments serve as very reliable and powerful ones for gaining information about the issue; the obtained data were analyzed through descriptive analysis which is significant for analyzing the so-called data. The analysis of students' questionnaire and classroom observation showed that most of learners are engaged in procrastination, and it has become a serious problem for them that affect their academic life. Based on the results of the current study, it is recommended to overcome procrastination through effective techniques and strategies as time management techniques, self-management skills, motivation, and teaching strategies to improve classroom behavior and academic achievement that help the learner to deal and limit this habit.

## **List of Abbreviations and Acronyms**

- B.C:** Before Christ.
- CCSRI:** The Center for Comprehensive School Reform and Improvement.
- GPA:** Grade point average.
- LMD:** Licence, Master, Doctorate.
- U.S:** United State.
- %:** Percentage.
- Dr:** Docteur.

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## **General Introduction**

One of the remarkable characteristics of the modern era is the strong desires of students to cope with technological development. This motivates them to make efforts learn any field of study they find it paramount and valuable to achieve their goals. Student achievement has become an interesting subject in education recently, especially with increased responsibility for both learners and educators. The extreme goal for any learner is to improve his abilities in accomplishing satisfactory academic outcomes.

Nowadays; there are many variables that can impact successful student achievement, but the most critical is procrastination. Procrastination is one of the most common issues affecting students today; it is also generally regarded as one of the main critical determinants, which affects to the success and quality of any learning outcome. Procrastination refers to delaying important tasks until the last minute instead than doing them in a way that gives the individual sufficient time to complete the task without having to rush.

The purpose of this study is to explore whether procrastination has an impact on students academic performance. In order to reach this purpose, the present study looks for: helping the students to understand the appearance of this phenomenon, and discover the reasons that contribute to students' procrastination.

In order to achieve this purpose, the questions asked are:

- To what extent does academic procrastination affect student' performance negatively?
- To what extent do students delay academic tasks to perform better under time pressure?

To answer these questions, it is necessary to mention the following hypotheses:

- If students are affected by procrastination, then it will have a negative impact on their academic achievement.
- If time is well managed, then students will know how to organize their tasks.

The data will be collected through students' questionnaires and classroom observation. The students' questionnaire, intended for LMD students to find out whether the learners

## ***General Introduction***

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are regularly engaged in academic procrastination, and to uncover the reasons that lead them to this behavior.

The dissertation is composed of four chapters. The first chapter is a theoretical part. It proposes the review of literature. The main focus of this chapter is on introducing the term 'procrastination', explaining its origins, definition, and the significance of its two types self-handicapping and adaptive procrastination. The second chapter is concerned with the methodology design selected for the study. It presents the procedures chosen to conduct the research, their description, administration and the aim of using them. The third chapter devoted to the field work. The researcher starts by analyzing questionnaire prepared for students and discusses the results gathered. After that, the researcher analyses the results of the observation conducted on first and second year master students. The last chapter shows some suggestions and recommendations as a result of the practical study.

# *Chapter one*

## *Literature Review*

1.1 Introduction.

1.2 The Prevalence of Procrastination.

1.3 Definition of Procrastination.

1.4 Procrastination as a Self-handicapping.

1.5 Adaptive Procrastination.

1.6 The Effect of Social Network on Students Performance.

1.7 History of Procrastination.

1.8 Procrastination and Academic Achievement.

1.9 Conclusion.

## **1.1 Introduction**

Procrastination has always been a prominent reason for poor academic performance especially among students who are capable to achieve a task and succeed in their learning, despite students knowing that procrastination leads to lower grades; students hardly try to overcome it, and instead claim that the pressure to perform enables them to finish their tasks.

Procrastination is one of the topics that have attracted the interest of many researchers in the last decades. The aim of this chapter is to deal with the different views that scholars have said about each outcome caused by this psychological behavior including the prevalence of procrastination, its definition and its different types, the effect of social networks on students' performance, history of procrastination, and theoretically discusses the close relationship between procrastination and academic achievement.

## **1.2 The Prevalence of Procrastination**

Some psychologists have described procrastination as a disagreement between intent and behavior (Lay, 1994). i.e. What an individual plans to do is completely discrepant from what an individual honestly does. The greater this disagreement between intention and behavior, the greater the procrastination (Schraw, et.al, 2007). However, procrastination seems to be a human phenomenon that has aroused the interest of researchers since then psychologist William James understood its psychological roots about 120 years ago (Klassen, et.al, 2008). Researchers have even described procrastination as “*one of the least understood minor human miseries*” (Ferrari, 1994: 673).

Procrastination has been broadly noted even before the beginning of industrial civilization. John Lyly, an English novelist, mentioned as early as 1579 that there is “*nothing so perilous as procrastination*” (Steel, 2007:66). Hesiod, a Greek poet, pointed out the risks of delaying work until tomorrow as early as 800 B.C. Famous people in history such as Thucydides, an Athenian general, and Cicero, a consul of Rome, have also been mentioned as speaking widely against procrastination. Such widespread rise towards the existence of procrastination reinforces its persistence in human conduct (Steel, 2007).

Procrastination influences nearly every single person somehow in one's life. Some researchers have even claimed that almost one-quarter of the adult population is influenced

by procrastination (Ferrari, 1994). Putting off departure only to be late to work or in meeting, chatting with friends rather than working on a task and putting off diet or exercise are all examples of how procrastination can impact a person's daily life. All of these examples have financial, psychological and/or biological effects. Actually, Klassen, et.al (2008) found that procrastination, in all cases, has a reverse relationship with variables such as self-esteem, self-efficacy and motivation. Generally, it would seem that procrastination brings negative outcomes and is very rarely noted as a positive behavioral tendency.

Procrastination is also existed in the working environment, where employees have a tendency to defer projects and activities until the last minute. According to two leading human resource management consultants, procrastination is even regarded as the number one killer of great businesses (Caruth & Caruth, 2003). *Putting off until tomorrow, next week, next month, or next year has killed more ideas, innovations, improvements, and human initiative than all other faults combined.* (Caruth & Caruth, 2003:1). Those who procrastinate can uselessly defer the execution of new services or products to consumers and put companies in bad financial or competitive circumstances.

It is astonishing at how little scientific research has been conducted regarding procrastination (Steel, 2007). It would seem that "*procrastination is a relatively unexplored psychological construct*" (Klassen, et.al, 2008:916). Sparse research is shocking considering the fact that procrastination touches almost one in four adults and has increased in the population (Ferrari, 1994). Combine increasing rates of procrastination more and more with self-structured and unstructured jobs in the U.S. and it would seem that procrastination has the possibility to become an uncontrolled distracter to work (Steel, 2007). If employees procrastinate more and are also not guided on the job, problems may arise increasingly. If companies were capable to develop a reliable scale that identifies procrastinators, huge amounts of money could be preserved through hiring, retention or training programs to overcome procrastination.

### **1.3 Definition of procrastination**

According to Random House Dictionary procrastination originates from the Latin word "procrastinare" which means, to put off until tomorrow. ("pro" -prefix meaning "favour for" +crastinare derived from the Latin combination "crastinus" formed by Latin "cras" meaning "tomorrow" + "tinus the Latin suffix forming adjective" (1987:1543).

Procrastination is to put off an important task in habitual sense until the last minute instead of doing them in a way that gives the individual ample time to complete the task without having to rush, and this act can have bad effects on an individual.

As Ferrari, et.al . State that procrastination can be defined as the delay of task completion usually resulting in a state of unhappiness. (1995). More precisely, academic procrastination is an extensive and potentially maladaptive behavior for many university and college students. Frequently resulting in feeling of psychological distress. (Solomon&Rothblum.1984).

It seems to be a serious problem especially among university students and researchers. Still another view why particularly University students procrastinate is that probably they have done it before and it worked.

However, as Ferrari and his colleagues point out, procrastination does not always make unsatisfactory behavior or poor results. Many individuals actually act effectively within strict deadlines. With respect to behavior, other researchers have defined procrastination in terms of the degree of frequency or severity. In other words, an individual may be considered a procrastinator if he or she has the chronic tendency to habitually postpone the initiation or completion of a task (Ferrari, et.al 1993).

For example, Rothblum, et.al have written that “self-reported procrastination shapes more than a reasonable period of time to finish a task, but must include both recurrent delay and considerable anxiety” (1986: 387).

Lately, researchers pointed out that procrastination ought to be differentiated from intended postponement, admitting that intended postponement can be an intelligent strategy rather than irrational behavior (van Eerde, 2003; van Hooft, et.al, 2005). These scholars argued that procrastination is not deliberately intended, but rather deferring the implementation of what was intended. Similarly, Steel defined procrastination as voluntary delay of an intended course of action In spite of aversive impacts of the delay. On the other hand, there are some researchers who view deliberate delay similarly as procrastination. (Chu & Choi, 2005; Schraw, et.al, 2007). They indicate that some people intentionally adopt to procrastinate because they think it is helpful for attaining their best performance. From this viewpoint, procrastination is known as a straightforward inclination to postpone start about assignments, which may be connected either with positive or negative results.

This viewpoint is absolutely opposing to that of the researchers who see procrastination as irrational delay or maladaptive behavior.

Though such definitional variations may serve to shed light on procrastination from different angles, these variations indicate that still many things to be understood about procrastination. Besides, different definitions by different researchers may have confounded results, bring about paradoxical outcomes revealed in other researches, and thus they may hinder the regular progress of a theoretical model of procrastination. The current study, for that reason, studied how University students depict and see academic procrastination as an endeavor to catch those accurate natures about procrastination conceptually.

#### **1.4 Procrastination as a self-handicapping**

With a series of research that tests individual varieties, some researchers forward suggest that procrastination is viewed as a self-handicapping strategy instead of clearly an absence of regulatory skills. What is a self-handicapping strategy? Self-handicapping is a sort of an avoidant, or protective behavior. Learners with avoidant behaviors generally need to stay away from the circumstances where they may be viewed to have low skills, or in which disappointment is anticipated so that they can save their self-esteem and monitor negative influence (Covington, 1992; Rhodewalt & Vohs, 2005). Monitoring self-esteem instead of success is of prominent value for them (Rhodewalt & Vohs, 2005). likewise, self-handicapping attitude includes keeping away from situations in which possible failure could be referred to one's capability through making obstacles previously to effective achievement on a task that the individuals see as important (Pintrich, 2000; Rhodewalt & Vohs, 2005). This means that, whenever individuals do not succeed, they can attribute failure to instant obstacles and save their self-esteem; if they succeed, the self-esteem boosts as they did good regardless the obstacles. Examples of self-handicapping behavior involve intentionally minimizing effort, fooling around the night before a test, and chatting on the internet with friends.

Therefore the hypothesis behind procrastinating behavior from this viewpoint is that people may procrastinate so as to give another reason for predictable failure, that way protecting their self-esteem. To examine this hypothesis, Ferrari and Tice (2000) carried out two studies. In the first study, undergraduate students were given a 15-minutes exam-preparatory period.

Just before a math test and the time used to exercise math problems and other tasks unrelated to math was registered. It was found that procrastination was negatively linked with time used on math problems but positively with other activities, proving that procrastinators tend to ignore working on difficult activities (i.e., math problems). Nevertheless, the researchers hypothesized whether the surveyed outcomes were due to the importance of the activity or the estimated features of the target task. Therefore, in the second study, Ferrari and Tice further analyzed the impacts of evaluative circumstances on procrastination. They hypothesized that if procrastinators passed less time practicing math problems only under an evaluative situation, so procrastinating is regarded as a self-handicap. Their hypothesis was supported. The outcomes indicated that procrastination was negatively related with time used on the math problems and positively related with time spent on unimportant tasks only when the test was presented as evaluative; when the same test was described as fun as a game, procrastination did not associate with time spent on any of the tasks. This study, in sum, supports that procrastinators tend to defer their work only when there is a threat of their low capability being appeared. In other words, it is probably that procrastinators engage in procrastination in order to save their self-esteem, therefore meaning that procrastination is presented as a self-handicapping strategy.

There were prominent results that have, in fact, differentiated procrastination from self-handicapping. Lay, et.al (1992) made two studies and compared self-handicappers and procrastinators. In the two studies, they practically defined self-handicapping behavior as fewer practice items answered, less self-reported rate of time used on the important assignment, and less self-reported intensive effort in practice. Procrastinating behavior was evaluated in the time students began practice, transformed to the number of days before a test. In the first study, learners were given forty minutes in class to work on practice items for a forthcoming test in two days. On the other hand high self-handicappers worked less on items and reported spending less time on the task than low self-handicappers; there is no difference between high and low self-handicapper in terms of either the number of items practiced or time used on the task. Nevertheless, in the second study, candidates were permitted to take a practice handbook home to get ready for a test given in the five upcoming days. Different from the first study, both high self-handicappers and high procrastinators notified beginning later than low self-handicappers and non-procrastinators. In short, both self-handicappers and procrastinators exposed delaying behavior (i.e., procrastination) when such behavior is present, but only self-handicappers (and not



procrastinators) engaged in other self-handicapping behavior like diminished effort or decrease in practice under the conditions in which dilatory behavior is not an option.

### **1.5 Adaptive procrastination**

With the rise of a new concept in the field of procrastination research, Chu and Choi's (2005) research tackles the probability that not all procrastination behaviors have unfavorable outcomes. They conceptualized and differentiated two different types of procrastination: active and passive procrastination. Active procrastination is a positive type of procrastination in which procrastinators, in this sense, utilize their strong motivation under times constraint to establish intentional decision to procrastinate, to be capable to finish the assignment before time limits, and obtain good grades (Chu & Moran, 2009).

The most important study investigating active procrastination comes from the work Chu and Choi (2005) noticed that active procrastinators differ from passive procrastinators in perceptive, efficient, and behavioral sides. While examining active procrastination, Choi and Moran (2009) asserted that it is a remarkable behavioral features that includes of a person's affective preference for time constraint, cognitive decision to procrastinate, behavioral ability to meet deadlines, and capacity to attain good results. Chu and Choi (2005) suggested that active procrastinators in fact deal with behaviors that associate positively with self-efficacy and personal consequence such as life satisfaction and higher grade point average (GPA). Research shows that passive and active procrastinators are different from each other in the point of using time purposefully and perceived time control, self-efficacy, task value, test anxiety, GPA, and in level of self-regulation skills such as, preparation, planning strategy, time management, and effort regulation (Chu & Choi, 2005; Corkin, et.al, 2011).

Chu and Choi (2005) classified the individuals who purposely postpone as active procrastinators in contrast to passive procrastinators. The concept of active procrastination shows positive motivational and behavioral features instead of negative results. This type of procrastination is purposeful, planned, and a regulatory strategy.

Chu, Choi and Moran, proposed that active procrastinators diverge from passive procrastinators in the three motivational self-regulatory facets (2005, 2009). Behaviorally, instead of failing to finish the task, active procrastinators are capable to complete the task by the time limit and further, they do not think that working ahead of time would result in better results. Perceptively, active procrastinators are able to act on their decision by

deciding on to delay the task so as to build up resources to finish the task. Efficaciously, they feel a bit upset and to some extent become more motivated when working under stress. Researches found that active procrastinators who are proficient at self-regulating, shown up anxiety and self-efficacy just alike non procrastinators (Chu& Choi, 2005).

In particular, Tuckman (2002) asserted that managing the emotional side of procrastination (e.g. avoiding unpleasant tasks) enables students to see procrastination in an appropriate way and minimize the actual reasons for their procrastination. In addition; he brought direct proof that procrastinators make excuses, or rationalizations, for their attitude.

Research on active forms of procrastination give a chance to better comprehend the nature of procrastination by giving a more specific means of examining the phenomenon, as well as reconciling the opposing result in procrastination research. In light of primary research on adaptive procrastination, further investigation is guaranteed. testing the qualitative differences in adaptive procrastinator's self-regulation of learning in the university context may provide conceptual and theoretical clarification of the construct of academic procrastination and help explain why this supposedly maladaptive behavior is so common among a population that theoretically present more adaptive functioning in the academic setting.

## **1.6 The Effect of Social Networks on Students' Performance**

It is incredible how Internet is evolving people's lives. People can rapidly do research and collect information on the web; everything is available in the internet in 10 seconds search engine like Google can give thousands of results in one search. The Internet enabled our world with a various means of communication and it is accessible to everyone at all times at one click. There are social media networks like Facebook, Twitter, the majority of users are students.

Students are frequently connecting themselves to it and are intentionally signing online to look at their status. Even during the class, students are using their laptops or Smartphone and pass the most of their time checking their 'home page' and not giving a complete attention to their teachers. The partial attention students are giving their teachers is insufficient for obtaining good marks. In the Time Magazine | U.S. Edition an article called Wired for Distraction: Kids and Social Media, written by Dalton Conley, establishes that students and people who are strongly involved in social media have "continuous

partial attention”, which is cited by Linda Stone, a Microsoft Executive. Meaning, their capability to pay attention to one person or thing is almost impossible; they will always be doing another thing. Nevertheless, students are not aware of the damage they are doing when they are wasting thirty minutes to check their social media network accounts instead of working on a paper.

Students find that they are using social media as a network of procrastination or a place to evade, particularly when they have a task or homework to do. A research done by the Ohio State University has showed that students who use Facebook pass short time studying and usually have bad marks than those students who do not utilize these popular social media sites (Cowler-Amoss, 2012). It is all about how the student balance the time he has between the Internet and entertainment and academical duties.

One social network in particular has a great effect on the world today, especially on students. With 845 million users, Facebook is starting to have negative effects on students grades and their educational achievements. It is absolutely clear that many students are not capable to cognitively manage their absorption of Facebook and it is affecting their personality and studying habits. It is a very difficult to disregard social media since there are persistent distractions and new information have been updated into the system, i.e. pictures being shared and status updates of friends. Many students are avowing that social media networks are the reason to their lower grades (Weeks, 2011).

An article written by Fewkes explains that 90% of students that had participated in his survey were University students (2012). This part of a demographic is very effective and it would be an important success if there could be a positive link between social media networks and education. Some educational institutions though intend to use social media networks to boost learning. Students are very active on social networking sites, meaning that many have good communication skills. It is a challenge for schools to integrate social media sites into their education while managing the content the students can connect when they are in class. There have to be a change from social media network such as Facebook or Twitter from affecting students’ performance negatively to an effective and beneficial network for students to use it in their assignments and studies (J, Paton 2012).

Many researches have been conducted to show that social networks are the cause to the degradation of students’ grade and educational performance. Twitter and Facebook,

distract students when they need to revise a lecture, write a paper, or study for exams and test. The distraction is called “continuous partial attention” (Conley, 2011)

### **1.7 History of procrastination**

Before 800 BC, Greek poet Hesiod recorded in one of the earliest possible citations of procrastination that *a man who puts off work is always at hand-grips with ruin* (Steel, 2007). Taking into account this compatibility of belief, extending to a time about three thousand years ago, regarding procrastination as a typical human weakness.

Three hundred years later, in 500 BC, Lord Krishna warns against procrastination in The Bhagavad Gita, the most holy text of Hinduism. History is full of many known procrastinators: as Leonardo Da Vinci who lamented late in his life that he could not complete too much of his drawings and Hamlet who basically delayed action for most of his self-titled play with significant poetry and prosaic involving his monologue beginning with *To be or not to be, that is the question*.

In their book, Ferrari, et.al (1995). They asserted that procrastination had been existed throughout the ages but that it only got truly unsatisfying effects with the coming of the industrial revolution in 1750s. Before that, procrastination was seen ordinarily. Considering all the facts, it can be said that, the ratification that procrastination is a recent issue may to a certain way, be correct. Because self-reports of procrastination have showed that it may be on the rise (Kachgal et al., 2001).

Regardless of this increment, historical references have shown that views about procrastination have been reasonably persistent throughout history: It is and has long been a widespread issue (Steel, 2007).

Returning back to year of 44 BC, we see Marcus Tullius Cicero as the consul who had the highest status in the empire of Rome and as a very famous spokesman who spoke against many political enemies, such as Marcus Antonius, who murdered him later. In one of a sequences of speeches criticizing Marcus Antonius, Cicero proclaimed: *In the conduct of almost every affair slowness and procrastination are hateful* (Philippics, 6:7).

We are graced with this life which is based on time and this latter is more precious and important to be availed than anything else, every moment in our life is valuable and we should be aware that we are a part of the universe and nature itself not the centre of it. Thus the more we let for tomorrow what can be done today, the more we're losing our inner brilliance. As Marcus Annius Verus Antonius Aurelius, commented on procrastination saying:

*Think of all the years passed by in which you said to yourself “I’ll do it tomorrow”, and how the Gods have again and again granted you periods of grace of which you have not availed yourself. It is time to realize that you are a member of the universe, which you are born of nature itself, and to know that a limit has been set to your time. Use every moment wisely, to perceive your inner refulgence, or it will be gone and nevermore within your reach. (Meditations, 2.4).*

## **1.8 Procrastination and Academic Achievement**

Academic achievement which is also known as an academic performance is explained as getting higher grades in academic exams. (Ablard & Parker, 1997). Academic performance is a way to measure fixed educational objectives are accomplished that can be done either in persistent assessment (like academic duties) or final exams both have their own benefits and flaws (Ward, et.al, 1996)

According to Owens and Newbegin(1997) though most of the students do their work before the deadlines, there are some who let their duties to the last minute or do not do it at all. Where there are many causes as to why the assignments was not finished at time, while the reasons given are irrational or not reasonable (Ferrari et.al. 1998)

According to Klassener, et.al (2008), student who accomplish higher GPA (grade-point-average) attend to have lower standards of procrastination in contrast to those with lower GPA showing probably it is not so much as a causal relationship but more of a two-way connection, as continuing successful outcomes encourages the student to procrastinate less as a standard of a motivation to apply.

The connection can also be understood by social learning theory of operant conditioning, where the persistent successful results, affirms the conduct to not procrastinate. Furthermore, Day, Minsks and O'Sullivan (2000) also see that the majority of students got lower grades because of postponing to start working on the tasks and so hypothesized that procrastination is mainly about failure in organizing time and starting to work before the deadlines. The cause behind as to why the majority students begin working on their assignments can generally be described by the term planning fallacy which is the tendency to optimize about the long period needed the finish the project. Human beings are optimistic in nature (Optimism Bias) (psychology textbook) also include

that they can finish their academic duties in the time they have guessed it will take to complete through faulty time predicted (Lay, 1998). Combining both of these errors of social cognition gives rise to the clarification as why most of the students keep procrastinating because even though they know that their previous forecasts have been very optimistic, they still think that their current predictions are rational (Buehler, et.al , 2002). Collectively, there seems to be reliable practical proof signifying a negative relationship between academic procrastination and academic success.

On the other hand, a more recent study on procrastination conduct on performance has revealed astonishing consequences with Chu and Choi (2005) arguing that there are positive effects of procrastination on performance. Nevertheless in this situation Chu and Choi (2005) distinguished between two forms of procrastination as passive procrastinators and active procrastinators. Chu and Choi (2005) defined passive procrastinators like those who procrastinate due to indecision and consequently fail to perform and finish the given projects on time. However, passive procrastinators can have the same perception as procrastinators in the traditional sense. On the contrary, active procrastinators on the other hand are those who intentionally choose to procrastinate as they prefer to work under time constraint. Procrastination is not simply an issue caused by lack of time management, but involves cognitive, affective and behavioral aspects. As such passive procrastinators because of their incapability to make a choice in a timely manner consequently show that the difference in cognitive dimension in comparison to active procrastinators who are cognitively capable to make rapid and reasonable decision while considering the priority of the task, therefore being able to perform at high levels. Eventually, active procrastinators achieve importantly higher GPA in comparison to passive procrastinators.

## **1.9 Conclusion**

This chapter covers the prominent points that are related to procrastination, where there was a huge investigation in the field. This chapter discusses the spread of procrastination, and focuses on the major consequences of this psychological behavior, such as maladaptive and adaptive procrastination. In addition to that; the crucial point here is to provide an obvious explanation and devotes understanding about the aspects caused by the target phenomenon, then we move to discuss the historical roots of procrastination.

The next chapter will focus on the introduction of the different research instruments and on the explanation of the research procedure that may add viability to the present

study. Information about the different participants (students) will be further provided to better picture the investigation procedure.

# *Chapter two*

## *Methodology*

2.1 Introduction.

2.2 Background of the Study.

2.3 Research Questions.

2.4 The Purpose of the Study.

2.5 The Importance of the Study.

2.6 The Sample and the Population.

2.7 The Limitations.

2.8 Research Instruments.

2.9 Research Instruments Procedures.

2.10 Conclusion.



## **2.1 Introduction**

The Research methodology is a systematic way to solve a problem. It is a science of studying how research is to be carried out. Essentially, the procedures by which the researcher goes about the work of describing, explaining and predicting. It is the study of methods by which knowledge is gained. Its aim is to give the work plan of research.

This chapter has been categorized into eight sections: (1) Background to the study, (2) Research Questions, (3) Purpose of the study, (4) Importance of the study, (5) Sample and population. (6) Limitations. (7) Research instruments. (8) Research instruments procedures.

## **2.2 Background of the Study**

While I was searching for documents for the topic of my dissertation, I have discovered the word procrastination which motivated me to write something about it and make an investigation among students.

People usually wonder what is the real meaning procrastination, procrastination is known as intentionally putting off an assignment to another time, that may result in unfavorable consequences such as rising stress to individuals (Hoppe and College, 2011; Steel, 2007). The issue of procrastination touches everyone in the most population and it doesn't exclude adults or teenagers, and University students are frequently engaged in this bad habit. In addition to that, most researches have been suggested that procrastination regularly associated with different maladaptive cognitions and behaviors that can affect individuals' success (Ferrari, et.al 1995; Gendron, 2011; Park and Sperling, 2012)

The study of procrastination and its effects has attracted the attention of researchers and gained advanced empirical investigations within the field of psychology and pedagogy over the last few decades. Overall, procrastination has long been characterized as a negative behavior and procrastinators see this behavior as an issue that they need to decrease because of its serious negative results (Ferrari, 1991; Solomon & Rothblum,1984).

However limited studies have been found for the positive effects of procrastination on students' performance, this effect remains largely investigated. It is highly recommended for the researchers to investigate and explore in this problem. Thus, in the present study. The primary purpose of the study is to investigate the consequences of academic procrastination on academic achievement both positively and negatively.

### **2.3 Research Question**

The present study intends to answer the following research questions:

1-To what extent does academic procrastination affect students' performance negatively?

2-to what extent do students delay academic tasks to perform better under time pressure?

### **2.4 The purpose of the Study**

The current study was designed to find out how can procrastination affect University students' performance. Besides, the researcher in this study also wants to find out the frequency of procrastination in variety of academic tasks. Then, this study also aimed to investigate the academic procrastination and its relationship to students' performance. Specifically, this study explores the correlate of self-handicapping with procrastination. Moreover, the current study is designed to find out how can Social Networks affect students' performance. In short, the primary purpose of this study is to construct a linkage between academic success and students' academic procrastination.

### **2.5 The Importance of the Study**

Looking into procrastination as a branch of study will help the researchers in many areas. The issue of procrastination appears to become worst constantly, mainly among university students. Therefore, majority of researchers want to find out how and why in purpose of taking right beneficial steps to overcome this phenomenon. Some specialists, such as psychologists, school directors and teachers attempt to discover inestimable knowledge by studying this research and try to solve this problem around them.

Through this study, the researchers will enhance their knowledge and better understanding whether lower grades and students' performance are linked to academic procrastination among university students. Furthermore, this study also permits the coming generation more comprehend at which point procrastination affects and how this behavior has high impact in their every day life. They will be more conscious of it and capable to avoid engaging in this habit. In particular, the more they are aware about the reasons and outcomes of procrastination, the less they procrastinate. Actually, none can completely leave the habit of procrastination, but can decrease this behavior in daily life. Also, as a student, they will be aware about the effects of procrastination and attempt to decrease the tendency of delaying their academic assignments.

## **2.6 The Sample and the Population**

The concerned population is constituted of Master One and Two LMD students at the University of Dr. Moulay Tahar in Saida during the academic year 2015/2016. The students who respond to the questionnaire are chosen randomly (80) from master one and two student among the total number (120) as a sample for our case of study.

## **2.7 The Limitation of the Study**

There are several limitations to be highlighted in the current study. First because of time limit, this research was conducted only on small size of the population. The respondents in this study were first and second master students that are selected from University of Saida Dr. Moulay Taher. Hence, the findings cannot be generalized to the larger population. The study should have more participants at different levels and universities. Second observation was conducted in three classes which have lasted for three weeks. Three weeks were not enough for the researcher to observe all of the students' performance in their classes, and their tendency to procrastinate. Most of students do not know the word procrastination. Thus, a further explanation was required. Finally some answers were not authentic, i.e. the respondents answer the questions without getting the real meaning of the question.

## **2.8 Research Instruments**

In order to carry out this study and achieve its objectives effectively, the most convenient research methodology seems to be questionnaire and observation. In essence, using more than one research tools has been proved to be more advantageous to gear the needs of the investigative study. Simply, because "...considering a panoply of assessment measures and possibly adopting more than one in any given study would allow for greater rigor than if only one approach is used" (Cohen,1998:65).Such variation in research instruments tools is meant to investigate the many variables surrounding the effect of procrastination on students achievement. For all these reasons the data collection procedure has included a classroom based-observation three coupled with one questionnaire administered to the students in question. In fact, each research instrument offers unique advantages as well as disadvantages.

In sum, we provided the different stages that were undertaken during data collection procedure and the main purposes that we had recourse to while collecting and analyzing the data obtained for each research instrument.

## **2.9 Research Instruments Procedure**

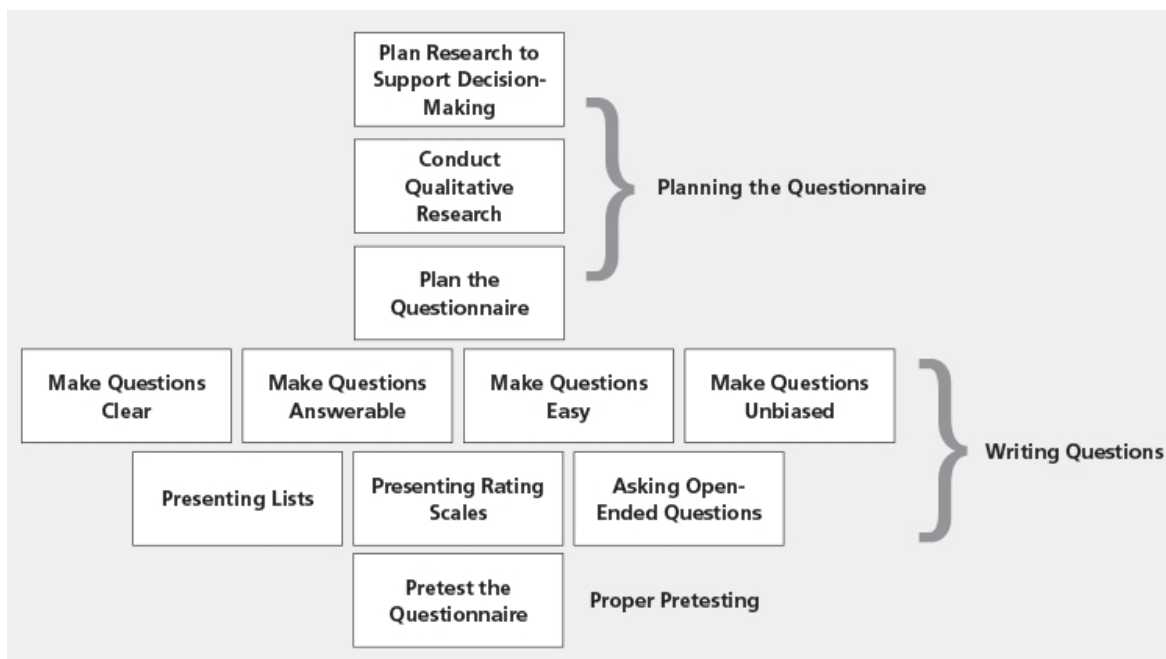
### **1-Questionnaire**

A questionnaire is a set of systematically structured questions used by a researcher to get needed information from respondents. Questionnaires have been termed differently, including surveys, schedules, indexes/indicators, profiles, studies, opinionnaires, batteries, tests, checklists, scales, inventories, forms. They are:

*...any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers. (Brown 6)*

The questionnaire may be self administered, posted or presented in an interview format. A questionnaire may include check lists, attitude scales, projective techniques, rating scales and a variety of other research methods. As an important research instrument and a tool for data collection, a questionnaire has its main function as measurement (Oppenheim 100). It is the main data collection method in surveys and yield to quantitative data. Also, due to provision for open ended, the instrument may be used to generate qualitative and exploratory data (Dornyei 101).

We use questionnaire first to see whether students are engaged in procrastination, and to what degree it has an effect on their academic performance. Second to probe information about the circumstances that leads to procrastination. Finally to identify the respondents' awareness about this habit.



**Figure1. The Framework for Writing Questionnaires: David F Harris, (September: 2015)**

## 2-Observation

Marshall and Rossman define observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study"(1989) (p.79). Observations enable the researcher to describe existing situations using the five senses, providing a "written photograph" of the situation under study (Erlandson, et.al 1993). DeMunck and Sobo (1998) describe participant observation as the primary method used by anthropologists doing fieldwork. Fieldwork involves "active looking, improving memory, informal interviewing, writing detailed field notes, and perhaps most importantly, patience" (DeWalt 2002:vii). Participant observation is the process enabling researchers to learn about the activities of the people under study in the natural setting through observing and participating in those activities. It provides the context for development of sampling guidelines and interview guides (DeWALT & DeWALT, 2002). SCHENSUL, et.al (1999) define participant observation as "the process of learning through exposure to or involvement in the day-to-day or routine activities of participants in the researcher setting".

The observation was carried out during the first semester of the academic year 2015-2016 within a first and second master classroom at Saida University. Observation was conducted in three classes which have lasted for three weeks. We used observation as research tool to record information about students attitudes and behavior in class, and

teacher' teaching method, and to collect data about learners motivation, respect of the time and interest, towards learning and achievement of their goals.



Figure2: Classroom observation, Gwynne Dyer, ( November: 2012).

## 2.10 Conclusion

The purpose of this chapter is to allow readers to evaluate both the appropriateness of the methods used in this study and the reliability and validity of the results. This chapter is considered to be the gate to the practical side of the study. To achieve these aims, we begin the chapter by discussing some key methodological issues and considerations concerning the research design of this investigation before presenting the research design itself. Then, we introduce the methods that are used, describe the participants and the research sites, explain the processes used to create the instruments specially designed for this research, and summarizes the data collection procedures. In the next chapter, we are going to apply these tools in order to start our study.

# *Chapter three*

## *Field of the study*

3.1 Introduction.

3.2 Findings and Analysis

3.2.1 Students Questionnaire

3.2.2 Discussion and analysis of the findings

3.3 The Classroom Observation.

3.3.1 Design of the Classroom Observation.

3.3.2 Description and Analysis of the Findings.

3.3.2.1 Master Two Didactics: General observation.

3.3.2.2 Master One Literature: Learners attitudes inside class.

3.3.2.3 Master One Didactics: Learning and achievement process.

3.4 Conclusion.

### **3.1 Introduction**

Dealing with this third chapter as the practice of our study (the field of study); our aim from this investigation is to see and describe the impact of procrastination on learners' achievement and whether it has a positive or negative effect. This part, or chapter is devoted to the analysis of a descriptive study which is made at the level of first and second year master students didactics, literature and civilization stream at Dr. Moulay Taher University of Saida, students questionnaire and classroom observation' findings are going to prove our hypotheses.

### **3.2 Findings and Analysis**

#### **3.2.1 Students' Questionnaire**

The purpose of asking such questions is to investigate the effect of procrastination behavior on students' performance.

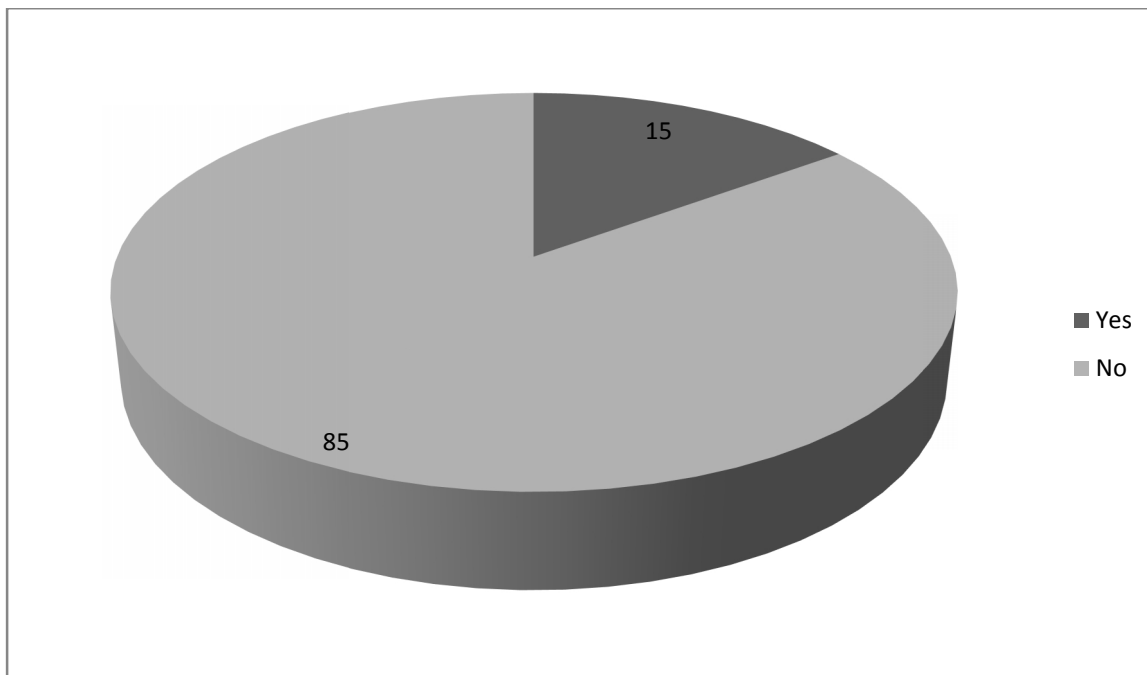
**Question 01:** Does procrastination affect people only in an academic way?

- a- Yes
- b- No

| <b>OPTION</b> | <b>NUMBER</b> | <b>PERCENTAGE</b> |
|---------------|---------------|-------------------|
| <b>YES</b>    | 12            | 15%               |
| <b>NO</b>     | 68            | 85%               |
| <b>TOTAL</b>  | 80            | 100%              |

**Table3.1: Students performance with procrastination.**





**Figure 3.3: Students performance with procrastination.**

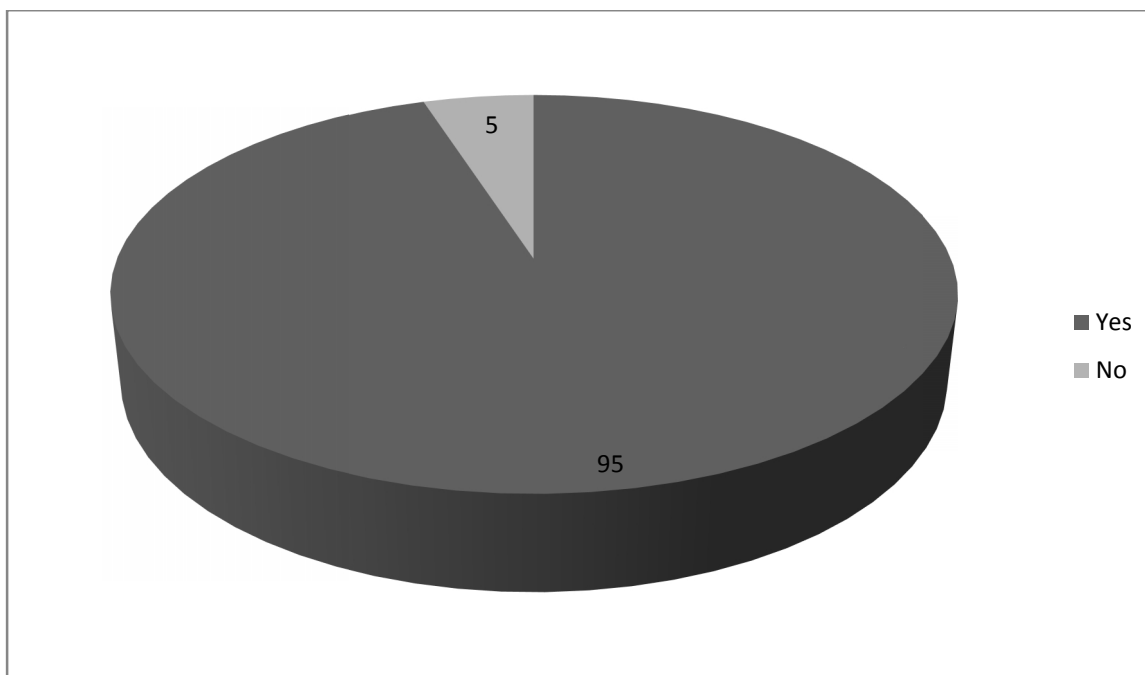
The first chart above shows that the majority of students (85%) think that procrastination affects people in their every day life not academically only. Whereas, (15%) of them find that only students are involved in procrastination.

**Question 02:** Do you think time management can prevent procrastination?

- a- Yes
- b- No

| OPTION | NUMBER | PERCENTAGE |
|--------|--------|------------|
| YES    | 76     | 95%        |
| NO     | 4      | 5%         |
| TOTAL  | 80     | 100%       |

**Table 3.2: The importance of time to avoid procrastination.**



**Figure 3.4: The importance of time to avoid procrastination.**

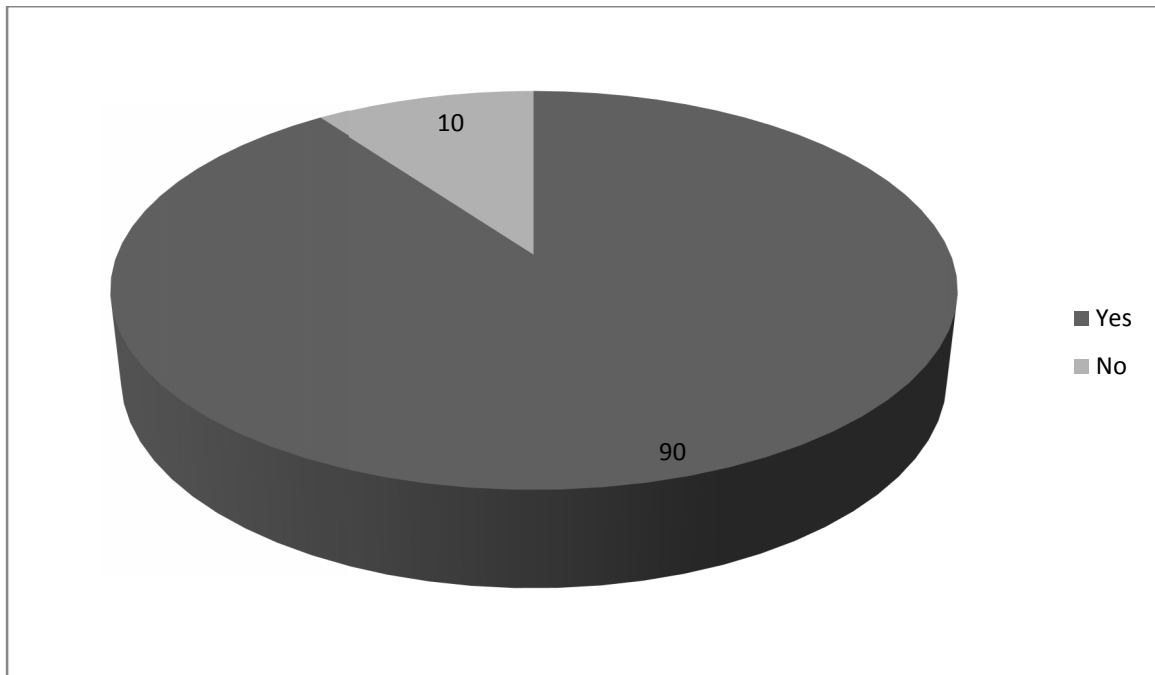
From the figure, we notice that the highest percentage of students (95%) claim that managing time can prevent procrastination; however, others (05%) see that time management is not a major factor to avoid procrastination.

**Question 03:** Does procrastination affect you psychologically and spiritually?

- a- Yes
- b- No

| OPTION | NUMBER | PERCENTAGE |
|--------|--------|------------|
| YES    | 72     | 90%        |
| NO     | 8      | 10%        |
| TOTAL  | 80     | 100%       |

**Table 3.3: The effect of procrastination on the psychological state.**



**Figure 3.5: The effect of procrastination on the psychological state.**

The chart above displays to what degree students are affected by procrastination spiritually. The majority of students (90%) see that procrastination affects them internally. While, (10%) say that engaging in procrastination has no impact on their spiritual state.

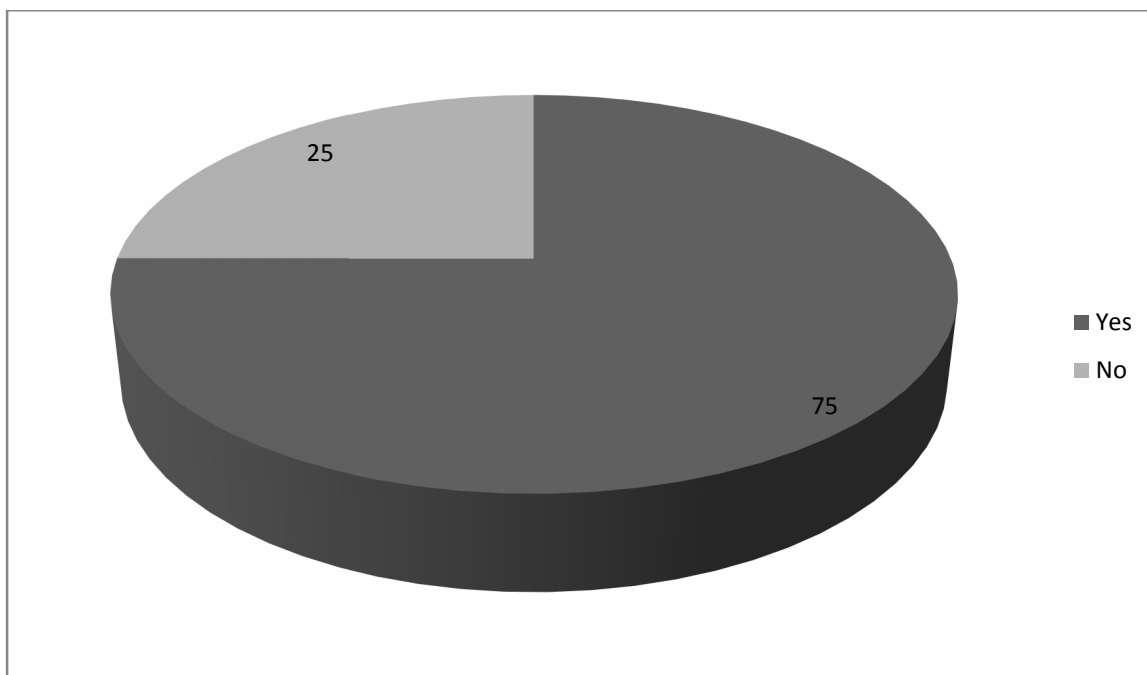
**Question 04:** Do you think that social networks lead to procrastination?

a- Yes

b- No

| OPTION | NUMBER | PERCENTAGE |
|--------|--------|------------|
| YES    | 60     | 75%        |
| NO     | 20     | 25%        |
| TOTAL  | 80     | 100%       |

**Table 3.4: The impact of social network on students' achievement.**



**Figure 3.6: The impact of social networks on students' achievement.**

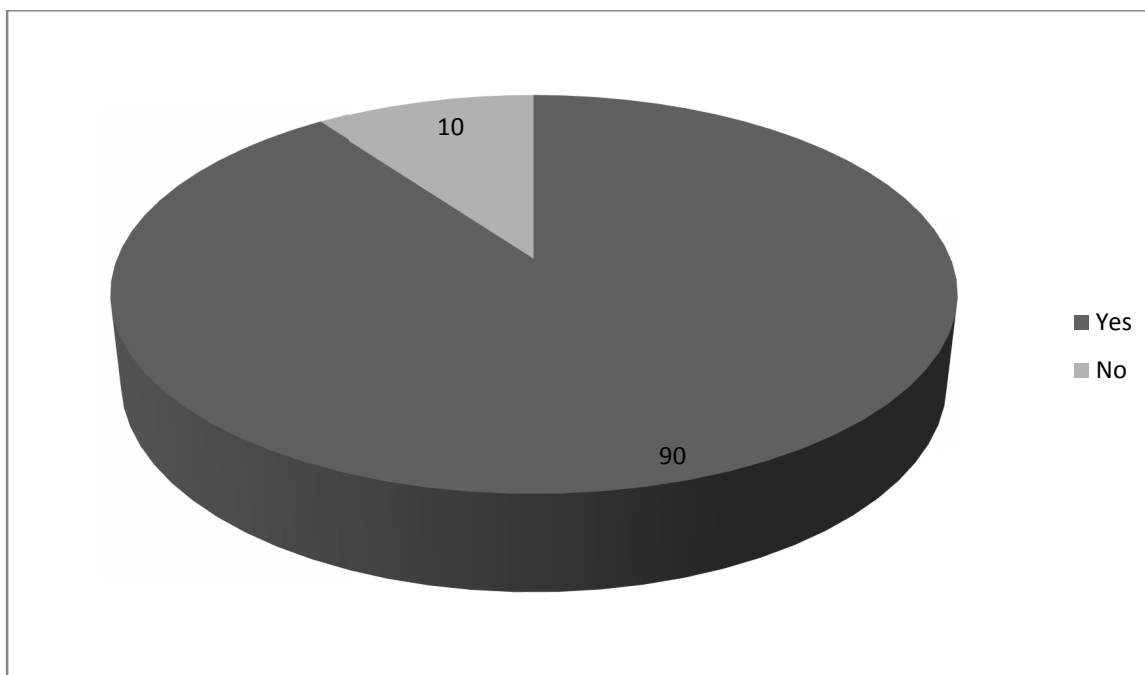
Regarding students answers, about 75% of them state that social networks are responsible for students' procrastination. Whereas, 25% say that social networks have nothing to do with students' procrastination, they see social networks as an entertaining means.

**Question 05:** Does the lack of teachers' feedback have an impact on students' motivation?

- a- Yes
- b- No

| OPTION | NUMBER | PERCENTAGE |
|--------|--------|------------|
| YES    | 72     | 90%        |
| NO     | 08     | 10%        |
| TOTAL  | 80     | 100%       |

**Table 3.5: The effect of lack of feedback on student' motivation.**



**Figure 3.7: The impact of lack of feedback on student' motivation.**

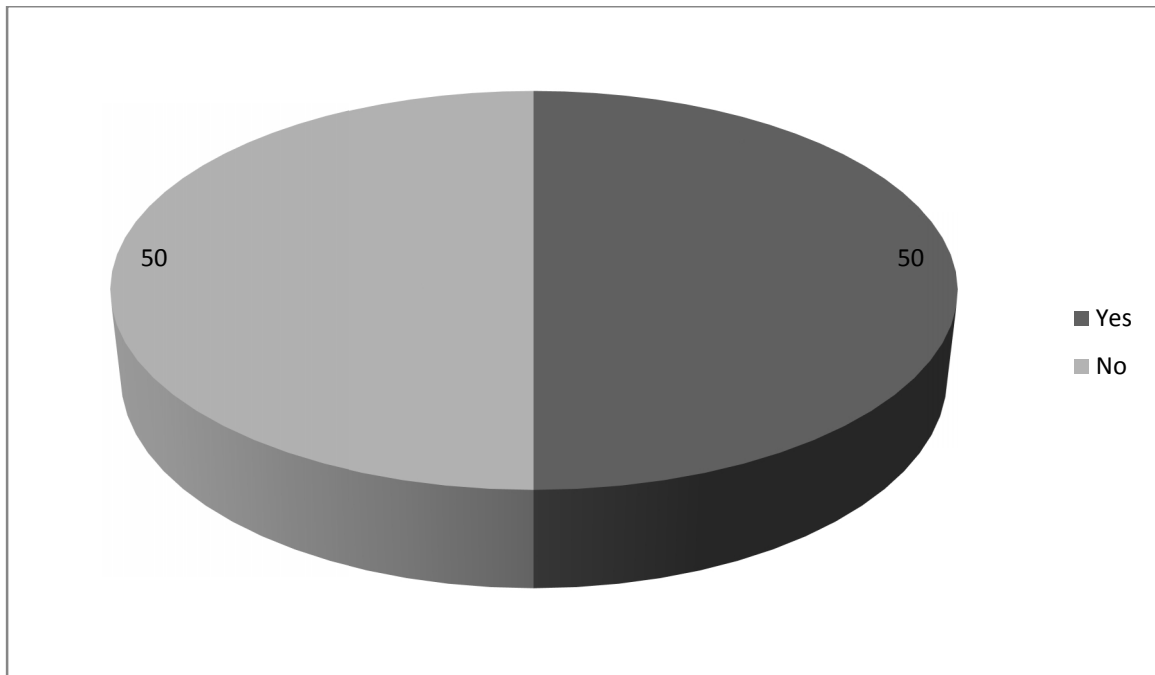
From the pie chart, we can notice that the majority of students 90% say that the lack of teacher' feedback affects students' motivation. In contrast, (10%) of them deny this statement.

**Question 06:** Do you start thinking about tasks and assignments along before the deadlines?

- a- Yes
- b- No

| OPTION       | NUMBER | PERCENTAGE |
|--------------|--------|------------|
| YES          | 40     | 50%        |
| NO           | 40     | 50%        |
| <b>TOTAL</b> | 80     | 100%       |

**Table3.6: postponing academic tasks.**



**Figure 3.8: postponing academic tasks.**

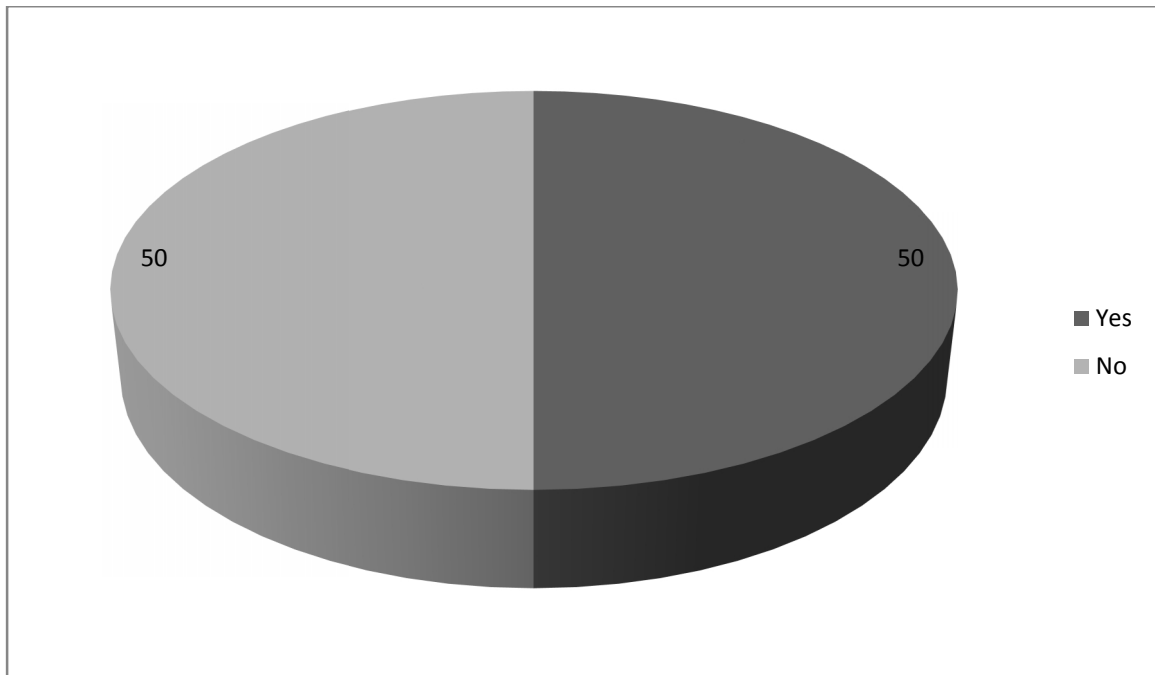
From the figure above, we understand that 50% of students do their assignments along before the deadlines, whereas 50% of them do not think about doing their tasks until the last minute.

**Question 07:** Is the difficulty of the tasks the reason behind procrastination?

- a- Yes
- b- No

| OPTION       | NUMBER | PERCENTAGE |
|--------------|--------|------------|
| YES          | 40     | 50%        |
| NO           | 40     | 50%        |
| <b>TOTAL</b> | 80     | 100%       |

**Table 3.7: procrastination and task difficulty.**



**Figure 3.9: Procrastination and task difficulty.**

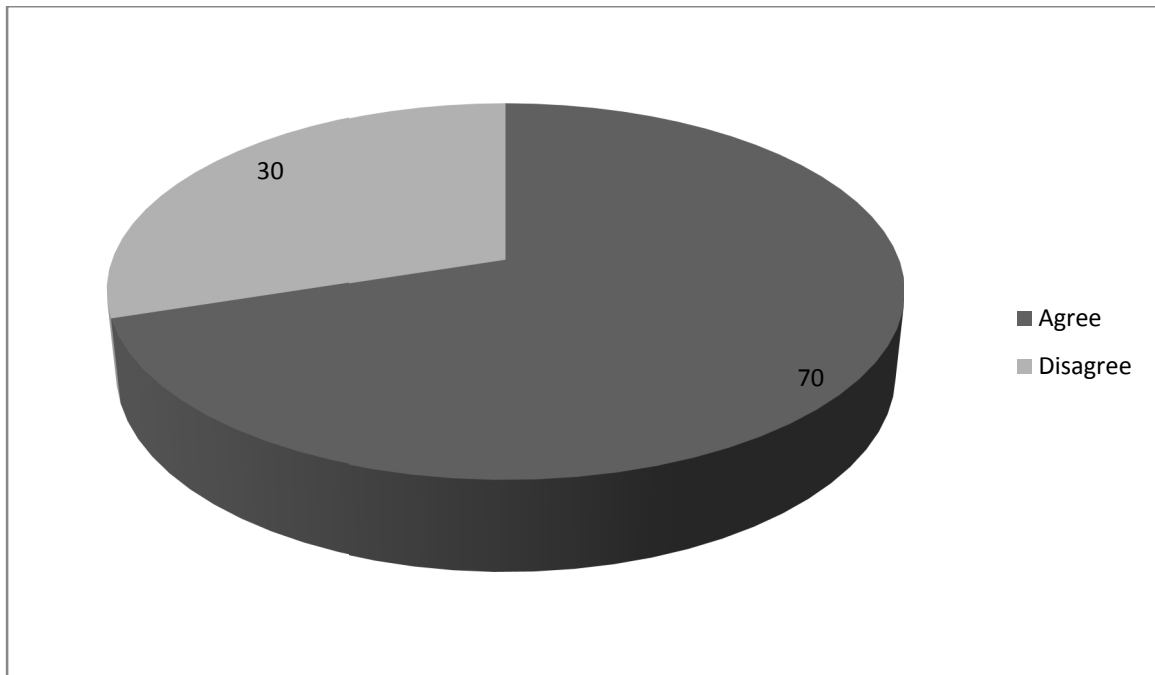
The chart above displays whether the difficulty of the task is a reason behind procrastination. 50% of students agree, however 50 % do not.

**Question 08:** Procrastinators are usually unsure of themselves and their capabilities.

- a- Agree
- b- Disagree

| OPTION       | NUMBER | PERCENTAGE |
|--------------|--------|------------|
| YES          | 56     | 70%        |
| NO           | 24     | 30%        |
| <b>TOTAL</b> | 80     | 100%       |

**Table 3.8: Procrastinators' confidence of their capabilities.**



**Figure 3.10: Procrastinators' confidence of their capabilities.**

The pie chart above shows that the majority of students (70%) agree that procrastinators are not sure of themselves and capabilities. In contrast, (30%) of them disagree about that statement.

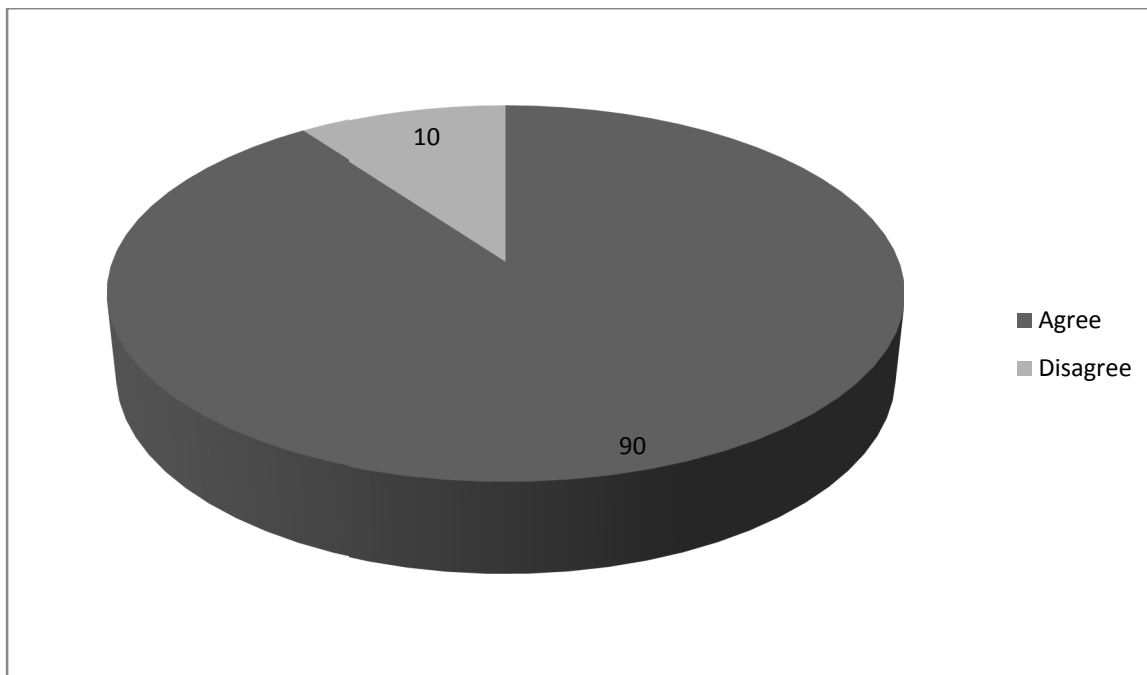
**Question 09:** Procrastination is very common among students.

- a- Agree
- b- Disagree

| OPTION   | NUMBER | PERCENTAGE |
|----------|--------|------------|
| AGREE    | 72     | 90%        |
| DISAGREE | 08     | 10%        |
| TOTAL    | 80     | 100%       |

**Table 3.9: the spread of procrastination among students.**





**Figure 3.11: The spread of procrastination among students.**

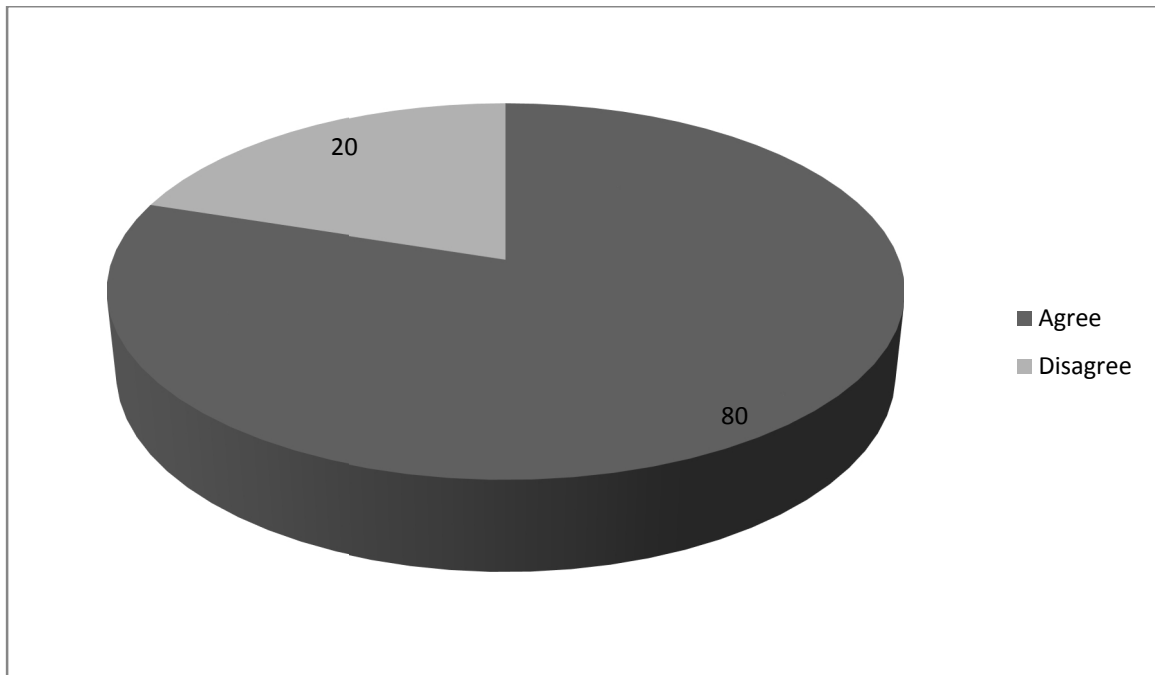
From figure above we notice that the majority of students (90%) agree on the fact that procrastination is common among students.

**Question 10:** Technology has become a major factor that contributes procrastination.

- a- Agree
- b- Disagree

| OPTION   | NUMBER | PERCENTAGE |
|----------|--------|------------|
| AGREE    | 64     | 80%        |
| DISAGREE | 16     | 20%        |
| TOTAL    | 80     | 100%       |

**Table 3.10: The effect of technology on students' performance.**



**Figure 3.12: The effect of technology on students' performance.**

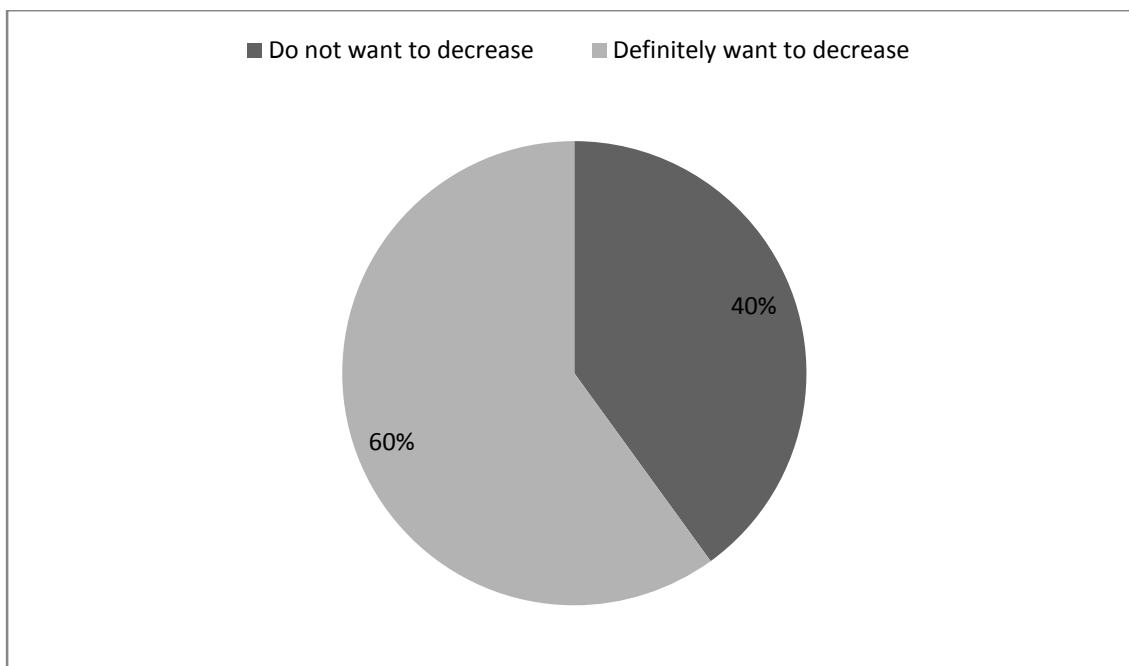
The chart pie shows that most of students (80%) see technology as one of the factors that lead to procrastination; whereas, (20%) do not share the same point of view.

**Question 11:** To what extent do you want to decrease your tendency to procrastinate on studying for exam?

- a- Do not want to decrease
- b- Definitely want to decrease

| OPTION                      | NUMBER | PERCENTAGE |
|-----------------------------|--------|------------|
| Do not want to decrease     | 32     | 40%        |
| Definitely want to decrease | 48     | 60%        |
| <b>TOTAL</b>                | 80     | 100%       |

**Table 3.11: Students' intention to decrease their tendency to procrastinate.**



**Figure 3.13: Students' intention to decrease their tendency to procrastinate.**

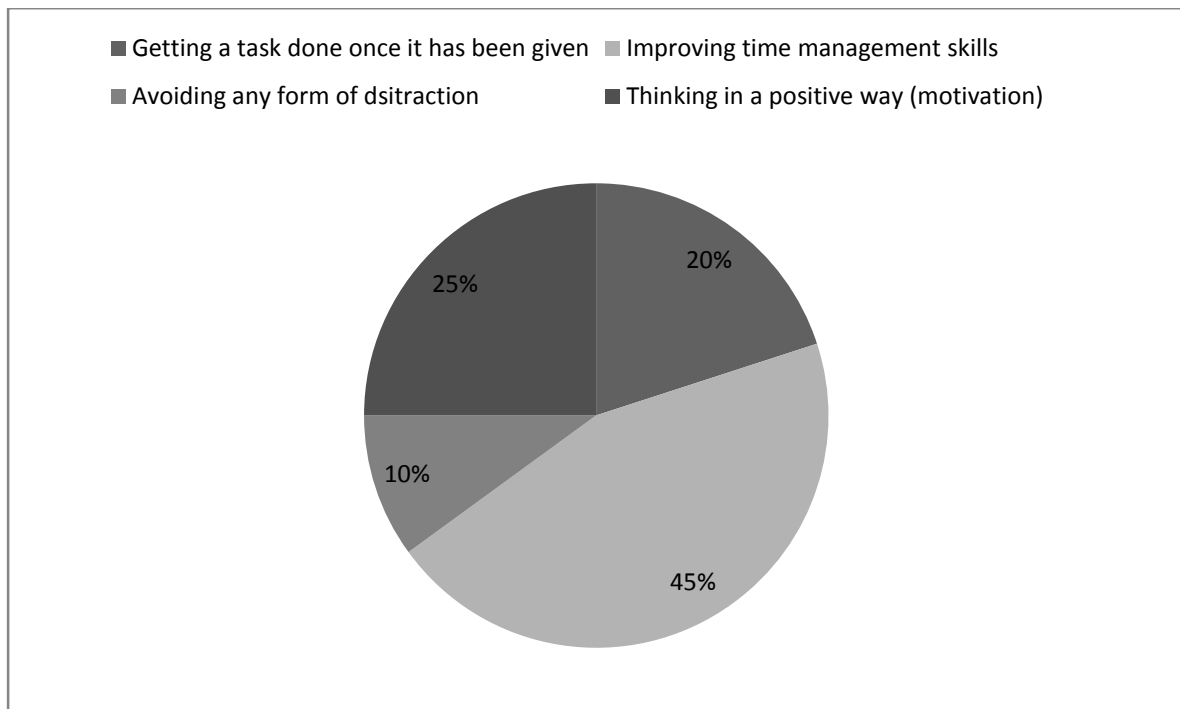
Regarding students answers, about (40%) of them have no intention to decrease their tendency to procrastinate. In contrast to (60%) of them who want definitely to reduce this habit of procrastination.

**Question 12:** What do you think the best way to overcome procrastination?

- a- Getting a task done once it has been given
- b- Improving time management skills
- c- Avoiding any form of distraction
- d- Thinking in a positive way (motivation)

| OPTION                                     | NUMBER    | PERCENTAGE  |
|--|-----------|-------------|
| Getting a task done once it has been given | 16        | 20%         |
| Improving time management skills           | 36        | 45%         |
| Avoiding any form of distraction           | 08        | 10%         |
| Thinking in a positive way (motivation)    | 20        | 25%         |
| <b>TOTAL</b>                               | <b>80</b> | <b>100%</b> |

**Table 3.12: overcoming procrastination.**



**Figure 3.14: overcoming procrastination.**

From this chart, we notice that most of students (45%) see that improving time management skills can avoid procrastination, whereas, (25%) of them say overcoming this habit is by thinking positively; however, (20%) of respondents think that doing a task in time stop being engaged in procrastination. In contrast to (10%) of them who claim that avoiding any kind of distraction may prevent this behavior.

### 3.2.2 Discussion and analysis of the findings

First of all, the chosen sample in this study reveals that the majority of students see that all people are involved in procrastination in their everyday life not only in the academic setting. Most of the respondents think that managing time is the best way to avoid being engaged in this habit, because wasting time on unimportant things, and neglecting the academic assignment have negative outcomes on student grades.

On the other hand, in the third question 90% of students declare that procrastination has an impact on their psychological and spiritual state; however, students become anxious when they meet deadlines, and they have not finished their work yet. That affects their self-confidence and self-esteem negatively. In question four more than the half of students see that social networks and technology are among of the reasons that lead to procrastination, by spending most of their time on Facebook or Twitter, while there is a lot of work to do. On the other hand about 90% of respondents say that lack of teacher' feedback have an impact on student' motivation, therefore, they blame teachers

carelessness of not providing them with support to enhance their abilities and increase their internal motivation. Besides, students think that teachers do not create activities or tasks to attract their attention in class; this may enhance students' interest and motivation during the lecture and even in further tasks where students develop this concept of competition. In this regard, students will not feel bored anymore, but will do their best in order to attract the teacher's attention through the strong relationship between both teachers and students. In question six, the half of students think about doing tasks and assignments along before the deadlines to avoid the time pressure, while other students may not pay much attention to tasks with far-away deadlines, by letting their home work to the last minute because they do not give much importance to their academic tasks. It can be explained that this is due to the teachers' role in classroom as a controller and a continuous adviser for the learners who seek not only success but personal development as well. In question seven also half of the students see that the difficulty of the tasks is the reason behind procrastination, whereas the others do not think so, even when the task is easy some students do procrastinate. Procrastinators are usually unsure of themselves and their capabilities. Thus they may struggle with feelings of low self-confidence and low self-esteem. They may insist upon a high level of performance even though may feel inadequate or incapable of achieving their goals. More than half of the students want to decrease their tendency to procrastination, to perform better and achieve higher grades in studying. The last question where students (45%) think that improving time management skills can prevent procrastination, whereas, (25%) of them say overcoming this habit is by thinking positively; however, (20%) of respondents think that doing a task in time stop being engage in procrastination. In contrast to (10%) of them say avoiding any kind distraction prevent this behavior. Time management is a major key to improving students level, it starts normally at a very young age, where the child learn how to arrange his room and toys for example, and this sense of responsibility grows within the individual step by step and through time, individuals will learn how to plan for their life, their studies and their jobs. Managing time is managing a whole life.

### **3.3 The Classroom Observation**

We conducted an observation to explore what goes on inside the classroom, either between the teacher and the learners or the learner attitude and behavior i.e. motivation,

interest, and respect of time. Our observation was applied with first and second year master classrooms at Saida University.

### **3.3.1 Design of the Classroom Observation**

The observation involves three classes which are chosen randomly from master one didactics and literature, and master two didactics. The observation of those classes was made by observing those classrooms with different teachers, and at different times. Each class session consists of one hour and half to explore the extent to which students procrastinate in the classroom and the extent to which the teachers make a good atmosphere to motivate and attract the student attention to learn. The physical setting, the learners' interaction and the teacher' actions were observed through the observation over the session that is devoted for each class. Reflecting classroom attitude perspectives: learners' attitude, teacher-learner interaction. The first session is designed for observing the management of the learning environment. The second session is devoted for the observation of the learners' behavior inside the classroom; however, the last session is designed for observing the learning and Achievement process.

### **3.3.2 Description and Analysis of Classroom Observation**

#### **3.3.2.1 Master Two Didactics: General Observation of the Classroom Management**

In the first session I have attended with the first class master two didactics, the physical setting took place in a clean, unorganized and lighting room. Since this session was programmed at morning the students felt active and more comfortable when interacting with each other or with their teacher.

I have observed that the teacher was first recapitulating the previous lesson with students before starting to explain the lesson, when there is a difficult term, he writes it on the table and tries to explain it. In this session, some students sometimes have made such noise in the classroom, so the teacher asked those students repeat what other students have said; in order to make them more interested in the topic that they were discussing and also to help the students who have some attention difficulties to concentrate more in the classroom. The teacher sometimes created a comfortable atmosphere in order to make the students more interactive, so they could ask questions to their teacher and discuss such views with other classmates. The teacher was asking them questions and give

motivating rewards such as extra points in the test, discussing with them such points related to the topic of discussion. Also, in this session, the teacher created such enjoyment in classroom; he made students smile and laugh which drove them to be more relaxed and more interactive during lecture.

### **3.3.2.2 Master One Literature: Learner Attitude inside the Class**

This section deals with a very interesting issue which is student's behavior. Many students' misbehaviors interrupt the process of learning to a high degree. Most of them they arrive late to the class, just a few of them respect the time and they arrive at time. Students do not appreciate the efforts given by the teacher. They respond using certain behaviors during the session. For example, they talk with each other while the teacher is explaining the lesson, eating during the session, playing with the mobile checking their Facebook page, refusing to do work, using inappropriate language, making noise, one of the students was sleeping, others pretend to follow and write with the teacher but in fact they do not...etc. All these misbehaviors hinder the smooth running of the lesson and are a waste of time for both students and teacher. Furthermore, the teacher uses some aggressive strategies toward these behaviors. For instance, exiting students from the class from time to time, use a harsh punishment, humiliating them in front of their friends ... etc. these aggressive strategies may lead to less interest in the subject being taught, absences from University. So the teacher should know how to manage these behaviors in a way that creates an atmosphere conducive to learning.

### **3.3.2.3 Master One Didactics: Learning and Achievement Process**

This last section covered the process of learning and achievement of students and unfortunately, some of them are not very interested in learning, and even they did not give kind of importance to the lesson, and they are not motivated to learn and participate with the teacher. When the teacher gives them certain activity to discuss in group work or in pairs; most of them are not prepared and engaged on task and they are completely absent minded. Only a few students are interested in those activities given by the teacher and participating with him, their eager and enthusiasm toward learning is very low, we can see there is no degree of interest. I asked the teacher about students' achievement during exams and tests; she replies that they are not satisfying all the times. Although the teacher

motivates her students from time to time by rewarding and praising but there is no positive reaction or respond with her. They ignore totally the subject; some of them do not bring their textbook or even write their lesson and follow with the teacher. The learning process is not very effective in this class that is why their achievement is low.

### **3.4 Conclusion**

As in other parts of society, procrastination emerges as a serious problem among University students. This study demonstrates how some students show the tendency to postpone the work they are expected to do. The simple excuse for their postponement is that they are trying to find convenient time to act; some of them always feel hesitant or unwilling in doing work that should be done without any delay whereas some other University students hang around until the very last moment to study for exams. The conduct sometimes develops to become a common practice or even a habit. This habit may become a chronic behavioral disease that these students suffer from throughout their lives. These information confirmed by the results obtained from the analysis of data gathered from students' questionnaire and classroom observation. The next chapter suggests some recommendations to overcome this habit procrastination.



# *Chapter Four*

## *Suggestions and Recommendations*

4.1 Introduction.

4.2 Awareness.

4.3 Time Managements Techniques.

4.4 Acquiring Management Skills.

4.4.1 Goal Vision.

4.4.2 Scheduling.

4.5 Motivation.

4.6 Strategies to Improve Classroom Behaviour and Academic Achievement.

4.6.1 Relationship between Behaviour and Academic Performance.

4.6.2 Offering Rewards.

4.6.3 Focus on Achievement.

4.6.4 Provide Hands-on Assignments.

4.6.5 Offer Support and Belief in the Students.

4.7 Further Recommendations.

4.8 Conclusion.

## **4.1 Introduction**

This study reveals the effect of procrastination on students' achievement. This chapter presents some suggestions to evolve some strategies on how to overcome procrastination. For the results of the present study shows that learning is more affected by lower grades when students procrastinate, active procrastinators struggled with anxiety, worry, and guilt as results of their engagement in this behavior. Thus, helping students feel better about procrastination by having its benefits does not seem to be the best approach. It might be more suitable to, first, help students understand procrastination and being aware about its effect on academic success. Second, identify efficient coping strategies to either control it or to decrease its appearance in students' life.

## **4.2 Awareness**

First, to overcome procrastination, it is necessary for student to know the real reason for procrastination, and what can procrastination serves him in his academic life. It is hard to find an efficient solution without having any idea about this issue. Increasing this awareness includes understanding students' behavior and the way of thinking that cause procrastination. It also includes measuring the effect of this habit. For a lot of people acquiring this insight about how procrastination protects them from feeling like they are not capable enough to accomplish a task, and having an idea that when they tend to engage into similar, unsuccessful, procrastinating behaviors takes much time to fix the problem. For example, two psychologists, Jane Burka and Lenora Yuen, have helped many people avoid procrastination, notify in their article, "Understanding the invisible causes behind procrastination often seems to weaken them" (Psychology Today, January, 1982).

## **4.3 Time Management Techniques**

To prevent procrastination, time management strategies and tools are essential, but we can not only focus on them. And, not all techniques of managing time are equally useful in dealing with procrastination. There are some time management methods that are more appropriate to avoid procrastination and others that can make it more hurtful. Affording rewards when finishing a task is the best way to satisfy one's self and decrease stress and fear. Those that are unalterable emphasize the amount of assignments and rise anxiety; in fact it can also increase procrastination and are thus reverse results. For examples, preparing a large list of "things to do" or programming every moment of the day

may raise stress and thus procrastination. Alternatively, choosing rational objectives (e.g. a feasible list of things to do), by dividing big tasks, and providing flexibility and allot time to things you enjoy as rewards for work completed.

Time management is a major key to improving students level, it starts normally at a very young age, where the child learn how to arrange his room and toys for example, and this sense of responsibility grows within the individual step by step and through time, individuals will learn how to plan for their life, their studies and their jobs. Managing time is managing a whole life.

#### **4.4 Acquiring Self-management Skills**

As long as the tendency to delay a project is almost related to the difficulty of the task, and considering its difficulty is proportional to one's skill in managing such projects, it means that developing student self-management and organizing skills (e.g. through breaking the project down into small pieces) reduces relative difficulty of the project, also decreases the possibility to engage in such a behavior. Simply putting, easy project is not scary. The more skilled student is at working on a task, the easiest it becomes.

Self-management systems give simple techniques to assist concentrated efforts and it may help the student to have a control on his projects and situations. No one plans to fail, but many people fail to plan. Self-management systems assist to maintain plans in clear direction. Following are some distinctive elements of a typical self-management system.

##### **4.4.1 Goal Vision**

This is a sort of a goal setting, but more implicated. It entails choosing the goal and writing the goal statement as usual. Then the goal is mentally visualized as much as possible, in a detailed manner, whenever there is a free time, and in each available spare moment. Thinking about those objectives by visualizing them mentally, hence this becomes a leading power of students' behavior. This might be the suitable strategy for effective projects and life goals.

##### **4.4.2 Scheduling**

Schedules serve at doing daily and weekly programs. However some students benefit more than others from a scheduled academic life, two things are linked to good schedules: They are both practical and flexible.

A feasible schedule affords the students, for example, to start working without obliging himself to finish early. When studying for an important exam, studying for three hours each morning and two hours in the evening with efficacy is sufficient, and Permitting him self to enjoy the rest of the day. An ordinary student is mentally capable to study and acquire knowledge for 6-8 hours per day for an exam, so he/she should organize this magnitude of study time maximally.

A flexible schedule is a program that is unaffected by disorder. Student should list his work around such things as his favorite TV which he may or may not watch. When studying and a friend or a neighbor asks for his help, then he should make up the lost time. This can decrease feelings of being overwhelmed and increase satisfaction in what student get done. The purpose of good schedule meets one's capabilities and gives him enough free time.

#### **4.5 Motivation**

Motivation is the key to accomplish achievement in studying and in everyday life. To overcome procrastination it is important to remain motivated for effective reasons. By productive reasons for learning and succeeding that leads to a positive, constructive, satisfying feelings and actions. These reasons are opposite to engaging in a project because of fear of failure, or to satisfy parents, or for showing off and improving himself in front of his friend, or by doing better than others. However all these reasons are usually very effective for achieving a goal, they are inefficient since they arouse maladaptive, often negative emotions and behaviors.

Another important key of success is to be vigorously interested to studies. For instance, being passive in class means that student do not understand well the course and its topics, and that may decrease student' motivation. When the student is not active he is possibly not doing much effort to understand the course and get course materials as he could. This may results indifference and confusion; in fact, it becomes boring and frustrating. The learner does not usually want to do annoying or frustrating things. Avoiding that by interesting really to comprehend course material, not memorize it or just "get through it". Alternatively, try (1) looking for what is interesting and may attract the student in the course materials, (2) student should try to make his own objective for every reading and class session, and (3) asking himself (and others) questions about what he is learning.

## **4.6 Strategies to Improve Classroom Behavior and Academic Achievement**

Taking steps to ameliorate academic achievement and result begins with increasing the behavior of students in the classroom. Though it may seem difficult, educators contribute greatly in making a comfortable atmosphere that motivate the student to learn, improve student conduct and create better academic performance at each level of education. Teachers can accomplish noteworthy achievement when implementing good strategies to improve student' conduct in the classroom.

### **4.6.1 Relationship between Behavior and Academic Performance**

The positive behavioral interventions and support program, a teaching and training organization for professional educators, reports considerable studies on its website that indicate students with bad classroom behavior often contend with academic skills.

Behavior academic consequences deal with the changes that student attitudes can have on the ability to keep good performance in the classroom. As behavior, academic results are relate to negative situations and bad conduct by students, so it becomes less encouraging, teacher can have difficulties to provide understanding to the whole class, positive development of student' behavior can increase achievement at all level.

### **4.6.2 Offering Rewards**

Offering reward is beneficial and motivational strategy that can give help to preserve good behavior. According to SuccessfulSchools.org, teachers can affect student motivation and give progress to the learning situation.

Through the integration of the rewards system for good management in classroom, educators better dominate student behavior problem in the class. Despite a classroom management rewards system cannot be applied on every situation, it is an important technique to increase students' motivation to seek for better achievement and good behavior during class.

### **4.6.3 Focus on Achievement**

Establishing high norms of education and accomplishment in the classroom is an easy strategy that assists students stay engaged in classroom material. A report (2012) by

The Center for Comprehensive School Reform and Improvement (CCSRI) looks at strategies for improving student behavior. The report, titled *Using Positive Student Engagement to Increase Student Achievement*, indicates that creating a class culture of achievement involves students in the process of acquiring and grasping knowledge.

Emphasizing on the achievement of learners in the classroom will demand an extensive strategy of establishing high educational norms, provoking students to fulfill the needs, supporting students to ask questions, and making adjustments to meet the requirements of every learner to enhance student achievement. Behavioral problems inside the classroom may seem disturbing at first, but classroom management rewards which are integrated with great expectations can make students interested in the module.

Anticipating students' achievement, asking questions and implicating students' needs in the syllabus can surely attract students' motivation. Behavioral challenges demand support, encouragement and the belief that students can accomplish high standards to get over the difficulties and distractions.

#### **4.6.4 Provide Hands-on Assignments**

According to the CCSRI, incorporating several learning styles into the coursework will make it easier for students to remain engaged. Each student has a different learning style and traditional instruction might not engage every student. Providing hands-on learning options and assignments will give students something different and encourage movement that can help reduce behavioral problems related to boredom, attention disorders or similar situations.

Diversifying the tasks is a simple way to attract student interest and keep it concentrating on the lesson. Behavior academic consequences can change when student motivation increased and start to participate and learn.

#### **4.6.5 Offer Support and Belief in the Students**

Helping students to enhance their accomplishment level is by believing in learners capabilities and giving support and encouragement throughout the school year. Students' misbehavior and negative action in the classroom, it can be linked to the absence of support and belief in their capabilities.

According to the CCSRI, researches have demonstrated that students are more probably to succeed academically when they realize the teacher is giving the support and encouragement, interested to learner achievement and honestly evaluate their weaknesses and strengths. It is simple to keep student motivated, when the students are obtaining sincere feedback to help them empower their weak areas.

Taking high standards to support learners is teacher's job, to improve students' performance in the classroom, displaying different teaching strategies and put emphasis on strict educational norms, teachers are assuring a friendly class atmosphere for motivating and encouraging better academic performance.

Using effective teaching strategies to build learner self-confidence; using different types of assessment that produce less anxiety and high achievement, giving feedback to learners on their work in an encouraging way.

#### **4.7 Further Recommendations**

In addition to previous suggestions, the study recommended attracting the attention of the universities to the phenomenon of academic procrastination, by evolving strategies and plans, which aimed at decreasing this serious phenomenon. Furthermore, there is need to develop deterrent and remedial programs to this phenomenon thus, the result of the study revealed the spread of academic procrastination vastly among university students, so it is recommended to provide training programs in the syllabus, which, help in developing self-management skills and decrease the level of academic procrastination among students.

- The study also recommends organizing study days and training programs to decrease the tendency of this behavior among students with low achievement based on the skills of self-management.
- The study recommends drawing the attention of faculty members and educational guidance advisors in the university to the need of pushing the students to complete their academic tasks in time, and not delaying them to the last moment, because postponing the project will lead to accumulation of the assignment and tasks. This will lead the students to dislike the tasks and the problem of procrastination get worse.

- It recommends concentrating on improving time-management skills among students to minimize the effect of failure, where the results of the present study revealed that time-management is the strongest factor that leads to procrastination.
- The study recommends conducting further researches to examine the relationship of the academic procrastination and self-management skills based on gender and age.
- The study recommends conducting an experimental study includes a training program based on self-management in decreasing academic procrastination among students.

#### **4.8 Conclusion**

This chapter suggests some recommendations to overcome procrastination and reduce its effect on academic learning. Time management technique helps the student to give more importance to it, and to manage his time wisely, in addition goal vision, and scheduling are all management skills that provide the learner with focused efforts that might help the learner to have a control on his projects and situations. Furthermore; to achieve a goal motivation is an important factor to accomplish success in studying and in everyday life, because to avoid procrastination it is important to stay motivated for effective reasons. Lastly we try to give some effective teaching strategies to improve classroom behavior and academic success that teacher may help student with.



## **General Conclusion**

This study investigates the effects of procrastination on students' performance. It is a well known phenomenon that has the ability to impair the effectiveness of students' performance, and it affects more the quality of their academic life. As it can be seen, academic procrastination is obviously a common problem among students, for that, the purpose of this paper is to clarify the influence caused by this behavior and the reasons and the factors that lead the students to procrastinate. In trying to explain the procrastinatory behavior of students that have increased significantly over the years, behavioral theorist attempts to explain procrastination by stating that humans have been conditioned over time to have a preference for pleasurable activities as a short-term reward (by putting off something unpleasant).

It is presumed that procrastination has a negative relationship with academic achievement; this is confirmed in the results obtained from the data analysis gathered by students' questionnaire and classroom observation. Through the discussions and analyses of the questionnaire and classroom observation, we have noticed that academic achievement is very important for master students at Saida University, but they face some obstacles and hindrances that discourage them from accomplishing their goals, thus procrastination is one of these obstacles. There are numerous reasons behind students' procrastination, despite knowing the negative effect of doing so; they attribute this to lack of time management skills, lack of motivation and interest, lack of teacher feedback, social networks, and low self-esteem and self-confidence.

Besides, students think that teachers do not create activities or tasks to attract their attention in the classroom; this may enhance students' interest and motivation during the lecture and even in further tasks where they develop this concept of competition. In this regard, students will not feel bored anymore, but they will do their best in order to attract the teacher's attention through the strong relationship between both teachers and student.

Finally, the present study suggests that such problems can be reduced progressively or disappear through making students understand this serious phenomenon and being aware of its negative effects, and by adopting effective techniques and strategies to overcome this habit.

*Appendix*

*Students' questionnaire*

Dear students this questionnaire is part of a research work that tries to investigate the effect of procrastination on students achievement of LMD master 2 students at Saida University. Your answers are extremely valuable for the completion of this work.

1-Does procrastination affect people only in an academic way?

Yes  No

2-Do you think time management can prevent procrastination?

Yes  No

3-Does procrastination affect you internally and spiritually?

Yes  No

4-Do you think social that networks lead to procrastination?

Yes  No

5-Does the lack of feedback have an impact on student motivation?

Yes  No

6-Do you start thinking about tasks and assignments along before the deadlines?

Yes  No

7-Is the difficulty of the tasks the reason behind procrastination?

Yes  No

## Appendix

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8-procrastinators are usually unsure of themselves and their capabilities.

Agree

Disagree

9-Procrastination is very common among students.

Agree

Disagree

10-Technology has become a major factor that contributes procrastination.

Agree

Disagree

11-To what extent do you want to decrease your tendency to procrastinate on studying for exam?

Do not want to decrease

Definitely want to decrease

12-Do you sometimes give up before you start a task because you don't know where you start?

Yes

No

13-The best way to overcome procrastination is by:

a-getting a task done once it has been given.

b-improving time management skills.

c-avoiding any form of distraction.

d- Thinking in a positive way (motivation).

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