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**Master: Language and Communication**



**The Relationship Between Academic Procrastination and Academic Achievement**

A Case Study of M2 Students of English Language and Communication at Abdel Hamid Ibn  
Badis University>

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## **Abstract**

The present study unveiled if a significant relationship exists between academic procrastination and academic achievement. Furthermore, it aimed at investigating the prevalence of academic procrastination among gender. It lastly investigated the relationships between academic procrastination and cheating. The research sample consisted of 24 M2 students of English at Abdelhamid Ibn Badis University. A research questionnaire was employed to collect as much data as possible. It consisted of Personal Information, academic procrastination scale and cheating scale. The findings showed that there is a negative correlation between academic procrastination and academic achievement. Furthermore, results revealed that male students are more likely to procrastinate than females.

**Keywords:** academic procrastination, academic achievement, cheating.

## Dedication

- “I owe everything I am today to my dear mother and father, who have always made the education of their children a top priority, without them, I would not have been the person I am today.”
- *I dedicate this work to those who helped assassinate my creative mind,  
to those who destroyed my mental health under the name of academic learning to make it  
legal.*

## **Acknowledgements**

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## **General Introduction**

Today, the rapid urbanization of the world has affected the social life of individuals, sometimes to postpone or delay their homework and duties until the last moment. This phenomenon is called procrastination, which is not a good act and it is a wrong habit of humans at different stages in their life and most academic fields. On another hand, academic procrastination is a serious problem among learners, especially at school and university levels. This phenomenon can negatively affect a learner's academic performance. Some studies have shown that students who tend to procrastinate are at greater risk in lower grades. They also found that people with less procrastination had better results and better performance. To study this phenomenon, we have asked these research questions:

1. What is the relationship between academic procrastination and academic performance?
2. How does procrastination differ between the two sexes (males and females)?
3. What is the relationship between academic procrastination and cheating?

To reflect upon these issues, we have formulated the following hypotheses:

1. There will be a negative correlation between academic procrastination and academic achievement.
2. There will be some gender difference in the academic procrastination level of the participants in which we suggest that males are more likely to procrastinate than females.
3. There will be a positive correlation between procrastination and cheating.

The work is divided into three chapters. The first chapter presents an overview of the related research topic. In the second chapter, we provide the reader with some details on the research design methodology, and the last chapter presents the data analysis and the discussion of the results we obtained throughout our data collection.

### 1. Introduction

The current chapter presents the previous research studies that discussed the phenomenon of procrastination and its relationship with academic achievement. It focuses on defining and simplifying procrastination, and we discuss the behavioural and decisional procrastination. Also, it clarifies the difference between the active and passive type of procrastinators. Finally, the relationship between academic procrastination and academic achievement, gender and cheating will be highlighted.

#### 1.1 Definition of Procrastination

According to Merriam Webster.com the term “Procrastination” is borrowed in the 16th century from Latin *procrastinatus*, which itself evolved from the prefix *pro-*, meaning "forward," and *crastinus*, meaning "of tomorrow." Like its synonyms "delay," "procrastinate" means to move or act slowly to fall behind. It typically implies blameworthy delay especially through laziness or apathy.

Knaus (2000) contends that procrastination might have begun 2.5 million years ago when humans were still in small clans. According to Ferrari et, al (1995), procrastination is a behaviour that is so common that most researchers in the past would think that it was not worth investigating. Therefore, scholars have already begun to study procrastination as early as the 1980s.

Procrastination is described by Steel (2007) as “to voluntarily delay an intended course of action despite expecting to be worse off for the delay”. It can also be described as delaying the start of a task that one eventually intends to complete until he or she experiences emotional discomfort about not having performed the activity earlier (Lay and Schouwenburg 1993). Simpson and Pychyl (2009) and Steel (2007) regard procrastination as an unreasonable delay. This behaviour is common among adults at all levels of education and does not require contemplating or planning. A study made by (Ellis and Knaus 1977) shows that 80%–95% of college students engage in

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procrastination, and About 50% procrastinate in a consistent and problematic fashion according to (Day et al., 2000).

Procrastination is a tendency to postpone what is necessary to reach the goal (Ferrari, Johnson, & McCown, 1995; Lay, 1986), this is a much more sophisticated personal characteristic than inefficient time management (Ferrari, 2010; Ferrari & Diaz-Morales, 2007).

Lay (1986) describes procrastination as the frequent failure to do what needs to be done to reach goals. Popoola (2005) describes it as an exercise to perform less urgent tasks rather than more urgent tasks, or to do more fun tasks rather than fewer fun tasks, thus distributing the forthcoming tasks later and has a cognitive, behavioural and emotional. (Popoola 2005) described the procrastinator as someone who knows what to do, how to do it, tries to do it, but still does not do it.

Procrastination is considered to be a self-impaired behaviour that results in wasted time, poor performance and increased stress. Ferrari (2001) have portrayed procrastinators as lazy or self-indulgent people who could not organize time and manage themselves.

Laeus (2015) indicates that procrastination is the practice of performing more pleasurable activities instead of less pleasurable ones, or carrying out less pressing tasks instead of more important ones, and also explains that procrastination is about avoiding the task at hand.

### **1.2 Behavioural procrastination**

Behavioural procrastination is a self-sabotaging strategy that allows people to shift blame and avoid action. For example, a student can perform not good in exams and use procrastination as an excuse for his failure.

"Ferrari frequently claims that procrastinators suffer from low esteem and self-doubt, and he explained their behaviour as worrying about how other people judge their abilities. Prolonged procrastination and failure to perform adequately create a cycle of self-defeating behaviour, leading

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to a spiral of self-esteem downward. Self-inflicted degradation and shame of this kind often translate into stress and mental health problems at some points.

### **1.3 Decisional Procrastination**

A strategy of procrastination is to delay decision-making in the face of conflict or choice. Individuals procrastinating at a high level of decision tend to fear mistakes and are likely to be perfect. The decision-maker does not hope to find a better solution, and for this reason, he escapes the final decision by procrastination. Decision stallers can distinguish between adaptive and non-adoption models to deal with challenges.

### **1.4 Passive and active procrastination**

By mentioning the word procrastination, we directly associate it with negative influences. Despite this, we have distinguished two different types of passive and active procrastinators. The above two types differ from each other in cognitive, emotional and behavioural dimensions.

#### **1.4.1 Passive procrastination**

Passive procrastinators are traditional procrastinators. Usually, they do not plan to delay, but often end up being late because of their inability to make quick decisions; as a result, they feel pressure, tension and pessimism when a deadline approaches. They have not a good feeling towards their ability to achieve satisfactory results (Ferrari, Parker, & Ware, 1992). Furthermore, passive procrastinators seem more likely to give up and not complete their tasks (Steel, Brothen and Wambach, 2001) who claim that their ideas of self-doubt and impropriety increase the chances of failure and cause 'failure. Feelings of guilt and depression. Prevent negative procrastination. The comfortable type of procrastinator tends to reject the more difficult tasks to avoid stress (Tamiru, 2008)

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### **1.4.2 Active Procrastination**

Active procrastinators are individuals who can act in their decisions promptly. Nevertheless, they suspend their actions and focus their attention on spending time doing other tasks on hand. In most of the times, active procrastinators can finish their assignments on time. These procrastinators prefer to work under pressure. They feel challenged and motivated when faced with last-minute tasks, and that feeling immunizes them against the negative moods shared between passive procrastinators. Active procrastinators delay on purpose to create for themselves a challenging environment to push themselves to do their works; they cannot do it without time pressure. For example, some students have all ideas in their mind and enough information to start doing their task, but they cannot write until they feel the deadline is approaching. Choi and Moran (2009) reported that active procrastinators are efficient in time management and pleased with their outcomes.

### **1.5 Academic Procrastination**

Academic procrastination is an exceptional case of procrastination where procrastinators are unable to finish the school assignments; this is due to a delay in academic responsibility, such as submitting homework or a delay in preparing for exams at a later time (Deniz et al.,2009)

Academic procrastination is the delay of academic work, even though one wants to complete it on time. In reality, no one would procrastinate to get bad marks all students prefer to submit their work on time and get good grades.

Academic procrastination is to fail to do the tasks that should be done on time so as not to bring inconvenience to other people (wang, 2012). Wang also defines it as the delay of academic responsibilities until they have passed an externally set optimal time.

(Schouwenburg and Lay, 1995) pointed out that when procrastination has repeated many times, and it becomes a habit, this will be as a personal trait.

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According to Solomon and Rothblum's (1984) research, nearly half of students reported procrastinating, which is consistent with the study by Orellana-Damacela et, al (2000). Even Ivy League students postponed their studies (Knaus, 2000). Some studies show that there are about 70-95% undergraduate students who have experienced academic procrastination, which is worse than that the study of Beck et, al (2000). academic procrastination is a chronic problem for around 70% of the college students.

Beck et, al, 2000) shows that fear of failure is a factor that leads to procrastination. Many students do not start to work, because they are afraid of failure, which will hurt their self-esteem.

Academic procrastinators may have problems with self-regulation, for example, setting Plan and organizing time, and they spend less time doing their school work and revising for their exams. Academic procrastinators are unsatisfied with their performance and results, in most of the time they get lower grades than non-procrastinators. According to (wang,2012) The inability of students to complete their homework has Nothing to do with their low intelligence or low abilities, but only just to delay their assignments and studies.

Some investigators contend that academic procrastination has some negative consequences. It causes stress and high anxiety, and thus some physical symptoms, such as headaches and exhaustion. Moreover, the procrastinators blame and belittle themselves, These explain why some student have lower self-esteem, and often they end up not performing their tasks (Ellis and Knaus, 2000). All these consequences can affect the academic performance of the students to some extent.

### **1.5.1 Academic procrastination and academic achievement**

Academic achievement or academic performance refers to the level of schooling you have completed and the ability to succeed in your studies. When you get good grades, it always seems that some students get bad grades, and negative results, unlike the others. Scholars have paid close attention to the reasons for unsatisfactory results for students; therefore, many studies aimed to

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investigate whether a significant relationship exists between Academic procrastination and academic achievement.

There is a great deal of empirical research on academic procrastination and academic achievement. However, the results were inconsistent. The researchers reported that academic procrastination might hurt learning achievement, such as low grades and exams failure (Aremu, 2011; Balkis M, 2013).

Fayrouzeh explored the relationship between school procrastination and academic achievement from the perspective of self-efficacy and the will to succeed (Fayrouzeh, 2013). A large number of studies have considered school procrastination as an obstacle to students' academic success. Semb et, al, 1979; Beswick et, al, 1988; Wesley, 1994; Tice and Baumeister, 1997; Steel et, al, 2001 demonstrate that procrastination is negatively related to academic achievement. In 2015, Joubert showed that there is a strong negative relationship between academic procrastination and academic achievement, and academic scores decrease with increasing academic procrastination.

They also found that people with a low level of procrastination have satisfactory results and perform better.

Nevertheless, some studies (Lay, 1986; Pychyl et, al 2000b; Chu and Choi,2005; Gafni and Geri, 2010) show that there is no significant correlation between procrastination and exam performance or the quality of assignments Chu and Choi (2005). These studies found that there is no relationship between academic procrastination and academic achievement

### **1.5.2 Academic procrastination and gender**

According to (Ferdman, 1999), gender's roles differ from one to another in culture, in which each society imposes responsibilities, duties and behaviours personality characteristics according to their sexes. The division of labour assigned in the family gives the girls the traditional feminine role to be nurturant, passive, affectionate and dependent. In contrarily, boys are to be more

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dominant, active, assertive and independent (Bem, 1975). Being female or male brings about some differences in behaviours, attitudes, rights, tasks and responsibilities.

In terms of gender, many studies attempted to investigate gender differences in academic procrastination. Some studies indicate that there are no significant gender differences in the occurrence of academic procrastination contrary to popular belief (Ferrari, 1991; Haycock, McCarty, & Skay, 1998; Hess, Sherman, & Goodman, 2000; Johnson & Bloom, 1995; Rothblum et al., 1986; Solomon & Rothblum, 1984; Watson, 2001). The Joubert Study (2015) also reported that the difference between male and female academic procrastination is not significant.

On the one hand, in a study made by Lamba (1999) explored gender role orientation related to procrastination. According to Van Eerde (2003), gender is related to procrastination; his study shows that males are slightly more likely to procrastinate than females. Senecal et al. (1995), Steel (2007) and Ferrari (2013) also found that males procrastinate more than females. On the other hand, some studies show that the level of procrastination on females are higher than males (e.g. Haycock, McCarthy, & Skay, 1998; Paludi & Frankell-Hauser, 1986). Women may experience higher levels of anxiety due to procrastination than men (Rothblum et al 1986).

According to Connel and Ryan (1986) and Vallerand and Bissonnette (1992) should women procrastinate less than men, it could be argued because women are generally more intrinsically motivated than men and less externally regulated and motivated about academic activities than men.

### **1.5.3 Academic procrastination and cheating**

academic cheating is dishonestly or unfairly act made by students to gain good grades and avoid failure. Moreover, it is described as the tendency to illicitly use other students work or ideas or using dishonest work to get a good grade. Students usually justify their dishonest behaviour with a varied set of arguments, such as the excessive difficulty of the tasks or the little time they have to complete

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all the assignments (Brent & Atkisson, 2011). Also, the lack of time is connected with procrastination; this explains why individuals find cheating as the only way to save his grades.

Many published articles about the relationship between the attitude of cheating and procrastination behaviour (i. e. Rosário et al., 2009; Vinski & Shick Tryon, 2009) did not find a connection between the two variables. Scholars such as Rabin, Vogel and Notre Upham (2011) also studied cheating or procrastination from a different perspective, but they did not obtain conclusive results. In the other side, Roig & Detommaso (1995) addressed the two characteristics together and found a positive and moderate connection between them; however, Wang (2012) criticized this and mentioned that this theory needs supporting evidence. And this raises doubts as to why procrastinators stagnate if they dare to cheat and plagiarize in the first place.

### **1.6 Conclusion**

This chapter provides pertinent information about procrastination and its relationship to academic achievement. It discussed the connection between procrastination, gender, cheating, and academic achievement.

### **2. Introduction**

This chapter aims to discuss the method that we used to collect data for valuable results about the relationship between academic procrastination and academic achievement. This chapter will introduce the research method, context, participants and the procedure followed while gathering process, research instruments and description of the questionnaire.

#### **2.1. Research Method**

To investigate the relationship between academic procrastination and academic achievement, we used a quantitative and qualitative research method to gather the data needed to validate our research hypothesis; it will help us analyse the data intended for numerical representation in sequential levels.

#### **2.2. Context**

This study was conducted in the department of English language at Abdelhamid Ibn Badis with second- year master students of language and communication. The reason for choosing these participants is that the researcher noticed that most of them are procrastinators.

#### **2.3. Participants**

The target participants for this research were second-year master students of language and communication from the department of English language of Abdelhamid Ibn Badis University. The questionnaire was distributed to 18 female and 06 male students. They were selected to investigate the relationship between procrastination and academic achievement.

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### **2.4. Procedure**

This study took place at the level of the department of English at Abdelhamid Ibn Badis university. Due to COVID-19 we designed an online questionnaire on Google form and we delivered it for M2 language and communication students on their Messenger boxes.

### **2.5. Research Instruments**

To collect data for this research study, we designed a questionnaire to students of second-year master language and communication. It contains three parts; each part of the questionnaire is necessary for our research study. The three parts are personal information, academic procrastination scale, which includes eight items, and the last one is a cheating scale that contains three items.

### **2.6. Questionnaire**

The questionnaire aims to find if there is a significant relationship between academic procrastination and academic achievements. It investigates how procrastination differs between gender (males and females). Besides, our purpose is to check if cheating has to do with the increase and decrease of procrastination. The reason for choosing a questionnaire is its advantages; it allows for a quick data collection in a short period. Moreover, it is easy to be managed and analysed.

#### **2.6.1 Description of Questionnaire**

The questionnaire is made up of three parts (see appendix A). The first part consists of questions about the learner's personal information. The second part is an academic procrastination scale, while the third part is the scale of cheating.

##### **2.6.1.1 Personal information**

The personal information part contains two questions, gender and grade point average (GPA). The first question will enable us to find which gender is more likely to procrastinate, and the second

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on grade point average will help us to measure the relationship between procrastination and academic achievement after we correlate them together.

### 2.6.1.2 Academic Procrastination Scale

To find an appropriate scale to measure procrastination in university students, the researcher studied the General Procrastination Scale (GP), the Tuckman Procrastination Scale (TPS) which consists of 35 items, and the Procrastination Inventory (API) from Aitken which contains 19 elements. In reviewing all the instruments mentioned, the researcher found that the language used in these instruments could be difficult for his selected sample. Besides, the three scales mentioned are too long.

Based on what we found, the researcher decided to design a scale with simple language that anyone can easily understand, and by working according to some studies that have proven that the length of the questions can lead to an imprudent answer and insufficient response effort. Gibson and Bowling (2017) found that respondents were more likely to respond carelessly to a longer questionnaire than a shorter questionnaire.

Katherine's (2018) study consistently argued that questionnaire length predicts a reckless response. The researcher decided to create a scale comprising 08 items (see appendix A).

They are organized under several rubrics which are Never, Rare, Usually and Always; Each item contains a scoring system scoring form that begins on a scale of 01 representing zero procrastination and ends with 04, symbolizing a high level of procrastination.

Never	Rarely	Usually	Always
1 pt	2 pts	3 pts	4 pts

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By answering all the items of the procrastination scale, the participant will be able to record a score from 1 to 32. Participants who score from 1 to 8 are non-procrastinators, from 9 to 16 are low procrastinators, from 17 to 24 are medium procrastinators and from 25 to 32 are high procrastinators. All items on the procrastinator scale are habits shared among procrastinators; unless point (7) is not their common habit in any procrastinator. It will be rated inverted in which the numerical rating scale operates in the opposite direction.

Never	Rarely	Usually	Always
4 pts	3 pts	2 pts	1 pt

1. I postpone finishing my homework for no reason even if it is necessary.
2. I feel uncomfortable just by thinking that I should start doing my homework.
3. I tell myself that I will do my assignments then I step back from that.
4. When I have a deadline, I wait until the last minute.
5. I revise for the exam till the last night before the exam.
6. I enter the exam room with zero information because of the lack of time.
7. I finish important jobs before time.
8. I give up on doing homework.

### 2.6.1.3 Cheating scale

The cheating scale is the third part of our questionnaire see (Appendix A). In this part, we have collected the most common ways of cheating between students. The cheating scale consists of 3 items; each item has a column for the scoring system that starts from a scale of 0 which stands for none cheating level and ends with 03 which represent high cheating level.

Never	Rarely	Usually	Always
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0 pt	1 pts	2 pts	3 pts
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Students who scored 0 are none cheaters, and those who scored from 1 to 3 have a low level of cheating, from 4 to 6 have a medium cheating level and from 7 to 9 have a high level of cheating. This part will help us to measure the resort level of students to cheat.

Item 1: copying homework from students is a common habit among students, where the student tends to copy homework and assignments from his schoolmates and reformulate the contexts. In this part, we wanted to know if this habit is common between our target population.

Item 2: in this part we wanted to know if our participant is likely to cheat when they lack time to revise and prepare for their exams because of procrastination.

Item 3: Sometimes procrastinators do not have time to revise; through this question, the researcher wanted to know if the lack of time drives procrastinators to cheat.

## 2.7. Conclusion

This chapter presented the research methodology, It portrays the research method, the context, and the selected participants for this study. Also, we have described the questionnaire that we designed. Through this part, the reader will be able to understand methods and methodology we went through to investigate the relationship between academic procrastination and academic achievements.

### 3. Introduction

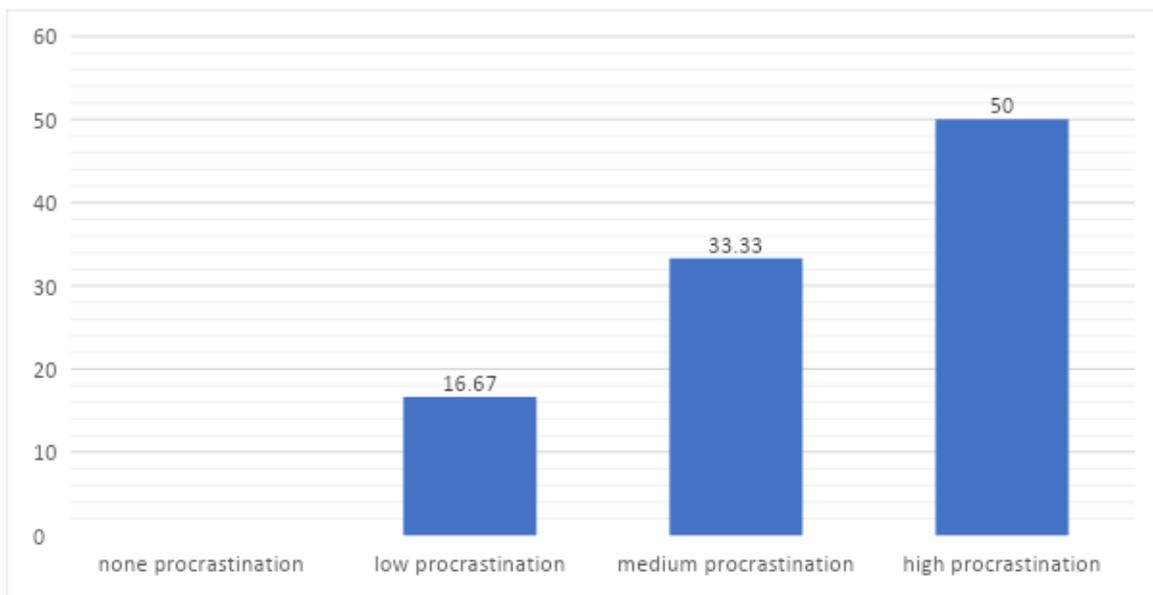
After presenting and discussing more information on the methodology adopted in this study, this chapter deals with the results obtained during the research process. It is divided into three sections. The first part examines the relationship between school procrastination and academic success. The second part deals with the prevalence of procrastination between cheating, and the third part examines the relationship between academic procrastination and cheating.

#### 3.1 Academic procrastination and academic achievement analysis

The Academic Procrastination Scale is designed to provide the researcher with the necessary data to differentiate the level of procrastination among students. 24 students participated in our research survey to help us with their answers which will be analysed as follows:

##### 3.1.1 Analysis of procrastination scale

The procrastination scale aims at measuring learners' procrastinating level. The Following graph reveals the findings:



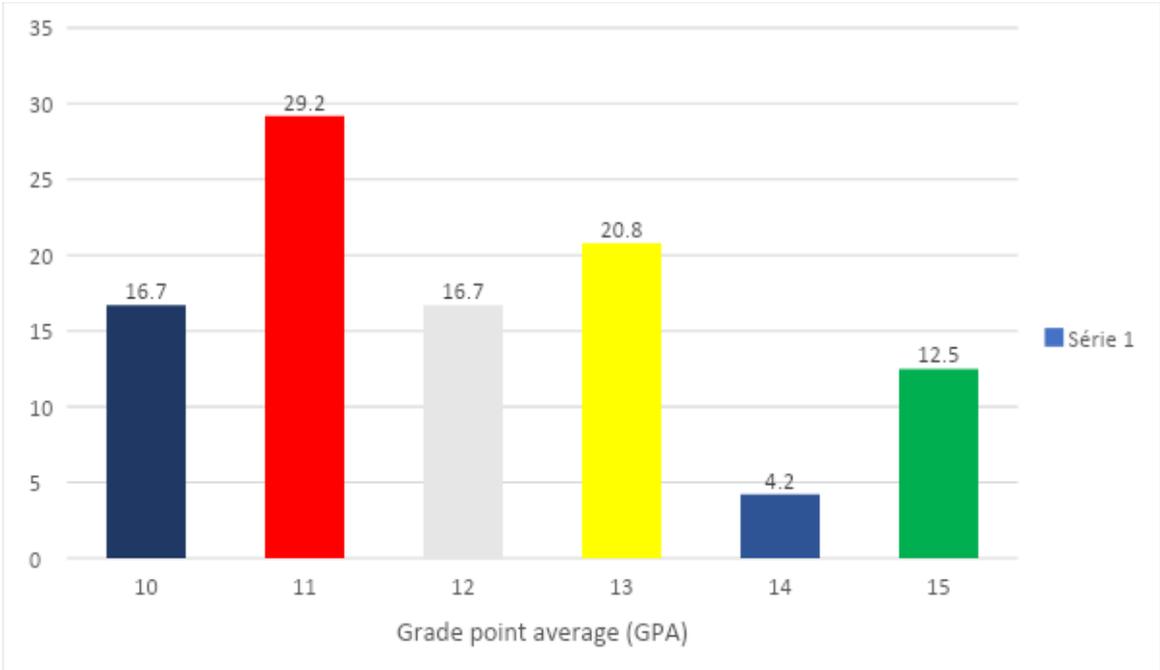
**Graph 1: Academic procrastination levels**

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Graph (1) displays the variable rates of academic procrastination level. The number of non-procrastinators represents 0% of our target population. Moreover, the procrastinators level is low than a percentage of 16.67%. As for the medium procrastinator level, it represents low procrastinators with 33.33%. Finally, as indicated in the presented graph, 50% of students are high procrastinators. That is, at a rate equivalent to half the number of students who provide us with responses.

### 3.1.2 Analysis of grade point average (GPA)

In our questionnaire, the grade point average GPA was the second question in personal information part (see appendix A, question 2) this question will help us to find whether a significant relationship exists between academic procrastination and academic achievements. The following graph displays their answers:



**Graph 2 : Grade point averages**

As shown in Graph 2, the average grade point ranges between 10 and 15 where the percentage of participants who stated their GPA 10 is 16.7%, this is the same percentage of participants who mentioned their GPA as 12. The graph above indicates that 29.2% of the learner's GPA is 11, and

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this is the highest percentage on record, followed by 20.8% of students who declared that their GPA is 13. The graph also shows that 4.2% got 14 and the percentage of students who obtained 15 is 12.5%. Once you correlate this data with the data in Graph 1, we will reveal the relationship between procrastination and academic achievement.

### 3.1.3 Correlation between academic procrastination scale and GPA

The scores on academic Procrastination Scale were correlated with the grade point average obtained from the participant using the Personal Information.

GPA	Low procrastination	Medium procrastination	High procrastination
10	0%	0%	33,33%
11	0%	12,5%	50%
12	50%	25%	0%
13	0%	37,5%	16,67%
14	0%	12,5%	0%
15	50%	12,5%	0%

**Table 1 : Correlation between academic procrastination scale scores and GPA**

After correlating the grade point average of the students with the level of their procrastination, we found that the percentage of all the learners who get 10, 11, 13 and 14 represent 0% of low procrastinators. 50% of low procrastinators indicated that their GPA is 12, and the other 50% indicated that their GPA is 15.

As for the medium procrastination level, we noticed a change in percentage of GPA. Also, we observed, in the table, the percentage of students with 10 GPA represents 0%, and 12.5% indicated

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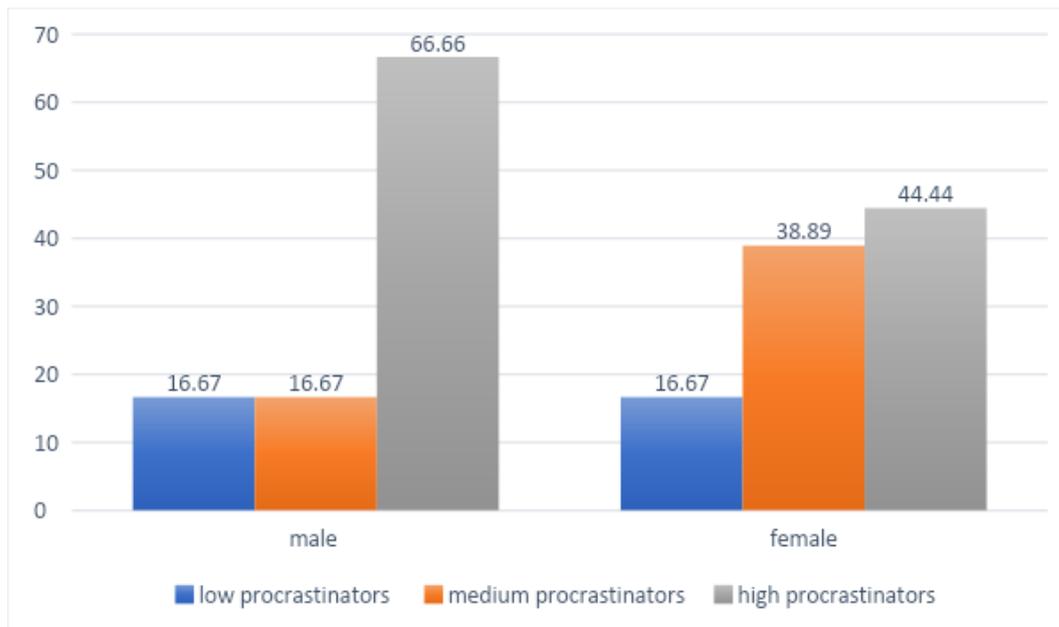
that they get 11, and this is the same percentage for people who get 14 and 15. Moreover, 25% indicated that their GPA is 12 and the highest recorded percentage is 37.5% for students who get 13.

For high procrastinators, we noticed that 33.33% of the participants got 10 and 50% of the participants indicated their grade point average is 11, which is considered as the highest number recorded among the high procrastinators, while that the lowest percentage recorded was 16.67%, which is good for participants who scored 13. The table above also shows that students with 12, 14 and 15 GPA are not highly qualified and obtained a score of 0%.

After analysing in-depth the statistics collected, we observed that there is a negative relationship between the two variables because the grade point average of the scores decreases when academic procrastination increases. We also noticed that a high percentage of procrastinators with a low procrastination got 15 which represent 50%. When it comes to medium procrastinators, the highest percentage is 37.5%, and that is for the participant who got 13. It indicates that there is an inverse relationship between procrastination and academic achievement. We have found that as the level of procrastination increases, the grade point level decreases, or vice versa.

### **3.2 Academic procrastination and gender analysis**

In our questionnaire, we have asked our participants to determine their gender in the personal information part (see appendix A, question 1). Note that 75% of the participants are females, and 25% are males. This question aims to investigate how the level of procrastination differs from the two genders. In this part, we have calculated the score of academic procrastination of each gender individually, and we found it as follows.



**Graph 3: The Differences of academic procrastination levels between genders**

Graph (3) shows the varying rates of academic procrastination of the two genders. It shows that the percentage of low procrastinators of both genders is equal at 16.67%. The medium percentage of procrastinators for males is also 16.67%. We also observed a remarkable increase in the percentage of females, which reached 38.89%. The graph also showed that 66.66% of males procrastinate at a high rate, while the percentage of women who have a high level of procrastination is 44.44%.

After analysing the above rates, we found that the majority of males were highly procrastinators, while the women were medium and high procrastinators.

### **3.3 Analysis of Academic procrastination and cheating**

After we calculated the score of academic procrastination level for each participant, we also calculated the level of resorting to cheating then we correlated the two variables together. They as follow:

## Chapter Three: Data Analysis and Results

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	Low procrastination	Medium procrastination	High procrastination
Non-cheaters	50%	25%	8,33%
Low cheaters	0%	25%	8,33%
Medium cheaters	25%	35,5%	16 ,67%
High cheaters	25%	12 ,5	66,67%

**Table 2: Correlation between academic procrastination level and cheating level.**

As disclosed in the table (2) 50% of low procrastinators are considered as non-cheaters which represent the half. The percentage of non-cheaters decreased to 25% of medium procrastinators students. The number of non-cheaters students continued to decrease until it reached 8,33% among high procrastinators.

The table above shows that there are no students with low cheating levels among low procrastinators. The number of low cheaters increased to 25% among medium procrastinators. Also, it decreased to 8,33% of high procrastinators.

As we can see in the graph above, 25% of medium cheaters are low procrastinators. The percentage of medium cheaters increased to 37,5%, and it is the highest number recorded between medium procrastinators. Then it decreased again to 16,67% between high procrastinators.

Moreover, Students with high cheating level represent 25% of low procrastinators while the number of high cheaters from medium procrastinators is 12,5%. As for high procrastinators students, the majority of them are high cheaters with a percentage of 66,67%.

After analysing the gathered data we found that there is a positive correlation between the two variables in which the cheating level increases when academic procrastination increases in which 50% of non-cheaters are low procrastinators. Furthermore, the highest percentage for medium procrastinators is for medium cheaters with 37,5% and the highest percentage recorded between high procrastinators is 66,67% and it represents students with high cheating level. that means the

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more procrastination level gets higher the more cheating increases. From this, we can say that there is a positive correlation in which academic procrastination and cheating are moving in tandem.

### **3.4 Discussions of the results**

As previously mentioned, data was collected using of the Personal Information, the academic procrastination scale and the cheating scale. The findings of this study confirmed that there is a significant negative correlation between academic procrastination and academic achievement. There are an inverse relationship between the two variables. In other words, when the procrastination level increases the academic achievement decreases. Moreover, this study found the prevalence of procrastination among males are higher than girls. We have noticed that the majority of males are high procrastinators while the majority of females are divided between medium and high procrastination. Finally, the correlation between the academic procrastination and the cheating scale showed that there is a positive correlation between the academic procrastination and cheating, in which the level of cheating increase with the increase of academic procrastination level.

### **3.5 Conclusion**

Throughout this chapter, we could argue that there is an inverse correlation between school procrastination and school success. Additionally, we reported that the majority of males are high procrastinators, while the majority of females are medium and high procrastinators. Finally, we conclude that there is a direct relationship between school procrastination and cheating, in which the cheating level increase when academic procrastination increases.

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## **General Conclusion**

This study hypothesized that there is a negative correlation between academic procrastination and academic achievement. Also, it suggests that males are more likely to procrastinate than females. Moreover, the study hypothesized that there is a positive correlation between procrastination and cheating.

Academic procrastination can be a serious problem in the academic environment in which it can affect, negatively, the performance and grades of learners. Moreover, it can be a reason behind the attitude of cheating since there are no other solutions to save students from failure. It also tends to cause psychological issues like depression, and anxiety when the student find that the deadline is soon and he did not finish his homework.

In this respect, the results obtained confirmed that there is a negative correlation between academic procrastination and academic achievement; that is, a student with low procrastination has a higher achievement, and those students with high procrastination level have lower achievement. The results of our study also indicated that males are more likely to procrastinate and most of the females are medium and high procrastinators. Furthermore, the findings presented in this study showed that there is a positive correlation between academic procrastination and cheating.

In light of these findings, and to eliminate the phenomenon of procrastination and the other consequences arising from it, students need to avoid procrastinating and takes their study seriously. Moreover, they should learn how to manage their time.

Finally, due to the COVID19 epidemic, the research work could not be easy to conduct since it was impossible to reach more participants, and this made the number of participants less than what we expected. From this standpoint, we recommend for future researchers to investigate this study on a large group, especially to study the difference of procrastination between gender.

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## Appendix

Dear student,

This questionnaire aims to gather necessary information about whether a significant relationship exists between academic procrastination and academic achievement. The researcher would be glad if you could answer the questions appropriately.

### Part One: Personal Information

1- Gender: .....

2- Grade level: .....

### Part two

Please respond to the following statements by placing a mark (x) in the answer box that corresponds to your response.

	Never	Rarely	Usually	Always
I postpone finishing my homework for no reason even if it is necessary.				
I feel uncomfortable just by thinking that I should start doing my homework.				
I tell myself that I will do my assignments then I step back from that.				
When I have a deadline, I wait until the last minute.				
I revise for the exam till the last night before the exam.				
I enter the exam room with zero information because of the lack of time.				
I finish the homework before time.				

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I give up on doing homework.				
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**Part three**

I copy my friends' homework in the last minutes before the deadline.				
When I lack time to revise/ prepare for exams because of procrastination, I consider cheating as a solution.				
The lack of time makes me cheat.				