







Due Monday, Do Monday: A Qualitative Study of Academic Procrastination Among Undergraduate Students During the Pandemic

Helengrace Lao^(✉) , Katreena Gayle Lao , Kent Adnil Lao ,
Marianet Delos Santos, and Ericson Alieto 

Western Mindanao State University, Zamboanga, Philippines
{helengrace.lao,gt201900105,marianet.delossantos,
ericson.alieto}@wmsu.edu.ph

Abstract. Academic Procrastination (AP) has become even more widespread in today's society, especially in the higher education sector. Considering that it has been reported as a detriment to success and productivity, the need for a more in-depth analysis of AP that extends beyond the horizons of quantitative methods increases. Based on this, this qualitative descriptive study sought to realize the following objectives: (1) How undergraduate students view academic procrastination, and (2) The reasons why undergraduate students procrastinate on their academic obligations. The study administered semi-structured interviews to 10 undergraduate students and through thematic analysis. It was able to reveal six recurring views toward AP, which can be simplified as follows: AP is a form of rest; it's unproductive, a common habit of students; it limits one's ability due to wasted time, negatively affects one's physical and mental health, and it boosts one's ideas and creativity. Furthermore, nine recurring reasons why students resort to AP were also disclosed, the reasons being: the task is too lengthy, academic burnouts, peer conformity, length of due dates, wanting to finish the task in one sitting, unclear instructions, lack of knowledge, professors' leniency, and non-conducive learning environments. Based on these findings, it can be inferred that AP is not an isolated problem pinned to the students, but it is also a concern involving the management of learning of the faculty as well as the educational institutions.

Keywords: Academic procrastination · Views on academic procrastination · Reasons for procrastination · Undergraduate students · Qualitative analysis

1 Introduction

Academic Procrastination (AP) is a variation of procrastination that may as well be considered the bane of student success and productivity. This is in a way that it manifests itself as a counter-productive habit of deliberately delaying actions toward completing academic tasks and obligations without any regard for their significance or the adverse consequences that might follow suit if left unaccomplished [1]. Similar to the concept of procrastination in general, AP is commonly characterized as a maladaptive force in the

sense that even if an individual wants to break through their habit of procrastination, they are unable to procure the will to enforce such changes in their behavior. As a result, they become entrapped within their own cycle of suffering from the consequences caused by their inability to take action and responsibility for their obligations [2].

As opposed to the general assumption that AP is only a by-product of an individual's indolence and irresponsibility, according to [3] the concept of AP transcends such beliefs, given the fact that most of the underlying factors that trigger such behavior are found to have strong connections with more complex concepts such as but not limited to the fear of failure, anxiety, perfectionism, self-esteem, self-preservation, and self-sabotage. In connection, AP may also be linked to "Self-handicapping," which is described as a behavior that somewhat parallels the concept of self-preservation wherein an individual would rather avoid doing their tasks deliberately out of fear of potential failure [4]. By completely avoiding their tasks altogether, they wouldn't have to face the possibility of realizing their failures, and as a result, their self-esteem remains intact despite having unfulfilled their task. This is because, the way they see it, their failure does not stem from the fact that they are failures themselves but because they willed themselves to fail. In a similar vein, AP can also be triggered by an individual's lack of motivation and knowledge on how to accomplish a task, a common occurrence among students that would eventually lead to the voluntary aversion to the task itself, a reaction that is found to mirror that of self-sabotage [2]. The belief that AP goes beyond behavioral traits such as laziness and irresponsibility is further strengthened with that by an inference drawn by [5], which stipulates that "procrastination is not only a behavioral delay but also involves cognitive and affective aspects as well" (p. 159).

As far as literature goes, AP has gained quite a negative reputation over the years as it is often labeled as a dysfunctional behavior that leads to negative outcomes. However, in contrast to this common notion, a new perspective on AP made its rounds as [6] were able to discover another form of procrastination termed as Active Procrastination. In this type of procrastination, individuals tend to procrastinate not because they lack self-control, motivation, or knowledge or because of their fear of failure but rather because they do it of their own volition as they find themselves to be more productive and motivated to accomplish their tasks when they feel pressured. The existence of another form of procrastination only adds up to the list of possible reasons behind the prevalence of student procrastination, and despite the growing pool of AP literature, the long-standing question still remains, what exactly are the reasons behind student procrastination and its escalation among the student populace?

As AP continues to become even more widespread, especially among the majority of tertiary level students, [1, 7, 8] the need to further understand it has continued to intensify over the years, which unsurprisingly resulted in the growth of AP literature. However, despite being a widely studied concept, [5] pointed out that most of its literature is primarily executed using quantitative approaches, which makes the understanding of AP confined only within the information sifted from self-administered questionnaires. This would then mean that an in-depth understanding of AP, particularly the contributing factors that influence its prevalence, is yet to be fully addressed even at present. It is also important to note that with the rise of virtual learning among academic institutions due to the restrictions caused by the current global health crisis comes in observations from

various studies [2, 3, 9] suggesting that the mandatory preference to a more technology-driven setup may have inadvertently become a catalyst for procrastination tendencies among students. This is further reinforced by the findings reported by [9] wherein it was found that students in a virtual learning environment displayed high levels of AP behavior. In addition, it has also alluded that the conditions commonly attributed to studying under a virtual learning environment, such as the increase in workload, difficulties with the assigned materials and activities, and technological barriers like limited internet connectivity and unavailability of gadgets, are also considered to contribute to the procrastinating behaviors of students [10–12].

Given the aforementioned reports on how AP is becoming even more prevalent in our present situation, the need to further expand AP literature beyond numerical analysis by probing a more in-depth understanding of AP through students' personal narratives. Thus, the current study aims to investigate how undergraduate students view AP, as well as their perceived reasons for procrastinating on their academic obligations.

2 Research Questions

This study sought to investigate academic procrastination among undergraduate students amidst a global health crisis. Specifically, it aims to answer the following:

1. How do undergraduate students view academic procrastination?
2. Why do undergraduate students procrastinate on their academic obligations?

3 Methods

3.1 Research Design

The current study employed a qualitative descriptive research design which is characterized as a means to comprehensively summarize and elucidate themes emerging from specific and unique experiences of individuals [13]. Furthermore, it is also considered by [14] to be a detailed analysis set on unraveling the nuances surrounding human behavior. In order to fulfill its rationale of further expanding the understanding of the nature of AP among undergraduates, the present study utilized one-on-one semi-structured interviews that are comprised of open-ended questions, all of which are administered through phone calls. Through this, this study provided an in-depth analysis of its two variables which are the views of undergraduates toward AP and the reasons as to why undergraduates procrastinate on their academic obligations. In order to render the data in further detail, the study utilized thematic analysis, a method in qualitative research that is used to systematically identify and interpret emerging patterns or themes from unique and personal narratives derived from complex groups of data [15, 16].

3.2 Research Design

A total of 10 respondents participated in the current study, all of which voluntarily went through one-on-one interviews with the researchers via phone call, as per compliance

with Covid-19 safety protocols. This study opted to work with this sample size as it is in line with the recommendation of [17], which states that a sample size of 10 to 15 participants is deemed sufficient enough for data analysis as long as the participants are able to provide detailed narratives vividly. Similar to the [5], the study did not utilize theoretical sampling in the selection of respondents. Instead, it opted to purposively select undergraduate students who perceive themselves to manifest procrastination habits and/or tendencies. All respondents were third-year college students taking up Bachelor of Secondary Education, with six students majoring in English, two in Science, one in Math, and one in Special Needs Education. The mean age was 21 years. Seven participants were male, and three were female. The following inclusion criteria were strictly followed in the participant selection in order to determine homogeneity and ensure accurate and reliable comparability of experiences, viz: (a) an education student specializing in Bachelor of Secondary Education, (b) attending online classes, and (c) perceives him/herself to manifest procrastination habits or tendencies.

3.3 Data Collection and Analysis

The present study utilized a semi-structured type of interview questions that underwent three validation phases in order to ensure that the interview questions were in line with the research questions and were liberated from any form of bias against the participants; (1) validation from peers, which involved two research students; (2) validation from professors, inclusive of three college professors with doctorate degrees; and (3) validation from the research adviser. The set of interview questions employed by the study was also pre-tested on two students coming from the same university, pursuant to the assertion developed by [18], which states that before conducting a full-scale study, pre-testing must first be administered as it is a crucial step in the construction of feasible and contextualized interview questions. At the end of the interview, the audio recordings collected from the interviews were kept strictly confidential and were not shared with non-affiliates of the present study.

4 Results and Discussion

There are two (2) classifications that are recognized and discussed in this current paper, which are: (1) Undergraduate students' views toward Academic Procrastination (AP), and (2) Reasons behind the procrastination habits of undergraduate students toward their academic obligations.

4.1 The Views of Undergraduate Students Toward Academic Procrastination

Six recurring themes were analyzed from the interview. This suggests that there are six different ways how undergraduate students view AP. These views are inclusive of the following:

4.1.1 Academic Procrastination is a Form of Rest

5 out of 10 or 50% of the respondents perceived procrastination as an opportunity for them to rest both mentally and physically. Aside from enabling them to unwind, according to a statement by one of the respondents, academic procrastination is also considered for preparing themselves mentally in order to perform or work on their academic obligations effectively and efficiently.

The following are the extracted excerpts:

...I perceive procrastination as a resting, as an opportunity to rest. So, when I procrastinate, I, at the same time, I also rest. But again, it works for me maybe because when I do rest, it's like I'm also preparing my mental aspect to be ready on the upcoming requirements that I will do. (Participant 1)

...With the pros, of course, it gives rest, self-love, self-care, it gives time for students to relax and not to be totally exhausted from academic demands... Yeah and it gives the students, I would just elaborate the rest part and relax, relaxing part. It allows students to still entertain their hobbies and interests out, from out, outside from the academic demands. (Participant 4)

... I believe it's really needed to rest our brains, to relax in order for it to create something more creative or something more beautiful, if one is able to rest or doesn't have too much things to think about. (Participant 6)

According to a statement shared by participant 1, they procrastinate to mentally prepare themselves to work on the various requirements that need to be done. This implies that students resort to procrastination with the intent to recharge and condition themselves, both mentally and physically, in order for them to perform well on their academic tasks. Furthermore, they view procrastinating on academic obligations as simply listening and providing what their bodies need to function well as students. As participant 4 would put it, procrastination is also a self-care method wherein students avoid getting too exhausted. It is also a way for them to avoid academic burnout by giving themselves a chance to explore activities outside the world of academics.

4.1.2 Academic Procrastination is Unproductive as It Takes Away the Time That Could've Been Used to Work and Finish Tasks

Another perspective relayed by the respondents is on AP being a purveyor of unproductivity. This notion was collectively shared by 6 out of 10 respondents, or 60%. Furthermore, according to the narratives shared by respondents 2 and 7, they feel that they are being unproductive whenever they procrastinate because of the awareness that as they procrastinate, they are losing more time that could've been used and maximized in order to finish their school requirements.

Provided are the following excerpts extracted from the interview:

... I think, personally, if I'm going to focus it like, really on the concept of procrastination only, it is basically unproductive... Because again, I do perceive procrastination as rest. So, when I procrastinate, I basically just, I don't do anything related to academics. So, I rest, like I do things that will make me feel rested. So,

that's basically for me the concept of procrastination, you're not doing anything related to school and if you are done procrastinating, that's the time you're back to being productive again. (Participant 1)

...well, from my own experiences, it's unproductive because from the amount of loss time for work, like, it's like wasted, like that loss time, wait, let me rephrase. The amount of time that we have done more and the time that we procrastinated, that is like, already lost, we cannot really take it back anymore. It's unproductive because we cannot, you produce less in the small amount of time, that you've given yourself because of the amount of time you procrastinate. (Participant 2)

... it gives more of unproductivity.... I still believe it's unproductive because as we delay things, we can actually do it right now, we also delay the things that we can do tomorrow or the day after because we keep pushing things to be done tomorrow. For my case, I could do three (3) tasks today, but those tasks would be pushed further, further days. So, I end up just utilizing, just finishing them in the days, in the days or in the days we are required to submit. So, I am limited, my productivity is limited. (Participant 4)

This implies that regardless of their reason for resorting to such behavior, the mere fact that they are delaying action toward their academic tasks is enough for them to feel that their productivity as well as their days to finish their tasks, are becoming more and more limited as they keep on procrastinating. This implication is augmented by a statement made by respondent 1 that despite perceiving procrastination as a form of rest, it is still considered as unproductive as there isn't any action made to start or finish the various requirements that are lined up for them to do until you decide to stop procrastinating. These narratives coincide with the descriptions posited by various authors on procrastination, that procrastination is a dysfunctional and counter-productive habit of intentionally postponing action toward the initiation or completion of a task despite impending consequences [1, 3, 19, 20].

4.1.3 It is Comforting or Reassuring That It is a Common Habit That Can Be Observed from Peers

7 out of 10, or 70% of the respondents, found procrastination a common habit they have observed within themselves and most of their peers. This observation created the perspective that because the majority of the students around them procrastinate, there is nothing wrong with procrastinating on their academic obligations. Moreover, this observed commonality even gives off a reassuring feeling to these respondents. They find it comforting to know that procrastinating is not an atypical behavior among students.

The following are the extracted excerpts to support this notion:

...the people around me is a living testimony, like my classmates is the testimony like I don't know what's the reason behind, but I know they procrastinate because I ask them... I think somehow, it's self-assuring, and in a sense that there's, nothing totally wrong with me, I don't need to perceive myself as a bad student because I procrastinate, like that, given the fact that yes, it is common among people.

Sometimes, it's self-assuring and it has that, let's say self-comfort that I can give to myself, that it's okay to procrastinate. (Participant 1)

... I just feel like it's kinda funny in a sense that, 'Oh wow!' this is an experience that not I alone am experiencing, it's an experience that is very human to be like, because almost everyone is doing and everyone, almost everyone is having the same experiences as me. So, it's like, quite funny and quite interesting that, okay, this is not just a 'me attitude' or a 'me problem... Well, I think, just for validation that I'm not alone, just the validation that I have comrades who also suffer, just kidding... Like, jokingly, I do have comrades who suffer with me as well it, doing this in a very rushed manner, somewhat, yeah, it's like just that validation that you are not alone to suffer, you are not alone that is having a problem with this, you are not alone, man. So, somewhat yeah, I think my reason why I ask, I don't want to be alone suffering. (Participant 2)

Most of these respondents also mentioned that they even feel the need to ask their peers about the progress of their work just to gain some sort of validation or justification to further delay action toward working on their requirements. The sense of comfort the respondents felt the moment they found out that there are also others who also procrastinate is similar to a statement made by [21] admitting that they did feel comforted by the fact that there are a lot of their peers who also struggle with procrastination, especially in the field of academics. Expanding from this notion, the current study found that as a result of gaining this sense of comfort and assurance, most respondents reported feeling even more compelled to tolerate their procrastinating habits. The respondents' observations on how mainstream procrastination is among students, especially in the tertiary level is supported by the findings posited by various authors [1, 8, 22–32] that not only is procrastination rampant among students, but it is also particularly pervasive among students enrolled in higher education. This then brings a supposition that procrastination continues to grow even more prevalent, particularly among university students, due to the students' constant cycle of being relieved or comfortable enough to delay their own academic tasks the moment they find out their other classmates are delaying theirs.

4.1.4 Due to the Time Wasted, Procrastinating Limits One's Ability or Potential and as a Result Induces Feelings of Dissatisfaction Toward School Outputs or Performance

8 out of 10 or 80% of respondents viewed procrastination as an act that limits a student's ability or potential in their academic tasks and performances. According to them, students are unable to truly give their best or their hundred percent effort in creating or performing any requirement they procrastinated on because they are simply short on time to do so, as they have already wasted a lot of it from procrastinating.

In support are the following extracted excerpts:

... At the same time, when I said that it's not solely a good thing because I think procrastination still limits your ability...because I sometimes, for example, in myself, I know that even though that I am able to do my requirements, I am able to pass it within the due date. I think, if I reflect, I know that I can still do more,

I can still give more. It's just that, I don't have any more time because I didn't completely use the time, I procrastinate. (Participant 1)

...I feel it is bad because it kind of ruins a lot of potential...potential in students because rather than them being able to bring out the most of what they are capable because of academic procrastination like we keep putting things off, we keep making, not being able to properly do work because of the little time. So, we are not able to really give the best of what we can provide, because of the idea or habit of procrastinating. So, yeah, it's bad in that sense, it's like we aren't able to reach our highest potentials as student. (Participant 2)

... It affects the student's performance in a way like I said earlier its – like basically academic procrastination takes away the full capacity of a student, it takes away their opportunity to give their 100% on the particular task because basically students delays or postponed a task. (Participant 3)

... It's like wasting time, at the same time, I am wasting time and opportunities that could've been used to read, learn, study... I think it's sad, frustrating, on the part of me or as a student because it's like you could do your work better if only you didn't cram it. But like since you are procrastinating, the aftermath of the results when it's crammed is really sad because you know for yourself that you can do it better or you still have more to bring, a better output, or a better quiz score if only you studied, if only you didn't waste time to procrastinate. (Participant 6)

...We received the grade, and there's that sense of regret, that instead of that, this should've been my grade if I did it, because of the consequences of my actions that's what I ended up receiving, so I'm left regretting it and accepting it because that's the result of my procrastination. (Participant 7)

The respondents who reported the same claims also share the same feelings about it, that they tend to feel dissatisfied with the results their procrastination brought them. According to them, despite getting decent results, they still feel regretful and bad about it because they believed that they could've done better or acquired a better result if they didn't waste all their time procrastinating. This implies that procrastination hinders students from reaching their highest potential and may cause them to feel unsatisfied and regretful of the results of their outputs. Over the years, various studies found that procrastination lowers the quality of academic outputs and is ultimately a major contributor to the poor academic performance of students [33–36]. According to a study authored by [34], because of the discrepancies between what was achieved and what could have been achieved by the students, had they not run out of time to work on the task because of procrastination, these procrastinators were found to end up experiencing high levels of psychological distress and anxiety.

4.1.5 It Negatively Affects the Physical and Mental Health of Students

Another perspective relayed by 5 out of 10 or 50% of the respondents is that AP can negatively affect the students' physical and mental health. By means of being detrimental to their mental health. This is in a way that because of the exhaustion and, at the same time, panic brought by the bulk of workloads as well as being overloaded with backlogs

that they accumulated from constantly delaying their tasks, they end up experiencing heightened levels of distress and anxiety. On the other hand, AP affects their physical health in a way that because of all the times they procrastinate, they would most likely cram everything to the point of straining their own physical well-being by pulling all-nighters and constantly being sleep-deprived.

The following are the extracted excerpts from the interview:

... I also believe one disadvantage to that is...it sort of also affects the mental health of the students... I think it distresses the student, it gives stress and anxiety, stress with the meeting with the output, because there are a lot, and of course, that is exhausting on the part of the student if activities are given consecutively. (Participant 4)

... The disadvantage here is because you will budget your time to do your work, you don't have enough rest time. I feel that it gives us insufficient time to rest, it's deteriorating our health because our bodies should have sufficient rest, right? (Participant 5)

... I don't recommend students to procrastinate because it will take a toll on their health. In my case, I worked on it a night before, so with that I was sleep deprived throughout the night and I only slept for 1 h before attending class. Procrastination isn't good, it isn't good for our bodies and our health... I really can't recommend procrastinating because once your backlogs will pile up, it can really affect your health, especially the mental health of the students. (Participant 7)

The respondents made it a point to share that procrastination is one of their sources of anxiety and exhaustion and overall, a contributor to their mental and physical state deterioration. According to participant 4, procrastination is a disadvantage in the sense that it breeds negative feelings, such as stress and anxiety among students. The respondents' shared perspective on how AP negatively affects mental health is augmented by various studies that were able to discover that the act of procrastinating creates higher chances for students to experience heightened levels of stress, anxiety, guilt, and pessimism as they struggle to complete the task at the last minute [37, 38]. In addition, according to [34] the psychological torment procrastinators experience even extends after the deadline. On another note, aside from being a detriment to one's mental health, participants 5 and 7 reported that procrastination was also able to negatively affect their physical health. According to them, because they procrastinated on their tasks, in the end, they were left to cram everything the night before the submission. This meant that they were straining themselves by pulling-all nighters. Participant 7 relayed that they really don't recommend procrastination because it deteriorates one's health. This statement is linked to their experience when they ended with only an hour's sleep because they crammed a requirement the night before the deadline. With reference to experiences such as this, it comes to no surprise that procrastination often leads students to have poor physical health by the end of a semester, as they become more prone to having a weaker immune system due to constant stress and sleep deprivation [35, 38–40].

4.1.6 It's a Skill or Talent That Boosts One's Ideas and Creativity

6 out of 10 or 60% of the respondents shared that they view procrastination as a means for them to boost their creative thinking, which is essential to create quality outputs. With reference to their experiences, they perceive procrastination to be effective in the sense that it creates a stronger surge of creative ideas within their minds compared to when they are going to work on the task right away when the due date is still far away.

These are the excerpts from the interview:

... I feel that it's like a skill, and at the same time a talent that even though we weren't able to spend so many days with this project but still what we did was still excellent according to the teacher. It's like it pushes you, it gives you the confidence to procrastinate again because I can still produce quality output... I think it's more effective, the process I mentioned a while ago, when I procrastinate. But if I know that I am given a deadline and it's still far away, it's like my creativity won't come out. (Participant 5)

... I believe it's really needed to rest our brains, to relax in order to create something more creative or beautiful, if you're able to rest or doesn't have anything else to think about aside from that, it's like it's not stressful... I believe that, even if we procrastinate how many minutes or hours or days, it's beneficial for students to rest his or her brain, as well as their body in order to create something creative. (Participant 6)

... When I procrastinate, it's like I'll take my time to think on what to do... That's only the time my creativity and imagination work, that's the only time my brain works in order to make my task our output. (Participant 7)

Respondents 5 and 7 relayed their belief that it is only when they procrastinate and cram their tasks would their brains work to generate creative ideas for their tasks. Respondent 6, on the other hand, mentioned that procrastination is a form of rest needed by students to have a clear head and ultimately be able to think or create something creative. These narratives shared by the respondents can be linked to a study authored by [41], which found that with moderate procrastination comes the opportunity for employees to generate new and creative ideas. In a similar vein, [42, 43] alluded that despite being viewed as a counter-productive habit, there is a possibility for procrastination to result in better and more creative outputs or performances, especially when the task requires a lot of creative thinking. Despite being commonly viewed as a counter-productive habit, according to these scholars, procrastination is beneficial in boosting one's creativity. By procrastinating, procrastinators are actually buying themselves more time to think of more creative and insightful ways to work on their tasks.

4.2 The Reasons Why Undergraduate Students Procrastinate on Academic Obligations

There were 9 different reasons why undergraduate students procrastinate on their academic obligations. This suggests that there are 9 reasons why undergraduate students engage in AP. These reasons are inclusive of the following:

4.2.1 Task is Too Lengthy, or It Requires a Lot of Preparations in General

When asked about the perceived reasons for procrastinating on their academic obligations, 6 out of 10 or 60% of respondents shared that they procrastinate on tasks that they consider to be lengthy. This is in a sense that there are a lot of items to answer or preparations that need to be done in order to accomplish the task.

Provided are the following extracted excerpts:

... Sometimes, if we say it's easy but it's also lengthy, I don't prioritize it. It also depends on the length of the workload, if it's too long, it's too demanding, even though it's easy, it's like it's not the time to do it now, I'll prioritize the heavy ones first, like that. (Participant 1)

... Honestly, first, I would not procrastinate on it because yeah, I would, I would be interested in it and I would like want to work on it immediately, but later on, because of the, let's say, as you said, if it's like lengthy, if it's lot of, a task that needs a lot of work, like soon, I kind of, I would like realize that and would kind of procrastinate later on. (Participant 2)

...If it is very demanding, if it has high demands. Basically, it takes a lot of time, it takes perhaps several days, it takes one week to finish it so very lengthy assignment it needs a lot of focus because you need to gather a lot of information... Then those are the kind of task that I tend to procrastinate. (Participant 3)

...I think, the requirement was, the requirement, that demo teaching requirement was actually hectic, it was actually troublesome to think because the requirement for that demo teaching is to record it like how a classroom, like in an actual classroom setup, so with actual classroom setup... So, thinking that way, it somehow made me realized that it is not a one (1) shot, it will not be a one (1) shot take, so what happened was that I was more unmotivated to do it. (Participant 4)

According to respondent 1, regardless of how easy the task is, if it takes too much time to do or there are a lot of preparations to consider, procrastination will most definitely ensue. In an experience relayed by respondent 4, they tend to end up feeling unmotivated to do the task because of how hectic and demanding the preparations were just to start the task. There is also the case with that of respondent 2; according to them, the urge to procrastinate wasn't initially present. In fact, the respondent was even motivated to do it as the task was interesting to them. However, the moment they realized that there were many things to do and prepare to finish the task, the respondent's initial motivation to work on the task decreased, and procrastination took over. The implication that lengthy tasks breed stronger urges to procrastinate is supported by the notion by [44] wherein it was stipulated that when individuals are faced with lengthy tasks, they often experience physical and mental burnout, and as a result, they do not make much effort in performing such tasks.

4.2.2 Seeking Mental and/or Physical Rest Due to Academic Burnout

In connection with one of the views shared by the participants toward AP, 6 out of 10 or 60% of respondents also mentioned mental and/or physical rest as one of the reasons

they procrastinate on their academics. According to them, they tend to procrastinate in order to relieve their exhaustion and at the same time, prevent further burnout from tending to their tasks and other academic obligations.

The following are the excerpts:

...I procrastinate because most of the time I'm just tired, that's why I procrastinate...Once that I know that I am mentally, physically and like emotionally exhausted because on academics I know I needed time to rest, that time of rest, it appears to be procrastination already... I think it was really just the burnout. That's the sole reason. I was really burnout, really... To the point I was just really exhausted of school, doing everything, online class, doing requirements and everything. (Participant 1)

... One of the reasons why I procrastinate is I am tired, I need to do something to not feel tired so I can start doing the task, so I need to relax, I need to take a rest...I procrastinate because I am tired, I need to relax and so even if I am relaxing, I am still thinking of the task of whether I should do it and what happens if I may not be able to accomplish it on time? And so, what happens I am not able to relax. So, if I am not able to relax then I'm most likely to procrastinate again simply because I won't be able simply to fulfill my goal, my purpose to take a rest so you do not feel the tiredness anymore. (Participant 3)

... I procrastinate because that's the thing, our units are heavy, I don't have enough time to rest, so that's why sometimes I treated the days where I should've used to make my requirements as rest days... To cope-up sometimes with my sleeping scheds or in other words, it's like I'm giving myself a reward to rest. I procrastinate, maybe in one week, 5 days I will rest then I will work on it for 2 days. (Participant 5)

[45] operationalized the term “academic burnout” as the feeling of exhaustion experienced by students due to the demands of their academic obligations. It is further conceptualized to involve students being cynical or detached toward the academic tasks and obligations that they need to accomplish. Moreover, students experiencing academic burnout also tend to feel incompetent, and as a result, their efficiency in accomplishing tasks decreases. In the account of respondent 1, it was mentioned that their sole reason for procrastinating was really because of burnout. This is the same for the other respondents, as they also reported that they procrastinate because of exhaustion from tending to their academic obligations and also because they want to recharge and prepare themselves to work on their tasks efficiently by being physically and mentally rested. Most of the respondents who reported having this reason shared that after procrastinating for a few days, they will eventually return to work when they feel rested. However, despite sharing the same reason as the others, this wasn't the case for respondent 3. In their account, the reason why they procrastinate is that they want to feel relaxed and alleviate their exhaustion, but as they procrastinate, they constantly keep stressing over the possibility of not finishing the task because they are procrastinating. Due to their constant worries over this possibility, the respondent shared that they weren't able to fully rest despite procrastinating, and as if being stuck in a cycle, they procrastinated yet again as they

weren't able to fulfill their purpose for procrastinating the first time, which is to feel rested.

4.2.3 Peer Conformity

Another reason why students procrastinate in their academics is because of the influence of their peers. 6 out of 10 or 60% of students expressed that they delay their academic obligations because their classmates are also doing the same. They claimed that the urge to procrastinate grows stronger when they discover that their peers are also procrastinating. According to the narratives they shared, their habit of constantly deferring action toward their tasks feels validated when they realize they are not the only ones with this habit. As a result, their procrastination worsens the more they feel comfortable with it.

These are the excerpts extracted from the interview:

...I procrastinate, not solely on my will to procrastinate, sometimes I ask people, I ask my classmates, "Hey, did you do it already?". So, the more people I ask, then the more people that said that, no they haven't done anything yet. So, it gives me, like an assurance that it's okay to procrastinate...They are one of the factors... Like sometimes, I ask them, 'Hey, did you do it already' and then when I find out that none of them started working, the more I want to procrastinate, the more I feel at peace in my procrastination process. (Participant 1)

...If I found out that my classmates are also delayed in the progress of their work, it becomes more tempting to really procrastinate it...I found out that my classmates are still working on, they are still far away in finishing the assignment. So, I tend to go with the flow like I can easily convince myself to keep procrastinating. So, like if most of my classmates are not yet done so even if I am close to accomplishing the task I just tend to go with the flow. I tend also to convince myself not to finish it until they are able to finish their task too. (Participant 3)

...In terms of influence, I think asking classmates or knowing that my classmates are also procrastinating on their end. Because knowing that you're also procrastinating, it gives me, it gives the feeling of company, I'm not just alone in here, procrastinating or relaxing which gives me the hope that I can still do it like them, like I can still do it by tomorrow like them if they can do it after days, I can also do it after days. So, it gives a conforming feeling that yeah, I'm not, I'm not feeling or I'm not behaving wrongly, that it's normal, and with that feeling that it is only normal, it further tolerates that there is nothing wrong with me. (Participant 4)

The respondents' constant need to ask their classmates about their progress on the tasks they are working on is conjectured to be a means for them to fish for reasons to validate or justify their own procrastination habits. According to respondent 1, they feel more at peace with procrastinating when they find out that none of their classmates have started working. It assures them that further delaying their tasks is fine because the majority is doing it. In the narrative shared by respondent 4, once they find out that their peers are also procrastinating, it gives them a conforming feeling that their behavior is normal and that there's nothing wrong with tolerating such a habit. There are various

factors that influence AP, which can be divided into those that are internal (e.g., self-regulation, self-efficacy, time management) and external factors, such as the influence brought by peer conformity [46]. In the study of [46], it was revealed that higher levels of peer conformity among students also lead to higher AP tendencies. Similar to the experiences relayed by the respondents of the current study, procrastinators who tend to confide in peer conformity tend to delay their own requirements as soon as they discover that the majority of their peers, especially their group of friends, are procrastinating as well.

4.2.4 Because the Due Date is Still Far Away or There isn't One Given

6 out of 10 or 60% of the respondents claimed that one reason they procrastinate is how far a task's due date is, or if there is one in the first place. According to their shared experiences, they are more likely to procrastinate when given tasks with a wide timeframe. The reason behind this is that because the due date is still far away, they still have a lot of time to work on the task; therefore, it's okay not to do it right away.

The following are the excerpts:

... When the requirements are due, for instance, it was given just this day and the due date is let's say, still after four (4) days or five (5) days. So that gives me a whole option to not do it now because the due date is not yet today. (Participant 1)

... Those big kinds of tasks, just example, the video thing. I often procrastinate on it because we are given lots of time to work on it. So, I would be thinking like, yeah, lots of time also to not do it. So, yeah, I procrastinate on big tasks because of that, that I think there's lots of time. In the end, again, I regret. (Participant 2)

... I grow dependent on the due dates, without due dates I find it hard to do the requirements...The longer the due date the more the, the more the chances to procrastinate because especially with a week-long, a week-long duration of due dates because you have, if put in Filipino terms, in Filipino phrasing, "May bukas pa" (there's still tomorrow). So, why suffer now when I can suffer tomorrow? (Participant 5)

... The activities that I see myself procrastinating are the tasks that don't have deadlines... I don't know the specific reason why I procrastinate on those, but I think the mindset that it doesn't have deadline makes me set them aside to do other tasks instead, instead of working on a task that doesn't have a deadline. (Participant 7)

According to respondent 5, they have grown dependent on the due dates in the sense that they find it hard to gain the motivation to do their tasks as long as the timeframe remains wide. As they put it, they would rather suffer through working on their requirements the next day instead of the present. Hence they constantly procrastinate until they are left to cram their tasks a day or a few days before it's due. Similarly, respondent 2 also shared the same experience wherein they find themselves procrastinating when they are given a lot of time to work on big tasks because of the illusion that there would still be a lot of time even if they delay working on it, only to regret it in the end. In cases

where there is no fixed due date in the first place, Respondent 7 mentioned that they would procrastinate on tasks without any given due date and work on those with nearer submission dates instead. These experiences are somewhat similar to a field experiment conducted by [47] on the effect of deadline length on task completion, where they found that their respondents procrastinated more on the task with the 1-month deadline. In addition, it was revealed in the study authored by [48] that tasks with long deadlines would most likely cause higher procrastination tendencies among students despite providing flexibility and more leeway in task completion.

4.2.5 Due to the Belief That Even if They Start on the Task Right Away, They Won't Be Able to Do or Finish it Anyway

Another reason why students resort to AP is because they believe that even if they do start on the task as soon as it was given, they still wouldn't be able to finish it right away in just one sitting. 5 out of 10 or 50% of respondents reported that they prefer to just leave the task for tomorrow, thinking that by then, there would be a higher chance for them to finish it right away.

Provided are the extracted excerpts to support this notion:

... I know that I cannot afford to like to do it now or like to start a requirement already because I know that even if I do start, my mind would just be so out of it, like that, it's like I'm so confused....I would do it within the day, so it's finished right away, it's just that, I'm not able to finish it, I'm not able to finish it. Most of the time it's like I quickly lose motivation, or like I get really sleepy. (Participant 1)

... We usually end up procrastinating it because what ends up in our minds is that the task can't be done in one sitting, so what happens then is that we get even more unmotivated to do it, because you know that, it would not, if you will start today, it would be more likely that it won't be finished that same day or that same hour. (Participant 4)

... Since I won't be able to finish it on-the-spot, I'll just leave it, it's just like what I said a while ago, like procrastination is my waiting time for the perfect moment to do the requirements, and if it's not followed, I won't do it. (Participant 6)

With reference to the various experiences shared by these respondents, most of the requirements given in college are too heavy for students to work on it in one sitting. Whenever they would come to realize that it is unlikely for them to finish the task in one go, they would most often feel unmotivated to start working on their tasks. In the provided excerpts, the respondents made it clear that their procrastination habits are triggered by thoughts of not being able to finish a certain task on the spot. Based on their narratives, it seems like they see it as a waste of their time to force themselves to do a task that they can't finish on the spot. So instead of doing the task right away, regardless if they can finish it or not, they would rather procrastinate until they find the perfect moment to do the task; a day when they can be able to finish it in one sitting.

4.2.6 The Details of the Academic Task are Unclear

4 out of 10 or 40% of respondents reported that they tend to procrastinate on tasks with unclear details. According to their accounts, they tend to feel unmotivated to work on tasks that do not have clear and complete details. This includes the instructions as well as the fixed time and date of submission.

The excerpts are as follows:

...Because sometimes the due dates aren't clear, I still tend to procrastinate. (Participant 1)

...What I mean is like the task is too vague, it's like very unclear there's less details, the date line is not set, and it's very difficult to start it. And if it is very difficult to start then it becomes very problematic, it is likely that I will procrastinate it rather than actually start doing it. (Participant 3)

So, given that, we have two-month timeframe. However, I did not do it within that timeframe, I did it only after midterms... The given instructions on how to do that reflection paper weren't that detailed... so that's also like 1 reason why I don't seem to have to motivation to do it... (Participant 5)

Considering the experience shared by respondent 5, despite having two months to work on a reflection paper, they still ended up procrastinating because they didn't have any motivation to work on it because the instructions on how to do the task weren't clear to them. It wasn't detailed enough to instruct them on what to do. Similarly, respondents 1 and 3 also shared the same experience, only this time, their problem was the unclear due dates. The lack of details of their task made it difficult for them to find the drive and motivation to start, much less finish, the task at hand.

4.2.7 The Lack of Knowledge of Difficult or Complex Tasks

9 out of 10 or 90% of respondents claimed to resort to AP for the reason that their tasks are too heavy or difficult for them to accomplish. According to their responses, when they are faced with complex academic tasks that are as demanding as it is difficult, they tend to procrastinate and set it aside first. As relayed by respondent 3, whenever they encounter a very difficult task, their head will immediately be filled with doubts, making it hard for them to focus on the task.

The following are the extracted excerpts from the interview:

Academic tasks that are basically difficult, it is very difficult, if it is very demanding, if it has high demands... Then those are the kind of task that I tend to procrastinate... Because if a task is difficult then doubts or questions will fill my head first rather than actually focusing on finishing the task... If the task is very difficult then it's basically uncontrollable because the task is very difficult, and I don't know how the necessary information I need to make necessary preparations and then worse case I found out that it's not going to be enough. So, like I said what happens I tend to feel that I am no longer in control in finishing this task. I cannot exactly tell when will I be able to finish this task and that's just going to instill fear in myself and once the fear is in there's going to be procrastination again... What causes me

to feel that I lack control over this procrastination is – probably the main reason is the most case is the lack of expertise on the particular task... (Participant 3)

...Usually, similar to those I asked, I felt related that if the task is too heavy, we usually end up procrastinating it. (Participant 4)

I think the degree of difficulty influences whether I would do the project or not... The complexity of the tasks, that's the reason why I procrastinate because if I know that it is a bit complicated, it needs brainstorming, it needs absolute effort, I would set aside that first... That's also I reason why I don't seem to have the motivation to do it, to do that project within that timeframe because I don't know how to do it... I am very demotivated especially if I have a, example, academic requirement, that I know I don't know... I don't have the excellent knowledge for that one. (Participant 5)

When I procrastinate, the reason is that... Usually I don't have an idea or sometimes I feel that it's not enough, that idea is inadequate so, usually I research on it first, so sometimes it takes time, or I ask help from my classmates if what I did was right in this essay... I feel unmotivated and lack of confidence because I'm not sure if what I'm doing is right or what we're doing is right and most of the time we really feel unmotivated, it's like we don't have energy to do the tasks. (Participant 7)

With reference to the various statements provided by the respondents, it can be implied that in the face of complex and highly demanding academic tasks, they tend to feel stressed out, unmotivated, or as one of the respondents would put it, have a lack of control in finishing their tasks. Along with these feelings then comes their urge to procrastinate. These experiences shared by the respondents correlate with the findings of [29] and [49], where it was revealed that students tend to procrastinate on tasks that they deem stressful, difficult, and unpleasant. Moreover, in the study of [50] it was found that whenever procrastinators encounter tasks that they deem to be difficult or something that requires a lot of effort, they tend to put it off with the excuse that the instructions on how to do the task aren't clear enough for them actually to start working on it.

4.2.8 Due to Lenient Professors

Another factor that urges students to procrastinate on their academic obligations is the leniency of the professors who are dispensing the tasks, a notion that has been reported by 4 out of 10 or 40% of respondents. According to the collective experiences they shared, they tend to procrastinate less on tasks that their strict professors give due to their fear of being given penalties if they are unable to submit on time. On the other hand, if the professor is known to be lenient with the submission of requirements, it is highly likely that they are going to procrastinate. This is supported by an experience shared by respondent one, wherein they found it easier to procrastinate on tasks given by their lenient professor because they would still accept late requirements. Unlike their strict professors, the respondent would find themselves procrastinating the least because they seem to be intimidated not only by the strictness of such professors but also by the possibility of getting a failing grade.

The supporting excerpts:

...I also consider the type of professors that the core subjects have, most especially if the professor is strict, like that. So, those are the least, the requirements that are coming from them, I procrastinate on those the least. Because given the strictness that they have, I know that I need to work on it, I need to work hard for my grade or for good remarks, for me to have passing grades... I have this very, very kind professor back in 2nd year, it was okay for him/her if you will submit late, she/he is very kind, he/she said so him/herself. So, I also kind of at easy to pass late, because, that's the thing he/she is kind, and is chill with regards to late requirements. (Participant 1)

...I don't tend to procrastinate if the teacher is very strict. She is very meticulous it already like instills I would say a discipline to the students. If you won't do this, I would certainly give punishments, I would certainly give certain consequences. Much more is she also stated that he/she will check the assignment, he/she will make sure that he/she will monitor the assignment one by one. He will make sure everybody submitted their assignments, he will check each and every assignment that was submitted. So, it's definitely going to affect the way I approach the work. (Participant 2)

I guess, like this one prof of ours who really check do, who call out for recitation and if ever you can't answer they will really give you a failing grade. (Participant 6)

Taking into consideration the statements made by respondents 2 and 6, having the discipline to not procrastinate on one's academic tasks seems to be dependent on the strictness of the teacher as well as the probability of having to deal with teacher-induced consequences such as failing grades. The meticulousness of professors in monitoring the students' assignments is also another factor that influences students to not procrastinate. This is according to the statement of respondent 2.

4.2.9 Challenges in the Learning Environment (e.g., Internet Connection Problems, Power Interruptions, Learning Environment Is Too Congested and Noisy)

8 out of 10 or 80% of the respondents reported that the challenges they faced in their learning environment also affected their tendency to procrastinate more in their academic obligations. Based on the experiences the participants relayed, these challenges mainly include internet connection problems, long power interruptions, and their homes being noisy and overcrowded. According to respondents 3 and 6, most of the time, their poor internet connection hinders them from delivering their performances well, and because of those negative experiences, they become unmotivated to make an effort to do their tasks the next time around. In addition, respondent four also shared they tend to procrastinate more on tasks that involve taking self-made videos, such as a demo teaching presentation. According to the participant, this is because there are a lot of things for them to consider when preparing to make the task, such as finding a decent spot in the house to take the video where the lighting is good, there are no background noises, and there are no other distractions. However, since they live in a noisy area, the respondent procrastinated on the task most of the time. Similarly, respondent six also reported the same situation

wherein their learning environment is not suitable for them, in the sense that it is noisy all the time. Another challenge reported by respondent 5 is about the power interruptions that keep happening in their area. Due to the constant power outages that last as much as 8 h, the respondent would eventually lose their motivation to do their tasks, especially when the power interruption would happen as soon as they were about to work.

The following are the extracted excerpts:

... Other than that, there is also this problem of internet connections. Personally, an internet connection is also a problem because there is a certain period or there are certain times in a day when there is very poor internet connection. So, if this is a hindrance and if this is something beyond the control of the students, then it definitely can affect their drive, their motivation to attend classes. And the way I see it also affects their will, their motivation to accomplish schoolwork. So, they tend to procrastinate because if – for example, if there is a report then they put so much effort and then the day of the report they encounter these internet connection problems, they cut off and they are not able to deliver well then that is their negative experience, and that would definitely affect their motivation if the next report, the next schoolwork comes, they will tend to procrastinate. (Participant 3)

...The most, I think on video requirements, like demo teaching presentation wherein we are required to take video of ourselves, and/or presenting concepts on a video format. Anything that requires for us to video ourselves. Because given our setting here at home, it's, we just have a single spot wherein I find the, I find to be a good one to be, to give a, at least a decent shot or decent shots...So, I often end up finding the right timing to take, because our lighting here is a bit dim, and one more thing, in video-setting, taking videos, I am required to use formal attire and then I have to clear the background, there should be no sounds, I mean, there should be no sounds, there should be unnecessary voice or unnecessary noise, there should be, there should be no one, there should be no one distracting me or disturbing my video, right there at the moment. And that's, that's, usually the key, the problem there actually, we are near the road. So, it's somehow inevitable to have jeepney noises or motorcycle noises, yeah. So, I usually procrastinate them because I have this thought that it should be, everything should be prepared, so, I end up lazy, just from thinking from it, and deciding to do it tomorrow. (Participant 4)

...External circumstances, for example black out... In Talon-Talon, where I was staying last semester; if there would be a black out there, it would take hours, 5 h, 7 h, 8 h... There is no information that there would be a blackout, and my working time is 10 A.m. and then as soon as I open my laptop and open Microsoft Word, there would suddenly be a black out, so with that I would say, I'm really not meant to do the requirements because a while ago when I didn't have anything to do there wasn't a black out, but once I opened my laptop there's suddenly a power interruption. I would leave my work again and then I would procrastinate already because it's like I lost my motivation. (Participant 5)

...We live in a community wherein everyone is noisy all the time, at night, so there's a certain time period wherein there's a time of quietness, time of calmness, that's my waiting time to do things... I think the environment here is really not

conducive for learning, the background is noisy, the neighbors are noisy, there are children, the dogs, the chickens, it's really not suitable for me, it's not suitable for learning...Aside from the gadgets for me I need, I do have a laptop but it's just for documents, I also don't have a source of WiFi, I'm only using data. Sometimes in school, it doesn't really cooperate, and sometimes if the teacher gives us videos with audios that are not really good in quality, it's like a video of a teacher in a normal classroom and then it's hard to transcribe what is said or the audio background of the video is too noisy, it's tiring to make a manuscript like maybe I'll just do it tomorrow or I'll just pester my classmates who have already done their manuscript and I'll just copy their work since they're already done. (Participant 6)

In view of the online learning modality mandated by the Philippine government in response to the current global health crisis, along with this technology-driven medium of instruction comes different challenges such as poor internet connectivity, power interruptions, low student engagement, limited ICT knowledge and skills, inaccessibility of gadgets, and external noise in the environment which hamper learning and motivation among students [51–53]. Taking this into consideration, it can then be implied that a non-conducive learning environment breeds procrastination among students. This is supported by the notion that the prevalence of AP has been a by-product of these aforementioned challenges [54, 55].

5 Conclusion

As AP is becoming even more prevalent in our society, most especially in the academic sector, the need to further expand our understanding of such phenomena beyond numerical analysis increases by the minute. To provide a more in-depth analysis of AP, the current study investigated how undergraduate students view AP and their perceived reasons for procrastinating on their academic obligations. In this study, it was found that the views of undergraduate students on AP are as follows: it is a form of rest, it is unproductive as it takes away the time that could've been used to work and finish tasks, it is comforting or reassuring that it is a common habit that can be observed from peers, it limits one's ability or potential due to the time wasted, and as a result induces a feeling of dissatisfaction, it negatively affects one's physical and mental health, and it is a skill or talent that boosts one's ideas and creativity. On another note, it was also discovered that the reasons behind the procrastination behaviors of students are inclusive of the following: because the task is too lengthy or it requires a lot of preparation in general, the students are merely seeking mental or physical rest due to academic burnout, due to peer conformity, because the due date is still far or there isn't one, to begin with, the belief that even if the students started right away, they wouldn't be able to finish it, the lack of knowledge on difficult or complex tasks urges them to procrastinate, they view the leniency of the professors as a reason to procrastinate, and lastly, the challenges in their learning environment hamper their motivation to work on their tasks and instead resort to procrastination.

6 Implications

Taking into account the various findings from the analysis conducted by the present study comes the implication that the procrastination tendencies or habits of an individual are not solely attributed to internal factors such as one's indolence, self-regulation, and motivation, but rather it can also be directly or indirectly attributed or affected by external factors, such as the duration of the task deadlines, the volume of requirements being given, the level of the leniency of the faculty concerned, the suitability of the requirements to the ability of the students, the challenges brought by a non-conducive learning environment, and the existence of peer conformity among students. These findings may then stipulate the assumption that procrastination is not an isolated problem pinned to students alone but is also a concern of the management of learning of the faculty as well as the educational institutions. In connection to this, the students' perspectives toward associating AP as a form of rest, a temporary escape from the exhaustion they are experiencing due to the overwhelming volume of work and the meaningfulness of the requirements they are being given. However, despite viewing it as a source of rest, still they tend to view AP negatively as they believe it to be a hindrance for them to reach their highest potential and being able to give their best in all of the requirements that they need to accomplish. Although some of the participants view AP as a way to boost their creativity and ideas, still it is undeniable that despite this seemingly positive view, they also found that AP is a detriment not only to their physical state, but also their mental state in the form of constant guilt and anxiety.

Acknowledgments. This research acknowledges the support and guidance given by its adviser and those who extended help throughout its journey to completion. Most of all, this paper also gives acknowledgment and appreciation to the unwavering support of Western Mindanao State University.

References

1. D.S. Ackerman, B.L. Gross, My Instructor Made Me Do It: Task Characteristics of Procrastination, *Journal of Marketing Education*, vol. 27, 2005, pp. 5-13. DOI: <https://doi.org/10.1177/0273475304273842>.
2. E.M. Pexioto, A.C. Palini, R.J. Vallerand, S. Rahimi, M.V. Silva, The Role of Passion for Studies on Academic Procrastination and Mental Health during the COVID-19 Pandemic, *Social Psychology of Education: An International Journal*, vol. 24, 2021, pp. 877-893. DOI: <https://doi.org/10.1007/s11218-021-09636-9>
3. H.A. Lao, K.A. Lao, K.G.A. Lao, Academic Procrastination in Virtual Classrooms: An Examination among Pre-Service Language Teachers during the Pandemic, *International Journal on Integrated Education*, vol. 5, 2021, pp. 221-243. Retrieved from <https://journals.researchpark.org/index.php/IJIE/article/view/2868>
4. S. Berglas, E.E. Jones, Drug choice as a self-handicapping strategy in response to noncontingent success, *Journal of Personality and Social Psychology*, vol. 36, 1978, pp. 405-417. DOI: <https://doi.org/10.1037/0022-3514.36.4.405>

5. Abramowski, Is procrastination all that “bad”? A qualitative study of academic procrastination and self-worth in postgraduate university students, *Journal of Prevention & Intervention in the Community*, vol. 46, 2018, pp. 158-170. DOI: <https://doi.org/10.1080/10852352.2016.1198168>.
6. A.H.C. Chu, J.N. Choi, Rethinking procrastination: Positive effects of “active” procrastination behavior on attitudes and performance, *The Journal of Social Psychology*, vol. 145, 2005, pp. 245-264. DOI: <https://doi.org/10.3200/socp.145.3.245-264>.
7. Garzón-Umerenkova, J. Gil-Flores, Academic Procrastination in Non-Traditional College Students, *Electronic Journal of Research in Educational Psychology*, vol. 15, 2017, pp. 510-532. DOI: <https://doi.org/10.14204/ejrep.43.16134>.
8. P. Steel, The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure, *Psychological Bulletin*, vol. 133, 2007, pp. 65-94.
9. Haryanti, R. Santoso, Prokrastinasi Akademik Pada Mahasiswa Organisasi, *SUKMA: Jurnal Penelitian Psikologi*, vol. 1, 2020.
10. T. Amiel, M. Orey, Do You Have the Time? Investigating Online Classroom Workload, *J. Educational Technology Systems*, vol. 35, 2006, pp. 21-43. DOI: <https://doi.org/10.2190/CU8Q-8678-4W03-3587>.
11. S. Herdian, N. Zamal, The Phenomenon of Academic Procrastination in Students during, *International Journal of Social Science and Human Research*, vol. 4, 2021, pp. 2066-2072. DOI: <https://doi.org/10.47191/ijsshr/v4-i8-15>.
12. Wulandri, S. Fatimah, M.M. Suherman, Gambaran Faktor Penyebab Prokrastinasi Akademik Siswa Sma Kelas Xi Sman 1 Batuujajar Dimasa Pandemi Covid-19. *FOKUS (Kajian Bimbingan & Konseling Dalam Pendidikan)*, 2021.
13. V.A. Lambert, C.E. Lambert, Qualitative Descriptive Research: An Acceptable Design, *Pacific Rim International Journal of Nursing Research*, vol. 16, 2012, pp. 255-256.
14. H. Nasajji, Qualitative and descriptive research: Data type versus data analysis. *Sage Journal*, 2015, pp. 117-122.
15. V. Braun, V. Clarke, Using thematic analysis in psychology, *Qualitative Research in Psychology*, vol. 3, 2006, pp. 77-101.
16. S. Dawadi, Thematic Analysis Approach: A Step by Step Guide for ELT Research Practitioners, *Journal of NELTA*, vol. 25, 2020, pp. 62-71.
17. H.J.S. Speziale, D.R. Carpenter, Qualitative research in nursing: Advancing the humanistic imperative (4th ed.), Philadelphia: Lippincott Williams & Wilkins, 2007.
18. E. Mikuska, The Importance of Piloting or Pre-Testing Semi-Structured Interviews and Narratives, SAGE Publications Ltd, 2017. DOI: <https://doi.org/10.4135/9781473977754>.
19. W. Van Eerde, Procrastination, Health, and Well-Being, *Procrastination and Well-Being at Work*, 2016, pp. 233–253. DOI: <https://doi.org/10.1016/B978-0-12-802862-9.00011-6>.
20. Z. Ismail, Psychological Well-Being and Its Relationship with Active and Passive Procrastination: A Study on Students of a Business University in Karachi, *Academic Journal of Interdisciplinary Studies*, vol. 5, 2016. Retrieved from <https://www.richtmann.org/journal/index.php/ajis/article/view/9554>.
21. K.J. Charlebois, Doing tomorrow what could be done today: An investigation of academic procrastination, *Dissertation Abstracts International: Section B: The Sciences and Engineering*, vol. 68, 2007, pp. 3389.
22. S. Afzal, H. Jami, Prevalence of Academic Procrastination and Reasons for Academic Procrastination in University Students, *Journal of Behavioural Sciences*, vol. 28, 2018.
23. R. Conti, Competing demands and complimentary motives: Procrastination and intrinsically and extrinsically motivated summer projects, *Journal of Social Behavior and Personality*, vol. 5, 2000, pp. 47-60.
24. Ellis, W.J. Knaus, Correlates of academic procrastination: Discomfort, task aversiveness, and task capability, *Journal of Counselling Psychology*, vol. 31, 1977, pp. 503-509.

25. J.R. Ferrari, Self-handicapping by procrastinators: Protecting self-esteem, social-esteem, or both?, *Journal of Research in Personality*, vol. 25, 1991, pp. 245-261.
26. T. Janssen, J.S. Carton, The effects of locus of control and task difficulty on procrastination, *Journal of Genetic Psychology*, vol. 160, 1999, pp. 436-42.
27. M.M. Kachgal, L.S. Hansel, K.J. Nutter, Academic Procrastination Prevention/Intervention: Strategies and Recommendations, *Journal of Developmental Education*, vol. 25, 2001, pp. 14-24.
28. Oweini, N. Harrayat, The carrots or the stick: What motivate students [A Manuscript], Lebanese American University, USA, 2005.
29. T.A. Pychyl, J.M. Lee, R. Thibodeau, A. Blunt, Five days of emotion: An experience sampling study of undergraduate student procrastination, *Journal of Social Behavior & Personality*, vol. 15, 2000, pp. 239-254.
30. E.D. Rothblum, L.J. Solomon, J. Murakami, Affective, cognitive, and behavioral differences between high and low procrastinators, *Journal of Counseling Psychology*, vol. 33, 1986, pp. 387-394.
31. C.D. Saddler, J. Buley, Predictors of academic procrastination in college students, *Psychological Reports*, vol. 84, 1999, pp. 686-688.
32. H.C. Schouwenburg, Academic Procrastination. In: *Procrastination and Task Avoidance*, The Springer Series in Social Clinical Psychology, Springer, Boston, MA., 1995. DOI: https://doi.org/10.1007/978-1-4899-0227-6_4
33. D. Ariely, K. Wertenbroch, Procrastination, Deadlines, and Performance: Self-Control by Precommitment, *Psychological Science*, vol. 13, 2002, pp. 219-224. <http://www.jstor.org/stable/40063710>
34. L.A. Natividad, Análisis de la procrastinación en estudiantes universitarios. Unpublished Doctoral Dissertation. Universitat de València. Valencia, España, 2014.
35. D.M. Tice, R.F. Baumeister, Longitudinal study of procrastination, performance, stress, and health: The costs and benefits of dawdling, *Psychological Science*, vol. 8, 1997, pp. 454-458. DOI: <https://doi.org/10.1111/j.1467-9280.1997.tb00460>.
36. P. Steel, T. Brothen, C. Wambach, Procrastination and personality, performance, and mood, *Personality and Individual Differences*, vol. 30, 2001, pp. 95-106. DOI: [https://doi.org/10.1016/S0191-8869\(00\)00013-1](https://doi.org/10.1016/S0191-8869(00)00013-1).
37. W. McCown, W. Sr Johnson, Personality and chronic procrastination by university students during an academic exam period, *Personality and Individual Differences*, vol. 12, 1991, pp. 413-415.
38. F.M. Sirois, T.A. Pychyl, Procrastination and the priority of short term mood regulation: Consequences for future self, *Social and Personality Psychology Compass*, vol. 7, 2013, pp. 115-127. DOI: <https://doi.org/10.1111/spc3.12011>
39. F.M. Sirois, "I'll look after my health, later": A replication and extension of the procrastination-health model with community-dwelling adults, *Personality and Individual Differences*, vol. 43, 2007, pp. 15-26. DOI: <https://doi.org/10.1016/j.paid.2006.11.003>
40. KG Rice, C.M.E. Richardson, D. Clark, Perfectionism, procrastination, and psychological distress, *Journal of Counseling Psychology*, vol. 59, 2012, pp. 288-302. DOI: <https://doi.org/10.1037/a0026643>
41. J. Shin, A.M. Grant, When Putting Work Off Pays Off: The Curvilinear Relationship Between Procrastination and Creativity, *Academy of Management Journal*, vol. 64, 2020. DOI: <https://doi.org/10.5465/amj.2018.1471>.
42. N.N. Harris, R.I. Sutton, Task procrastination in organizations: A framework for research, *Human Relations*, vol. 36, 1983, pp. 987-995. DOI: <https://doi.org/10.1177/001872678303601102>.

43. W. Van Eerde, Procrastination: Self-regulation in initiating aversive goals, *Applied Psychology: An International Review*, vol. 49, 2000, pp. 372-389. DOI: <https://doi.org/10.1111/1464-0597.00021>.
44. Emanuel, M. Katzir, N. Liberman, Why do people increase effort near a deadline? An opportunity-cost model of goal gradients, *Journal of Experimental Psychology: General*, 2022. DOI: <https://doi.org/10.1037/xge0001218>.
45. Y. Zhang, Y. Gan, H. Cham, Perfectionism, academic burnout and engagement among Chinese college students: A structural equation modeling analysis, *Personality and Individual Differences*, vol. 43, 2007, pp. 1529-1540. DOI: <https://doi.org/10.1016/j.paid.2007.04.010>.
46. T. Arfah, M. Norhafizah, Contribution of Peer Conformity to Student's Academic Procrastination, *Advances in Social Science, Education and Humanities Research*, vol. 639, 2021.
47. S. Knowles, M. Servátka, T. Sullivan, M. Genç, Procrastination and the non-monotonic effect of deadlines on task completion, *Economic Inquiry*, Western Economic Association International, vol. 60, 2022, pp. 706-720. DOI: <https://doi.org/10.1111/ecin.13042>.
48. M. Zhu, R. Bagchi, S.J. Hock, The Mere Deadline Effect: Why More Time Might Sabotage Goal Pursuit, *Journal of Consumer Research*, vol. 45, 2019, pp. 1068-1084. DOI: <https://doi.org/10.1093/jcr/ucy030>
49. M. Silver, J. Sabini, Procrastinating, *Journal for the Theory of Social Behaviour*, vol. 11, 1981, pp. 207-221. DOI: <https://doi.org/10.1111/j.1468-5914.1981.tb00033.x>
50. J. Ferrari, C. Mason, C. Hammer, Procrastination as a predictor of task perceptions: Examining delayed and non-delayed tasks across varied deadlines. *Individual Differences Research*, vol. 4, 2006, pp. 28-36.
51. L.N. Dyrbye, C.P. West, M.L. Richards, H.J. Ross, D. Satele, TD. Shanafelt, A randomized, controlled study of an online intervention to promote job satisfaction and well-being among physicians, *Burnout Research*, vol. 3, 2016, pp. 69-75. DOI: <https://doi.org/10.1016/j.burn.2016.06.002>
52. L.A. Mamolo, Online Learning and Students' Mathematics Motivation, Self-Efficacy, and Anxiety in the "New Normal", *Education Research International*, vol. 22, 2022, pp. 1-10. DOI: <https://doi.org/10.1155/2022/9439634>.
53. E.L.L. Matildo, R.K. Dagondon, Experiences and Challenges of the Faculty in the Implementation of Flexible Learning. *Sci. Int. (Lahore)*, vol. 34, 2022, pp. 313-319.
54. JS Barrot, I.I. Llenares, L.S. del Rosario, Students' online learning challenges during the pandemic and how they cope with them: The case of the Philippines, *Educ. Inf. Technol*, 2021.
55. CDO Godinez, L.S. Lomibai, A Gaussian-Bernoulli Mixed Naïve Bayes Approach to Predict Students' Academic Procrastination Tendencies in Online Mathematics Learning, *American Journal of Educational Research*, vol. 10, 2022, pp. 223-232. DOI: <https://doi.org/10.12691/education-10-4-10>.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

