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**Investigating the Impact of Academic Procrastination on EFL
Learners' Achievements:
A case of Third year students of English, Mostaganem**

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Abstract

Procrastination is a widespread phenomenon in the academic context. It is the act of postponing tasks and delaying them to an indefinite time and date. This psychological phenomenon makes learners unable to undertake the tasks they are requested to do in a definite time; this is due to many factors. The latter can affect and manipulate learners' procrastination. In this dissertation, this study aims to investigate the negative impact of academic procrastination on EFL Learners' academic life. The data collection instruments used for this research were an interview and a questionnaire to collect relevant information we need for the topic. We selected 30 third-year licence students of English and 10 EFL teachers from AbdelhamidIbnBadis University in Mostaganem. The results revealed that our participants confirm that academic procrastination kept learners from progressing in their educational carrier and affected their skills by reducing their autonomy and engagement inside and outside the classroom. Procrastination is a deeply ingrained psychological problem that learners should avoid and that teachers should be aware of its negativity. Finally, academic procrastination, from the perspectives of our participants, is as a harmful habit that sticks to affect their learning process, causing total degradation, low assessment and a gap between them and their teachers.

Keywords: Procrastination, Academic procrastination, achievements

Dedication

I dedicate this work to my mother and father, who have supported me since the beginning of this work, as well as to my friends who helped and supported me throughout my research journey.

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Chapter One: Overview

General Introduction

Psychology has become the mainstay between areas of an individual's life, and more deeply within the educational context. It seems to go hand in hand with his whole career. It means that it is inherently attached to his performance from the first rise of his on-going educational life to the highest levels that he might reach. In this insight, mentioning educational life leads us to discover one psychological obstacle, which is procrastination. The latter hinders and reduces the productivity of learners inside and outside the classroom and makes them more hesitant and suspicious of their performance. Academic procrastination is defined as the tendency prevailed to postpone academic activities and is almost always associated with anxiety. An obvious example is to delay studying the lessons until the night of the exam, and the resulting hurry affects the student.

Academic procrastination is a relatively common phenomenon among adults and students in universities. It is deeply rooted in the performance and achievements of EFL learners as it can restrict, block and reduce their engagement and autonomy about a variety of key factors closely related to this act of postponement to set a date and time. The key factors mentioned above can be as motivation, anxiety, self-regulation, self-control, self-esteem and many individual subjective assessments of one's worth. As a result, they flow in the same stream with academic procrastination, resulting in a low level of thinking, evolving, and functioning well, which neither sustains nor hinders expectations of good results.

Many researchers have approached the problem from different angles not only to find solutions to the phenomenon but to reveal it to teachers today and to future generations of students to diagnose the type of procrastination. As for teachers, to simplify the process of evaluating their classes and make them more independent and engaged to be able to investigate

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and discover the impact of academic procrastination and its discovery on the performance of EFL learners, we let us ask four different questions:

- 1- To what extent academic procrastination can prevent EFL learners' from succeeding in their tasks?
- 2- Is academic procrastination considered a psychological issue?

Based on the previous research questions, we formulated two hypotheses as predicted answers to our research questions:

- 1- The majority of learners said that they practice this habit daily and could not get rid of it when doing their tasks, and academic procrastination can be enormously harmful.
- 2- Academic procrastination is a psychological issue because it is naturally a habit that grows with learners as they proceed in their learning process.

This study aims to explore the causes of procrastination and how to prevent it in the academic environment and thus search for solutions to avoid learners postponing their tasks, and increasing awareness of this phenomenon among teachers and learners. Our research consists of three Chapters. The first chapter is devoted to present an overview of academic procrastination and its characteristics. It serves to explain its historical background and the point in time where it all started. Also, it offers a detailed explanation of its psychological and social beliefs. Finally, it presents the causes of procrastination and the types of procrastinators. The second chapter presents the method and data collection instruments that we used to answer our research questions, and more profoundly to show our way when conducting this research. The third chapter aims at analysing the collected results and consequently drawing a conclusion about the impact of academic procrastination on EFL Learners' achievements.

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Introduction

This chapter will provide the theoretical background of academic procrastination and its effect on the performance of EFL learners. We will approach this topic from different angles. We will explain social and psychological beliefs about procrastination. Additionally, we list the causes of procrastination and the types of procrastination. Finally, we will mention its characteristics and relationship to perfectionism.

1.1 Definitions of procrastination

Researchers define procrastination as the act of putting off, deferring, prolonging, delaying, stalling or even postponing a task for a future period in time (Rosario et al., 2009). The tasks that people tend to put off are often the ones that are of high priority in a person's schedule. A person is considered to be procrastinating when that individual begins to substitute tasks of higher importance with others that are actually of lower priority or are of no particular significance.

Procrastination is usually an undesirable act. Indeed, one of the most famous quotes on the undesirability of the act of procrastinating, reprised by even the former president of the United States (Jefferson, 2005). It comes from the Earl of Chesterfield in his letter to his son:

“No idleness, no laziness, no procrastination; never put off till to-morrow what you can do today” (Stanhope, 2004).

Nevertheless, procrastination has permeated the life of all individuals at some point in their life. According to (Schouwenburg and Dewitte, 2002) from time to time, everyone procrastinates, but the one who tends to procrastinate the most can be called the procrastinator. Procrastinators are all around us, but one of the areas in which their presence feels most is the academic field, that is, the field that relates to formal education. Some studies have

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demonstrated that academic procrastination was present in the acts of 70% of University students (Rosario et al., 2009).

The general idea of procrastination is that it leads to underperformance, which is a direct consequence of the delay in starting work due to the lack of time to complete work at the best level (Schouwenburg and Dewitte, 2002). The same reasoning can be applied to procrastination in science. Students procrastinate, waste time, and do not have enough time to complete the work, which ultimately reduces the quality of work expected of them. Academic procrastinators can be confusing as one might wonder why they would repeat these unwanted tasks to postpone tasks if such actions on their part lead to poor performance.

1.2 History of procrastination

The etymology of the word ‘procrastination’ is of Latin provenance; it derives from the term ‘procrastinate’ which has its roots in pro, meaning “forward” and crastinus, meaning “of tomorrow” (Klein, 1971). Procrastination is a term that has been often referred to in the literature of various genres, including historical, religious literary works.

On the odd occasion, some authors have used the term procrastination in a positive light designating it as a sort of purposeful delay that may counterbalance the tendency to rush into the work impetuously at the risk of neglecting some more important aspects or missing some information of higher importance that would have come later if the work had been delayed. One of such works that vindicate the use of procrastination as playing a somewhat useful role states that: “*Hamlet had it wrong: he who hesitates is halfway home.*” (Bernstein, 1998)

However, it is undeniable that most of those who have tried to carry out in-depth research on the subject of procrastination have found that procrastination carries many drawbacks, dwarfing by far more the functional delay that authors like Bernstein have described. An

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analysis on the subject of procrastination carried out by Milgram (1992) attributed this course of (in)action to the industrial revolution more precisely to the fact that technological advancement in the rapidly changing society gave rise to new deadlines for people which was not present in an agrarian society. The same view was supported by (Ferrari, Johnson and McCown 1995) in their book. Although they took a less firm stand on this position by stating that despite existing throughout history, it was not before the Industrial Revolution that the problem's amplitude was magnified. (Ferrari, et al., 1995).

Showing their agreement to much extent with the previously stated position, others have even gone on to term procrastination as a contemporary form of “malady” touching people (Kachgal, Hansen and Nutter, 2001). However, despite Kachgal et al.'s respective positions on this subject, the ‘problem’ of procrastination has long existed and been documented in society. However, taking into account the previous examples of researches on procrastination in society even before the Industrial Revolution, we may find the Earl of Chesterfield's letter to his son where he states procrastination (Stanhope, 2004) or even in the sermon of Reverends preceding the era such as Reverend Walker's speech on where he considers procrastination as being a very sinful course of action (Walker, 1682). Even some of the classical texts are fraught with references on the subject of procrastination, for example, Cicero, a very famous Roman Orator, in a diatribe against Mark Antony, condemned him for his sluggishness and filled with procrastination manner (Philippics, 6.7 ???). Eastern works such as the Bhagavad Gita (Gandhi, Strohmeier and Nagler, 2000) provides further insight on how far back-references to the subject are present as the book dates 500 BC. In the book Lord Krishna states that considers the “Tamasika”, that is, people of abominable character are those who indulge in certain types of behaviour including procrastination. These people, according to him, are denied rebirth in a mortal form and are sent straight to hell.

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Based on everything that has been said before, procrastination in those days was an unwanted act, whether in everyday life where people deal with general and simple things or in the academic context where every act or transaction must have been punctual. It can be seen in all the books and novels that tell about the daily life of people. From the evidence gathered from various sources, it can be concluded that procrastination has existed for a long time in human behaviour. Some researchers have attempted to dig deeper into the question by trying to find out to what extent procrastination exists in human nature. Such a study was conducted by Elliott, who attempted to question several aspects of procrastination as a human personality trait. He tried to probe the consistency of procrastination in individuals. Elliot attempted to retest people who had taken an inventory of adult procrastination after ten years. He found that procrastination was still very present in these people, showing it to be a stable trait in them. (Elliott, 2002).

1.3 Academic Procrastination

Perhaps the most common type of procrastination is academic procrastination. It is a delay in tasks or activities related to or dependent on learning and studying. Academic procrastination is a tendency to put off or delays in learning activities and behaviours. The terms of student procrastination and academic procrastination are used interchangeably.

Steele (2007) defined student/academic procrastination as follows: a deliberate delay in a practical course of study or learning despite the expected deterioration. Academic procrastination occurs at all levels of education. Research has shown that procrastination among university undergraduate students is more common, and some studies have shown that more than 70 percent of college students regularly procrastinate. Prevalence of academic procrastination in China has been reported to be between 4 -19 percent, while in the United States, it is 7 -46 percent.

Lowinger et, al stated that Asian studies reported less procrastination that might be due to

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embarrassment accompanied by this behaviour. Savari reported prevalence of procrastination in students as 17.2 percent, Golestani reported it as 72 – 77 percent, and Rafiee reported it as 68 percent. Academic procrastination occurs when students postpone completion of activities, projects, and assignments unnecessarily. Such procrastination may create unnecessary stress and anxiety for people when they attempt to complete their assignments with a rush until the last deadline. Leaving aside or postponing the tasks not only can influence well-being sense of

Schraw (2007) maintained that procrastination might have positive outcomes which allow students to have better use of available studying time. However, other studies have shown that procrastination is associated with less success in life and the emphasis of this study, similar to many other works, is in the negative form of procrastination.

1.4 Characteristics of Academic Procrastination

Among all studies and researches on procrastination, there is one study that have mentioned six characteristics for academic procrastination:

1.4.1 Psychological beliefs about abilities

Even though other studies have failed in the attempt to validate the 4-factor approach to active academic procrastination, they revealed that people with procrastination substantiate their tendency for putting aside the tasks, and their ability for working under pressure. Hence, one aspect of procrastination includes psychological beliefs about ability to work under pressure, and it has been defined as “sensation-seeking” in similar studies.

Sokolowska (2009) mentioned that there is something known as academic self-image. It is a reflective view that people have about themselves and specifies students’ belief about their effectiveness or ineffectiveness. The higher is the students’ belief about their effectiveness, procrastination is more probable in them, and it is related to “exam night rush” resulting from their self-confidence in their ability and positive view about themselves. Schraw (2007) showed

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that people with procrastination and people who study at exam night experience a higher level of challenge when they postpone studying until the last moments. However, the results of another study show that students, which delay studying until the exam night are poor in-class activities.

1.4.2 Distraction

Studies concerning procrastination show that people with procrastination are easily distracted by fun activities. Thus, they mostly give priority to more enjoyable activities. Instead of working on their tasks, they prefer to sleep, watch TV, or play. Moreover, it is safe to say that the easily distracted people by pleasant activities and digital devices are already familiar with this type of enjoyment that is why they do not prefer the hard work and assignments.

One of the reasons that students distract and replace other activities is that doing assignments and projects is annoying for them. It has been found that more people do not like work; they procrastinate more and replace other activities. Low levels of perseverance and high levels of distraction when working on assignments and poor planning skills have been identified as factors affecting procrastination. Evading working on major responsibilities is one of the main characteristics of people with procrastination. They replace focusing on specific activities and tasks with other activities and behaviours.

1.4.3 Social factors of procrastination

Studies on procrastination indicate that people with procrastination fail in self-regulating behaviours which they have high stress. Self-regulation includes the ability for matching at regulating an individual's performance in different environments. Thus, people with procrastination ignore deadlines of the projects when they are in stressful conditions. Steel states that all studies consider a failure in self-regulation as the core of academic procrastination.

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Social factors can increase work avoidance or evading tasks. These are two aspects of procrastination in the view of Schraw (2007). Students are usually those who are at the beginning of adulthood or in adolescence period at the ages of 18 – 23 years old. This age is specified by social compatibility and independence. Students attempt to plan their time with their friends and family. New senses of independence and authority add to this fighting, and university students may leave aside the deadlines related to the academic assignments and instead choose to work or socialize with the friends. Thus, social factors denote and exacerbate procrastination.

1.4.4Lack of time management skills

People with procrastination are unable to manage their time, and there is a high difference between their actual perception and their perceived behaviours. “The time management problem has been stated as a reason for academic procrastination in the study” Solomon (1986). Time management skills are not an inherent attribute, but it is a characteristic learnt by people.

Time management is an important factor for procrastination in the academic complex. For success in an academic environment, students should perform their assignments timely and observe deadlines. They should complete their tasks in the deadlines. Poor time management may lead to forgetting tasks leaving aside studying without any specific purpose until the last moments or working on less important activities instead of academic working. Thus, defected time management may be defined as characteristics for people with academic procrastination.

1.4.5Lack of personal passion

Some researchers introduce procrastination as an inefficient delay. Such delay not only can be due to situational or social variables but also can be due to personality or attitude

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characteristics entitled as passion. Passion is general readiness or ability to start or perform the tasks with energy. If there is low passion in the student, there would be no strong stimulation for completing the tasks in due time, the lack of personal motivation and passion were recognized as a reason for procrastination by Caruth Overall. When students are motivated they will be more efficient academically. The motivation is stimulation for success, and it can be internal or external.

1.4.6 Laziness

Different studies related to academic procrastination have indicated the impact of three factors. These factors include fear of failure, evading working, and laziness. Laziness is the tendency to evade of working when there is needed physical power. Evasion of working and laziness is the cause of 18% of the reasons for procrastination based on the reports of Solomon and Rothblum. In the Schraw's study, about 40 percent of students said that they would not pass the course if the instructor had a great deal of expectation or was not flexible in the deadline for delivery of assignments. Therefore, procrastination may be accompanied by a great desire to avoid schooling or laziness.

1.5 Causes of procrastination

According to Balkis and Duru (2007), several possible causes of procrastination behaviours have been revealed through research. It includes poor time management, feelings of being overwhelmed, lack of motivation, lack of organizational skills, inability to concentrate on work, fear and anxiety related to failure, negative beliefs about one's capabilities, personal problems, unrealistic expectations, and perfectionism. Furthermore, procrastination is rooted in three basic cognitive styles that involve unrealistic views about self, others, and the world. These cognitive styles include self-downing (negative and disparaging self-talk), low frustration tolerance, and

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hostility. Cognitive variables that correlate with procrastination include irrational beliefs, external attribution styles, and beliefs with regards to time. Increased procrastination in everyday non-academic activities is significantly predicted by high anxiety and low self-efficacy (Balkis&Duru, 2007). Additionally, procrastination may also be viewed as a coping mechanism that is used to conserve the feelings of self-worth (Schubert & Stewart, 2000).

The reasons for procrastination among employees of the organizations are still unknown, and even sometimes contradictory findings have been achieved in this relation. Thus, the experts have enumerated various reasons for it including fear of success, fear of failure, self-destructive behaviours (conscious or unconscious behaviours that lead to individual's failure/self-harm), avoidance of works that the person has no desire to do, lack of incentive to do work (Bonus) hardness of the work, unpredictable events, negative attitudes toward the regulatory system and organizational structure, lack of knowledge and skills needed to do the work, the impracticability and lack of mobility, bad physical condition, as well as cases such as perfectionism, low level of tolerance and ability to deal with problems and low self-consciousness. These cases can be classified into individual, environmental, and organizational factors, and given the studies; factors affecting procrastination (individual, environmental, and organizational factors).

1.6 Types of procrastinators

Bandes (2016) set five common types of procrastinators:

1.6.1 The perfectionist: the students who always try to appear perfect

This procrastinator is trying to avoid being embarrassed by mistakes or judged, Fiore (2004) says.

They may spend too much time on one component of a project, failing to manage their time properly, or avoid the project altogether, then rush to finish it at the last minute. Of course, this may increase the likelihood of making mistakes.

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1.6.2 The Impostor: The students who fear to be seen as inferior

Afraid of being revealed as unqualified or inferior, this procrastinator puts off doing anything to avoid that risk, Fiore says. Often this type of procrastination is learned when the person is surrounded by people who are difficult to please. “If I cannot please my partner, my parents, my teacher, my boss, it creates what behaviourists call ‘learned helplessness.’ Learned helplessness is a pragmatic definition of depression,” Fiore (2004).

1.6.3 The Dread-Filled: The students who lack motivation

When work is boring or unpleasant, we may procrastinate just to avoid doing it, the founder of the consultancy the Productivity Expert Bandes (2016) says “If you hate what you are doing or you find it mind-numbing, it is tough to get motivated to take action.”

1.6.4 The Overwhelmed: the student who cannot withstand the hard work

Sometimes, there is just too much to do, and it is hard to figure out where to start—so we do not do anything, Fiore (2004). Whether they have chosen to take on too much or a supervisor is piling on the work, the sheer thought of getting it all done makes us avoid doing anything at all.

1.6.5 The lucky one: the students who work under pressure

Some people believe they do their best work under pressure, so they procrastinate until their back is up against the wall. If they have a history of doing this without consequence, they have essentially been rewarded for procrastinating, Bandes (2016). “In school, if you tended to be the kind of person that waited to the last minute to turn in a report, but you still got a good grade on it, that would [create a belief that] ‘Oh, I don’t have to do it right away because I’m going to get a great grade even if I wait until the last minute,’”

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1.7 Perfectionism and academic procrastination

Procrastination is the act of putting off, deferring, prolonging, delaying, stalling or even postponing a task for a future period in time (Rosário et al., 2009). The tasks that people tend to put off are often ones which are of high priority in a person's agenda. On the other hand, the term perfectionism can be construed as the disposition of a person to impose a high standard, that is, demand of flawless execution of performance and to achieve superiority in that performance (Flett and Hewitt, 2002).

Attempting to always do something to one's highest degree of proficiency, that is, seeking perfection in one's action may not always have positive aspects as findings have demonstrated (Slaney, R. B., Rice, K. G., Mobley, M., Trippi, J., & Ashby, J. S. 2001); (Stumpf and Parker, 2000). The positive aspect of perfectionism has been termed as adaptive perfectionism while the side of the construct which carries negative aspects has been termed as maladaptive perfectionism (Chang, Watkins and Banks, 2004); (Dunn, Whelton and Sharpe, 2006).

1.8 Conclusion

Academic procrastination is now seen as a current problem in every sense of the word, as it is a barrier that keeps learners from moving forward with their classroom performance. Moreover, it is unacceptable for teachers who have already considered an unwanted habit that should be banned. Strict adherence to on-time homework delivery is usually a desirable feat that teachers widely adopt daily, making them happy and satisfied when the course is delivered. However, being a perfectionist is always an act of delay.

Chapter Two: Research Methodology

2. Introduction

This chapter aims to present the method we have used to collect all data from our participants so that we can accordingly get accurate results. This research paper will utilize two different data collection methods, a questionnaire and an interview. We start first by explaining why we have used mixed-method research, and then we explain how we get to choose our participants. Finally, we explain how we conducted the two different tools of data collection.

2.1 Method

In this study, we used mixed-method research to get more data about our participants' perception of the subject matter. A questionnaire and an interview were conducted separately containing different types of questions, open and close-ended questions were a part of our questionnaire, and both aimed at digging into our participants' thoughts to make the analysing process easier and credible.

2.2 Context

Our survey was conducted online, due to time constraints and the COVID-19 virus, each participant was required to complete the questionnaire and interview questions. 30 students and 10 teachers from Abdelhamid Bin BadisMostaganem University to participate in the questionnaire. As for the interview, only students were invited to answer the interview questions.

2.3 Procedure

Our Data collection process lasted for two weeks; it was a whole process of sending and explaining the aim of questions to our participants. After that, we collected data from our participants at different times of the day and week.

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2.4 Informants Selection

The population selected for this study represents those who procrastinate in their tasks to collect as much as information. It is; therefore, the quintessence of those who academically procrastinate. The standards that we followed in choosing our participants were the class in which learners were present and not cut the lessons and the teacher's availability to get daily and detailed information about learners.

2.5 Informants

Our population consisted of 30 learners and 10 teachers who were active and able to instantly respond to our questionnaires at the time of this study. Among those 30 learners, 22 were female, and 8 were male. The learners were from 20 to 23 years. They were third-year students of English at the University of AbdelhamidIbnBadisMostaganem. As for teachers, all of them were full-time teachers. Furthermore; it did not matter asking about their sex and age, but instead; we were more concerned about how long they have been teaching third-year students of English at AbdelhamidIbnBadis University.

2.6 Data Collection Instruments

We have utilized both questionnaire and interview, and we have based on varying the questions and split them on two different populations (Teachers and Learners) so that we can gather more credible data concerning the impact of procrastination on learners' productivity.

2.7 Questionnaire

Choosing a well-organized questionnaire helps us to develop our knowledge on the given research topic. The Questionnaire as a data collection tool was useful since it has offered different kinds of answers and interpretations about the subject matter. The reason behind our choice of plenty of close-ended question was seeking accuracy and precision for being able to help to diagnose precisely the type of procrastination. As for the open-ended questions, we intended to leave an open space for learners to express more about the topic and accordingly

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provide us with as much information as possible regarding the sample population to draw conclusions and meet our expectations concerning the impact of procrastination on the learners' performance.

Unlike teachers, we intended to utilize only open-ended questions as to collect credible information and a large amount of knowledge concerning the nature of teaching and learning process regarding the impact of procrastination of their students' performance and productivity.

2.7.1 Standards for choosing participants of the Students' Questionnaire

- The participants were all third-year students of English of the same class.
- It was necessary that our participants had to understand the nature of our topic so that they could easily participate in answering all the questions.
- The participants were obliged to be a part of a third-year class of English language so that we can generalize the results that we might find.

2.7.2 The Questions Design

Question 1 to 3

1. Age:

2. Gender:

A) male:

B) Female:

3. Email:

Questions one to three were typical questions, which have been used in the making of any research by all generations. Besides, they helped us to know the profile of each participant. It is safe to say that they were helpful as they were easy to answer and therefore alleviated the participants' sense of anxiety to continue answering the other questions.

Chapter Two: Research Methodology

In questions four and five, we asked our participants simple questions to find out if they encountered a barrier during their studies or not. Also, we intended to ask precisely the type of obstacles they faced while studying; at the same time, we wanted to refer to the habit of procrastination while asking the fifth question.

4. Do you face some types of obstacles when studying and doing your homework?

A . sometimes b. usually

C . all the time d. Never

5. Please specify what kind of obstacles do you usually face when studying?

A. postponing b. Lack of motivation c. Self-organization d. Lack of time

From the answers of the above questions, we were able to confirm that our participants were facing some obstacles when studying. As for diagnosing the participants' obstacles, we were able to find out the kind that they were more skeptical; this could give us more insights into the subject matter.

Questions 6 to 9

6. Please specify to what extent can the" lack of time" prevent you from submitting your assignments in time?

a. To a great extent b. to some extent c. a little d. No, it can not

7. To what extent do you think your delaying with school-related assignments can prevent you from achieving your educational goals?

a. to a great extent b. to some extent c. a little d. No, it can not

8. To what extent do you think the lack of motivation can be the reason behind your postponing of assignments?

a. To a great extent b .to some extent c. a little d. No, it can not

9. Do you think your self-organizing can help you overcome your postponing habit?

Chapter Two: Research Methodology

a. Yes b. No..... Why?

Questions 6, 7, 8, and 9 were designed to explain the choices that were stated in question number five. By these questions, we could know to what extent our participants were attached to each one of the aforementioned hindrances. In questions 6, 7, 8, we intended to utilize close-ended questions to get accurate responses from our participants to help them justify to what extent they think the lack of time, lack of motivation, and procrastination can hinder them from achieving their educational goals.

We also intended to link the three key factors in the structure of these questions with the habit of procrastinating, just to emphasize that they are already intertwined, and they can interchangeably occur. As for question number 9, we intended to deliver it as an open-ended type to help the researcher to understand whether the self-regulation aspect could be of massive help to overcome procrastination. At the same time, we aimed at giving the participants the freedom of expressing themselves through this question.

In question 10, we intended to allow our participant to select one of the suggested solutions to overcome procrastination. In case they do not consider any of our given choices as a perfect solution to cope with procrastinating, we have provided them with another choice where they can state their suggested solutions for the phenomenon.

10. Which one of the following suggested solutions do you think is perfect to overcome postponing?

a. Time management b. Group work inside the classroom c. Doing homework inside classroom instead of home. Others

2.7.3-Standards for choosing participants of the teachers' Questionnaire

Question 1

According to your EFL Learners' performances inside the classroom; have you ever noticed a category of learners who tends to delay their assignments to the last minute?

This question works as a mainstay for the whole questionnaire. All the questions that come after it depend on its answer to carry on the process of gathering the data about the subject matter.

Question 2

Taking into consideration your experience in teaching EFL learners; do you think procrastination is a deep-seated psychological issue that hinders them from achieving their educational goals?

This question is helpful since it allows the teachers to reveal whether or not procrastination is a deeply-rooted psychological issue that prevents learners from achieving their educational goal. Moreover, it aims to make the teachers feel responsible for their learners' attitude towards their achievements regarding the impact of procrastination and cramming on their performances and productivity.

We have intentionally utilized the aspect of experience in the structure of this question to make their career a part of their judging act.

Question 3

According to your vast experience and knowledge, what are the reasons behind your learners' delaying of their assignments?

This question allows the teachers to express their different interpretations regarding the reasons behind this phenomenon. Depending on their experiences and vast knowledge in teaching, we presume that our participants can get at least 3 or 4 causes that make the learners more likely to procrastinate.

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Question 4

Do you think the lack of motivation and self-regulation are frequently associated with postponing?

1. Yes, b. No

Why!

In question 4, we intended to investigate whether or not the lack of motivation and self-regulation are frequently associated with postponing; this could surely help us reveal the relation between both aspects and procrastination. Since the question is an open-ended one, we presume we may gather a large amount of knowledge and interpretations about this relation.

Question 5

As a teacher, what do you suggest as solutions to overcome procrastination?

In this question, we allowed our participants to widely think of solutions to the phenomenon, as they are part of the learning process. We presume that our participants can suggest plenty of solutions cope with procrastination or at least to reduce the habit that hinders their learners from achieving their educational goals and systematically minimize their productivity.

2.8 Interview

To better understand the thoughts of our informants, it was necessary to conduct an interview.

Through this data collection tool, informants could reinforce ideas that they mentioned in the questionnaire. This method has allowed us to dig deeper in the informants' perceptions towards the impact of academic procrastination on EFL learners' achievements and performance.

Interviews, for this study, were conducted online due to the unavailability of the majority of participants.

2.8.1 Standards for selecting interviewees

- Interviewees were expected to be open and ready to participate in our interview.
- The interviewees had to be the same participants of the questionnaire so that our data can be unified.

2.9 Conclusion

This Chapter was devoted to show the data collection tools that we used to gather information and further thoughts of our participants about the subject matter, and other knowledge that we have optionally collected. Besides; it shows the methodology and everything that has a relationship to our participants and the whole thesis. The information gathered in this chapter will be eventually presented in the third chapter.

Chapter Three: Data Analysis and Results

3. Introduction

This chapter aims at reporting the findings gathered from the data collection tool. First, we start by presenting the results obtained from the learner's and teachers' questionnaires then to deeply analyzing them, and finally, we conclude our chapter section by giving recommendations and suggestions to cope with procrastination.

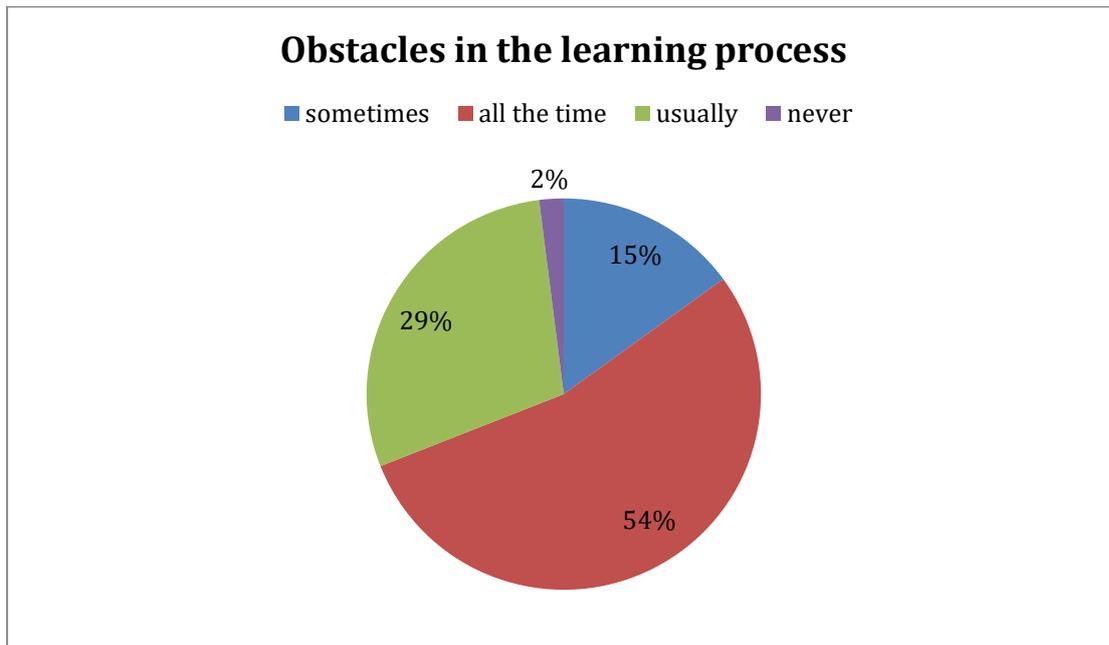
3.1 Analysis of the Questionnaires

The Questionnaires in our thesis were made of various questions that we think they totally cover the different angles of our topic. Besides, they were directed to both teachers and learners for the purpose of getting more insights about academic procrastination and its impact on EFL learners' performance.

3.2 Students' Questionnaire

We have divided the student questionnaire into three main sections. The first section is to prove the existence of all kinds of obstacles that prevent students from achieving their educational goals, as well as to determine and diagnose the exact type of obstacles they suffer from it. It is mainly about the transition from general problems to specific problems as it starts with common obstacles to go deeper and directly to the main problem, which is procrastination. The second section aims to examine to what extent the given issues, in the first section, were related to procrastination. On top of that, it draws a conclusion that proves that lack of time, motivation, and self-regulation are the reasons for procrastination. The third section is an open question. It aims to explore solutions from a student's perspective to overcome procrastination.

3.2.1 Learners' answers about the types of obstacles



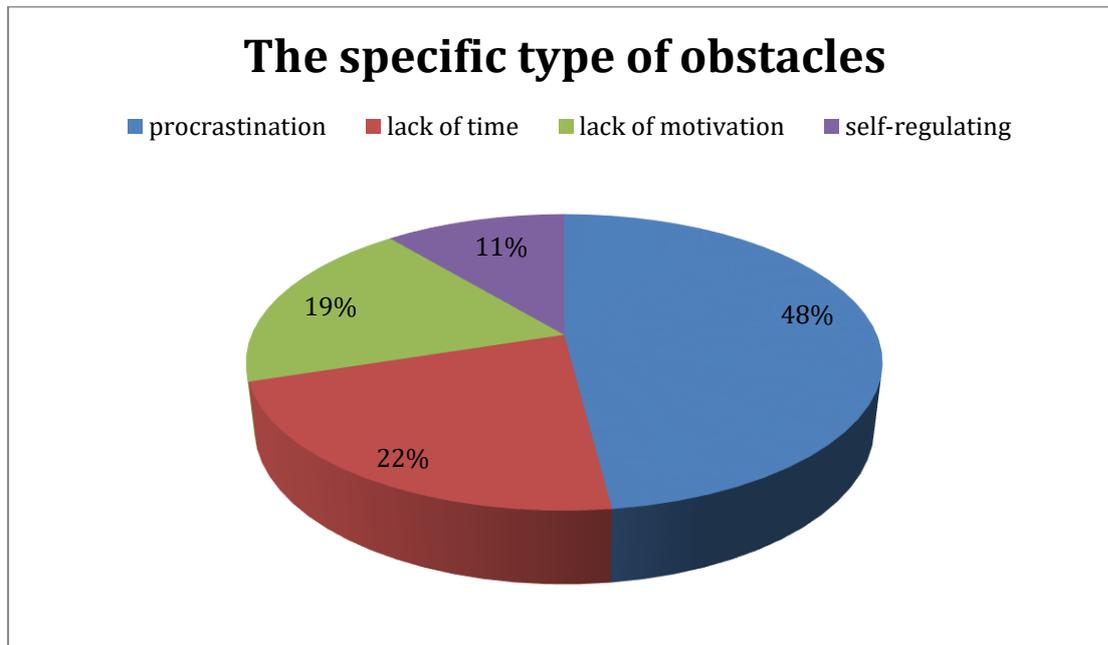
Graph 1: Obstacles in the learning process

Graph 1 shows the degree to which issues happen to prevent learners from studying and achieving their educational goals.

This chart shows that 54% of our learners frequently face obstacles when studying, while 29% of them stated that they usually face obstacles, as for the rest of the population, a group of them were only 15% who answered by “sometimes” and the 2% left answered by “never”.

It means that the majority of learners deal with some issues while studying, whether when doing homework or when undertaking other kinds of assignments.

3.2.2-Learners' answers about a specific type of obstacles

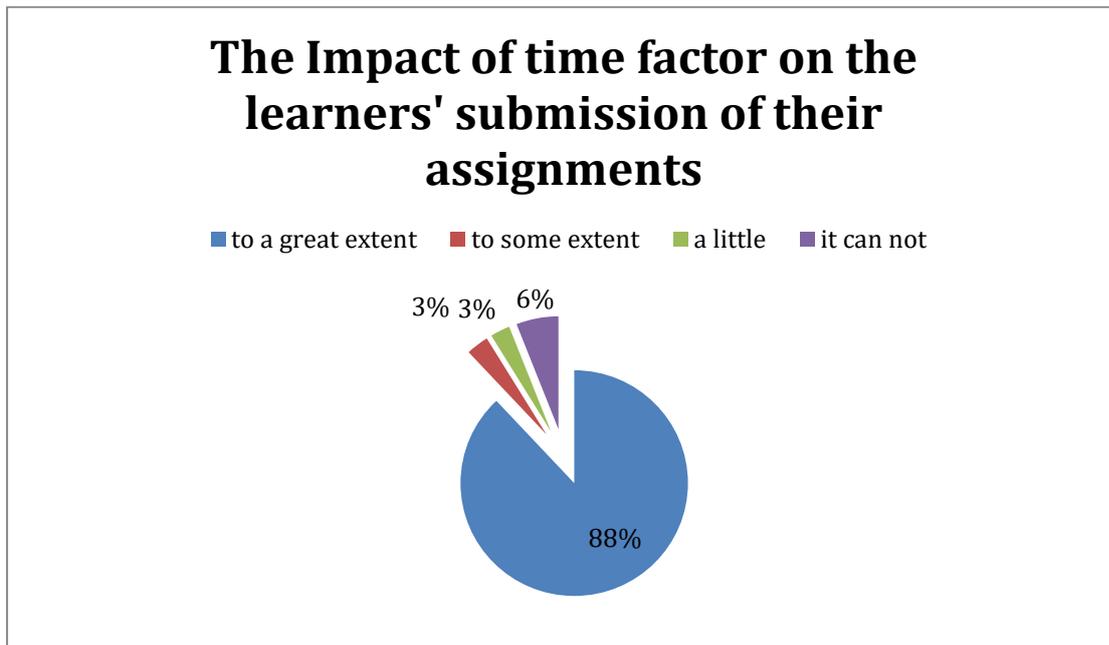


Graph 2: The type of obstacles our learners are more familiar with

The above graph presents the highest ranked type of obstacles our participants mostly face when studying and undertaking their assignments. As expected, the results obtained from this graph show that procrastination is the widely ranked issue that hinders our learners from studying with 48%, while the lack of time and the lack of motivation come respectively in the second place with 22% and 19%. However; the self-regulatory factor comes last with 11%.

The findings in this chart confirm the presence of procrastination in the learners' learning process over other issues that prevent the learners from studying, which support our hypothesis.

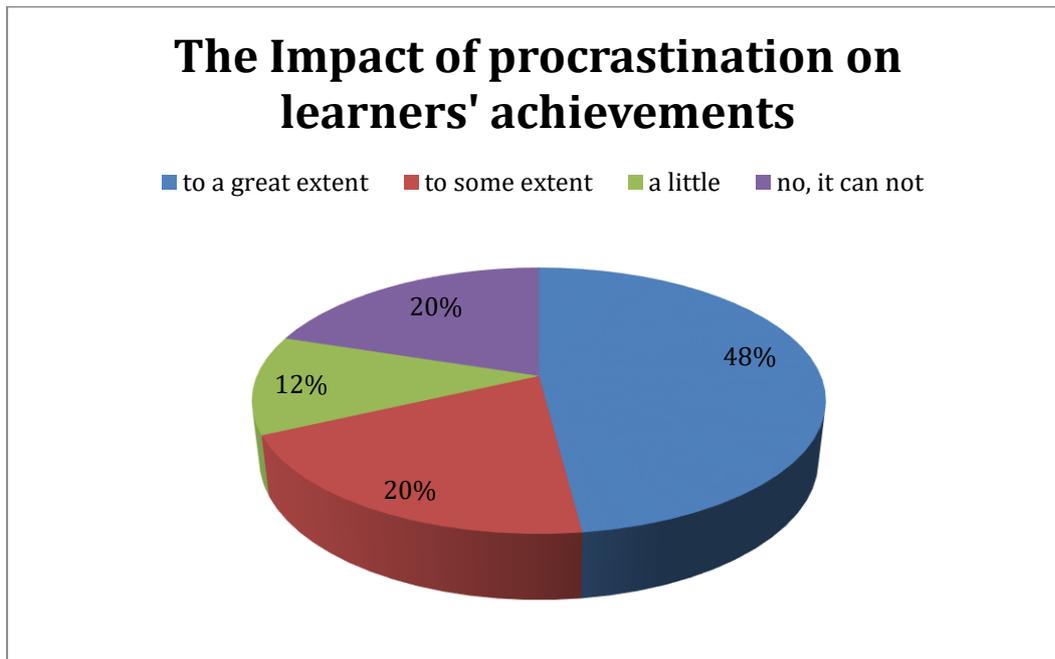
3.2.3 Learners' responses about the lack of time factor



Graph 3: The Impact of time factor on learners

Graph 3 indicates to what extent the lack of time affects the submission of their work by learners. 88% of learners responded that delaying their homework was due to lack of time, 6% that held them back to some extent while 3% replied that it refrains them just a little, as with others, they said that they could not do that at all, this means that the time factor plays a crucial role in the learning process.

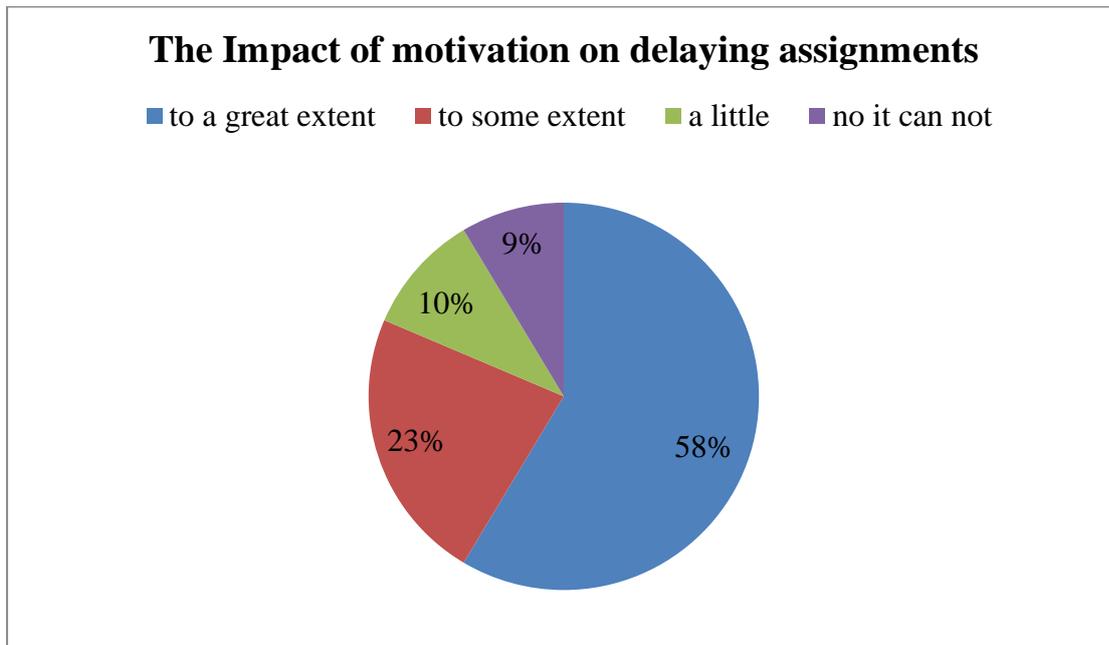
3.2.4 Learners' responses about the impact of procrastination



Graph 4: The Impact of procrastination on learners' educational goals

Graph 4 shows the percentage of learners who feel that their procrastination habit has seriously hindered them from achieving their educational goals. (48%) said that procrastination always affected their learning a lot, and (20%) said it could be emotional but not a lot, while the other 20% said it affected them a bit as much as others, and the remaining students (12%) said that it couldn't affect them;

3.2.5 Learners' responses about the effectiveness of motivation



Graph 5: The Impact of motivation on learners' delaying of their assignments

Figure 5 shows how motivation impact learners' delaying of their assignments. 59% said lack of motivation could be a cause of procrastination to a great extent, 23% said they were somewhat motivated, and 10% said they had not spoken too much on this point. We think we are the cause of procrastination, and the remaining students, 8% said it could not be a reason for procrastination.

3.2.6 Learners' responses about the self-regulatory factor

response	Number	Percentage
Yes	18	60%
No	12	40%

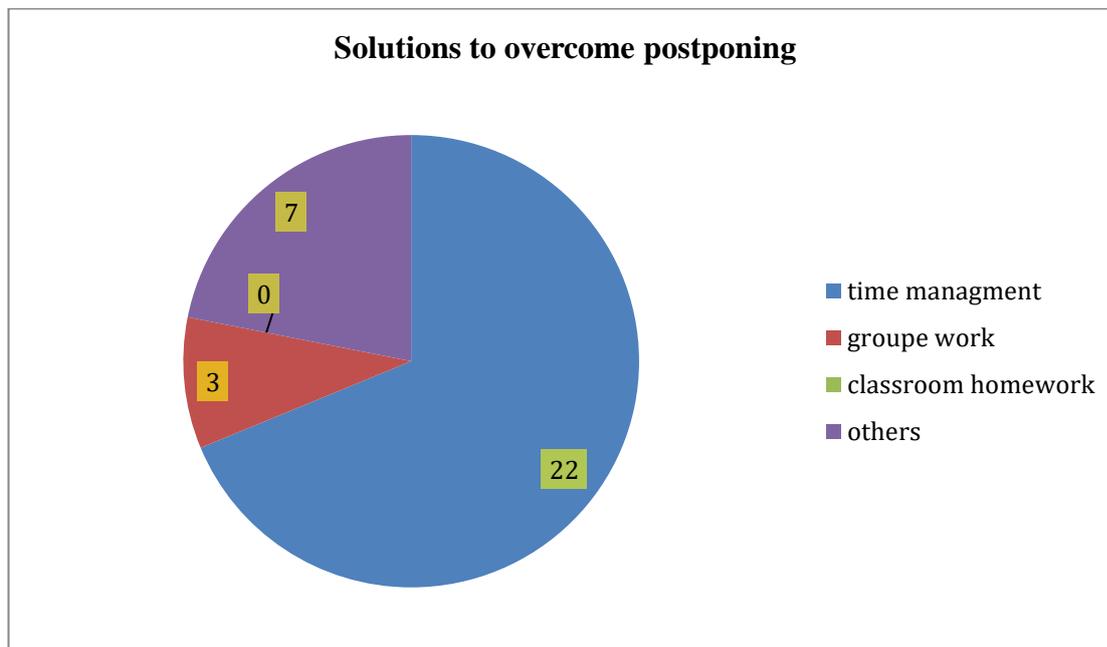
Table 1: The ability of self-regulating factor as a solution to overcome procrastination

This table shows whether or not self-organizing factor can help our participants to overcome procrastination, 18 of them were fully aware of the positive impact of self-organizing on their procrastinating habit, as to make them see what they are asked to do on the given time, as for the rest of them (12) were not sure that self-organizing is the refuge to overcome procrastination.

They stated that even when you are well organized you are still exposed to that habit of delaying assignments because they think it is innate.

According to these data, we comprehend that self-regulatory factor cannot be the only solution to overcome procrastination, and it cannot be generalized on all students' categories since they are genetically different from one another, which means they are not even in terms of intelligence, way of thinking, autonomy, and speedily engaging to any type assignments.

3.2.7 Learners' suggestions concerning solutions



Graph 6:

Solutions to overcome procrastination

Graph 6 portrays the solutions given to our participants to overcome procrastination. As shown in the graph, the majority of participants, 22% chose time management as a solution to overcome procrastination. They think that when you manage your time and divide it as it should be on all of your assignments; you definitely can submit your works on time. While 7 of them think that group work can immensely help them overcome procrastinating as they do all their assignments collectively and not having to feel imperfect in case they delay them to the last minute. Doing their homework inside the classroom instead of home where it should be done was the least of interest to them because they think it is inappropriate and not helping at all. The rest were differently thinking of other solutions to overcome procrastination; for instance, they suggested being punished by their teachers so that they would not leave their assignments till the last minute.

Another remarkable suggestion, they suggested some gifts like books and booklets only to motivate them to avoid procrastinating.

3.3 Teachers' Questionnaire

The teachers' questionnaire consists of five different questions that we think have covered our subject matter, which is academic procrastination. Hence; we have involved ten teachers as participants in our research to help us gain more details about the subject matter and the students as well. As for the aim of each question, we have intentionally made them sound different from one another so that we can collect more answers from different perspectives about the subject matter.

3.3.1 Teachers' responses concerning students who procrastinate

The first question aims at exploring the probability of students' tendency toward delaying their assignments and leaving them till the last minute. The answers were previously expected from teachers who were acquainted with such behaviours from their students. The majority of teachers with 80% said that they have already noticed and pointed out some of the students who consistently tend to postpone and their way to explore them was simple since they repeatedly *hold back to a later time* their assignments whenever they get the chance. As for the rest 20% of the teachers, they assured that few students tend to procrastinate, but it was not that steady continuity. According to them, the seriousness and determination when asking students to submit their assignments is the reason behind their avoidance of procrastination.

However, they added that every learner should be aware and responsible for the consequences they may get from the postponing habit, therefore; they would never think of leaving the work of today till tomorrow or another day.

3.3.2 Teachers' responses on the existence of procrastination

This question aims to unveil the truth on the probability of the hindrance that procrastination can make when it comes to submitting learners' assignments on time. 70% of teachers confirmed our vision towards the subject matter and its nature that was psychologically classified. In this matter, they think that procrastination is just a habit that they can easily go over by understanding that it will ruin their career and continuum in succeeding and evolving. The other teachers think that procrastination is a deep-seated psychological issue that can be an obstacle to some types of innately lazy students, but, it can never be that harmful since they work and submit their assignment anyways.

3.3.3 Teachers' responses about the reasons behind procrastinating

Question number 3 aims at investigating the reasons behind procrastinating to make them noticeable so those next coming generations would be able to consider them. The responses were quite similar to one another; however, each teacher gave us a bit of his experience dealing with procrastinators. For instance, some of them said that the majority of procrastinators are innately lazy, that is why they always tend to postpone even when it comes to easy tasks.

Another teacher said that the students who tend to postpone thing that it is a must work on their assignments even when it takes them longer than they were expected to submit their work. He added that this type of procrastinators is called “perfectionists”. The remaining answers were also different. For example, some of them said that the reason for procrastination is lack of motivation, especially the intrinsic motivation that comes from the learner himself. They think that procrastinators are motivated to encourage doing the job on time.

3.3.4 Teachers' responses on the incorporation of lack of motivation and self-organizing

This question aims to emphasize our vision and thoughts about the relationship between the two factors with the subject matter. We received a total and typical idea about procrastination and its relationship with the two factors in terms of integration. As we expected, the majority of teachers, 80% said that the lack of motivation is one of the most affecting factors on learners and we should raise awareness about it and meanwhile think of solutions to get rid of this bad habit. As for self-regulatory factor, they said it is up to the learners to manage their time and organize themselves to make everything clear so that they can be the best in everything, not only their studies. As for the rest (20%), they said that self-regulatory factor should be the first of their interest since it is all about organizing time and oneself.

3.3.5 Teachers' responses about the solutions to overcome procrastination

We were a hundred per cent sure that teachers would give us some solutions taking into account their years of experience in this domain, the question was open-ended so that they enlighten us with different ways to overcome procrastination.

Some of the teachers said that students should worry about their future at the first place because they are the ones who lose at the end of the day since future is the only thing that makes us think and rethink before doing something that would last and hunt us for the rest of our lives.

The motivation factor appeared in the thoughts of our participants. They believe that there should be motivational speeches that teachers give now and then, and even students should be enthusiastic.

Another said that there must be strict changes in the education system regarding the assessment process so that our students are sufficiently aware of the consequences in case they fail to meet the deadline for submitting their work.

3.4 Analysis of the interview

To validate our research, we went forward to use interview after using a questionnaire. We mainly concentrated on exploring how harmful academic procrastination can be on EFL learners' achievements; and how it affects their performance.

Question 1:

In your opinion, does procrastination prevent you from becoming more active in the classroom?

P1 "Well, I think procrastination is still unveiled to the majority of students, But still is an obstacle to some students who suffer a lot from postponing without a convenient reason to do so".

P2 "yes, it does prevent me from becoming more active or even less active, I became inactive since I am not, equally, treated by our teachers as the rest of my classmates, and that is not their fault(teachers). I have to admit it is mine and I'm looking for a solution to get rid of it.

P3 "being a procrastinator has minimized my skills inside and outside the classroom so far, but it is not the only problem that I have got. Since I'm aware of the idea that intelligence is innately different now, I'm more concerned about boosting my mental skills instead of thinking about how not to procrastinate."

Question 2

According to what you have experience in your three years of LMD, can you confirm that academic procrastination starts from a certain point in a student's career and gradually grows as he moves up from a year to another?

P1 "Yes, I think it sticks to his career because it is a habit."

P2 "Well, not to my knowledge, because I haven't gone through such a pointless behaviour that'd ruin my career, but I can confirm that it could be harmful if it gets deeper as the student doesn't pay attention to it."

P3 " Yes, it does follow the student from where it started till he pushes it away.

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Question 3

If you were to find a solution to help procrastinators get rid of procrastination, what would you suggest?

P1 “I would think of finding ways to motivate oneself because I believe it is the only way that helps student overcome obstacles.”

P2 “From a procrastinator’s point of view and throughout my experience, I realized that self-organizing is the best way to overcome obstacles, that is to be in our learning process. We cannot avoid them but can surely deal with them the way we should do.”

3.4.1 Discussion of the results

This study helps us better understand how academic procrastination harms EFL learners in terms of performance, activity, and achievement. It also shows us, through the data we have collected, how learners perceive procrastination in school and how they cope with it.

During this study, we asked two research questions that we answered through data collection tools; the first question is to what extent can procrastination in school prevents EFL learners from succeeding in their learning process? In response to this question, the different thoughts and ideas were introduced differently. Therefore, almost all students emphasized that academic procrastination prevents them from succeeding and developing their performance because it hinders their skills and reduces their skills to a large extent. The second question is: is academic procrastination considered a psychological issue? Participants answered that it sure is a psychological issue since it is a habit that can be increased, decreased, or even eliminated.

From the data analysis, we could discover that academic procrastination is an obstacle that keeps on preventing students from learning, developing, and succeeding in their learning

Chapter Three: Data Analysis and Results

process. We could also deduce that academic procrastination does exist differently in every student's set of mind depending on how he perceives it.

Through all that we have experienced, we cannot say that we fully confirmed that every student is aware of the damage academic procrastination can make on his performance. We managed to raise awareness and to explore the nature of this phenomenon among our teachers and learners. .

3.5 Conclusion

We concluded that our participants' perception of procrastination was present, moreover; they were aware of the harm it could make over the years of studying. We could also explore our participants' willingness to avoid procrastination since they all agreed that it is harmful as it prevents them from achieving their educational purposes. Procrastination cannot only be an obstacle in their educational career; it can also tightly stick to their everyday life resulting in not good consequences. As for the teachers' group, they warmly welcomed the idea of suggesting some solutions to the problem that they see as a "continue to happen" habit as it does stick to the individuals from learners in terms of not good class evaluation and results. Besides, we could investigate the positive impact of motivation and self-regulatory on academic procrastination.

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General conclusion

The research study that we conducted was an attempt to investigate the impact of academic procrastination on EFL learners' achievements. We mainly focused on exploring the nature of procrastination; and whether it negatively affects their educational career or not. Academic procrastination is a deep-seated issue and a bad psychological habit according to what our data has validated. Thus; it is as harmful as one cannot proceed in his educational career, moreover; it can be harmful on learners' who do not perceive it as a bad habit, since it reduces their skills and makes them weaker than they could be. Based on our data, we confirmed that our participants suffered massively from procrastination and could not resist it. They were victimized and seen as procrastinators. So, procrastination has negatively affected their mental state and learning conditions inside the classroom.

The choice of using questionnaire as the data collection tool was on point; it has, therefore, helped us to gather a massive amount of views and thoughts from different perspectives about academic procrastination.

The use of both close and open-ended questions in the questionnaire helped us gain more information about the impact of academic procrastination on EFL learners' educational career. As for teachers, we intentionally asked them open-ended questions to get more thoughts about their experiences about the subject matter. As for the learners, we used close-ended questions to get more precise answers so that we could validate our views and thoughts about the problem. Through everything we have experienced in this survey, we could agree on one major fact, and that is that academic procrastination can be harmful. As learners, we need to avoid it and be aware of the negative impact it can have on us. Besides, with the help of teachers in terms of motivation and seriousness of the behaviour of learners towards their homework, we may be able to overcome academic procrastination.

Chapter Three: Data Analysis and Results

Finally, we could validate our hypotheses and views on the negative impact of academic procrastination on the educational careers of EFL learners. Also, we could confirm that not all learners are procrastinators, and not all procrastinators are lazy learners.

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Appendices

A- Students' Questionnaire

Dear participants

This questionnaire is part of my master thesis that aims essentially at exploring the impact of academic procrastination on EFL Learners' performance. Please be sure that your responses will remain anonym and used only for the aim of this research.

1. Age

2. Gender

A) Male b) Female.....

3. Email.....

4. Do you face some types of obstacles when studying and doing your homework?

A. Sometimes B.

Always. C. All time

D. Never

5. Please specify what type of obstacles do you usually face when studying?

A. postponing B. Lack of motivation C. Self-organization D. Lack of time

6. please specify to what extent can the" lack of time" prevent you from submitting your assignments in time?

A .to a great extent B .to some extent c. a little D.No, it can not

7. To what extent do you think your delaying with school-related assignments can prevent you from achieving your educational goals?

A. to a great extent B. To some extent C. A little D. No, it can not

8. to what extent do you think the lack of motivation can be the reason behind your postpone assignments?

A.to a great extent B.to some extent c. a little D.No, it can not

9. Do you think your self-organizing can help you overcome your postponing habit?

a. Yes b. No Why?

.....

10. Which one of the following suggested solutions do you think is perfect to face postponing?

a. Time management

b. Group work inside the classroom

c. Doing homework inside classroom instead of home.

Others

B- Teachers Questionnaire

Dear Teachers

This Questionnaire is part of my master dissertation, which is aimed essentially at investigating the impact of academic procrastination on EFL Learners' performance. We kindly ask you to answer the following questions to give us more insights into the research topic of our thesis. Make sure that all the responses will remain anonymous and will only be used for educational purposes.

1. According to your EFL Learners' performances inside the classroom; have you ever noticed a category of learners who tends to delay their assignments to the last minute?

Yes, No, Explain please:

2. Taking into consideration your experience in teaching EFL learners; do you think procrastination is a deep-seated psychological issue that hinders them from achieving their educational goals?

Yes No Explain, please

3. According to your experience and knowledge, what are the reasons behind your learners' delaying of their assignments?

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4. Do you think the lack of motivation and self-regulation is frequently associated with postponing?

Yes No Why?

5. What do you suggest as solutions to overcome procrastination?

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