

CHAPTER ONE

INTRODUCTION

This study is about **Academic Procrastination of University Level English Language Learning Students**. This chapter consists of background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

The English term procrastinate comes from the Latin verb “procrastinatus”, a combination of “pro”, an adverb implying for or forward motion, and “crastinus”, belonging to tomorrow that means putting forward until tomorrow (Merriam Webster’s Collegiate Dictionary, 1993). It refers to an act of one is supposed to, and perhaps even want to complete academic tasks but failing to perform that activity within the expected or desired time frame.

When explaining procrastination behavior in general, researchers frequently define it as a negative behavior. Lay (1986, p. 475) examined the reasons and the consequences for this behavior in general and academic settings. In fact, academic procrastination is typically defined as an irrational tendency to delay at the beginning of an academic task. Students may have the intention of performing an academic activity within the desired or expected time frame but they might not be motivated to do so.

Procrastination is a self-handicapping behavior that occurs when people delay completing a task they intend to complete, potentially leading to lost productivity, poor performance, and increased stress (Steel, 2007).

Procrastination is a common culture and behavior in our social as well as academic settings. For example, people paid their phone and electricity bills with extra charges. Similarly, the malls and markets are filled with last minute gift buyers at Dashain festival. Moreover, most specifically to the topic of

academic procrastination, observe a college library just before final exams, a number of students studying for their exam assigned at the beginning of the semester but due the following morning.

Senecal, Koestner, and Valler (1995 as cited in Onwuebuozie, 2000) state that procrastination can negatively impact learning, achievement, academic self-efficacy and quality of life and this behavior is fairly commonplace among adults as well as students at high school and college levels. In the words of Clark and Hill (1994 as cited in Thakkar, 2009) academic procrastination may contribute to missing or late assignments, cramming, anxiety during a test, giving up studying when more attractive alternatives are available and overall poor performance on tests and activities assigned for a course.

A large number of college students suffer from academic procrastination and its internal and external negative consequences. External negative consequences are decreased learning, lost opportunities, increased health risks, and strained relationships (Beswick, Rothblum, & Mann, 1988, Tice & Baumeister, 1997 as cited in Onwuegbuzie, 2000). On the other hand, internal consequences have a serious influence on a learner's behavior also. Internal consequences of procrastinator behavior may include irritation, regret, despair, and self-blame (Burka & Yuen, 2008).

Similarly, Ferrari (2010) says that college students who procrastinate have also claimed that their procrastination has a significant impact on their academic standing, ability to understand class material, and the overall quality of their lives. So, the study on 'The causes of academic procrastination of university level English language learning students' is considered to be relevant in our educational setting.

1.2 Statement of the Problem

The study of procrastination and its consequences has received increased empirical attention within the field of psychology over the past several decades

in the overseas. In general, procrastination has long been identified as a negative behavior and procrastinators perceive this behavior as a problem that they wanted to reduce because of its serious negative outcomes.

A large number of college students suffer from academic procrastination and its internal and external negative consequences. External negative consequences are decreased learning, lost opportunities, increased health risks, and strained relationships (Tice & Baumeister, 1997 as cited in Steel, 2007). On the other hand, internal consequences have a serious influence on a learner's behavior also. Internal consequences of procrastinator behavior may include irritation, regret, despair, and self-blame (Burka & Yuen, 2008).

The tendency to procrastinate negatively influences college students' academic life. On the other hand, procrastination does not only affect students' academic life, it also affects their personal lives. For these reasons, examining academic procrastination at the college level can be very helpful to educators to create and implement special programs to help college students correct their behavior before continuing towards graduate school or outside academia.

In our context, high school and college students at all levels mostly suffer from increasing procrastination and its negative consequences. This is a chronic problem in our educational scenario and will continue to be one. Therefore, I have expected to study the causes of procrastination in written assignments in our classes.

1.3 Objectives of the Study

The study had the following objectives:

- a) To find out the causes of academic procrastination on writing assignments by university level students and
- b) To suggest some pedagogical implications on the basis of the findings derived.

1.4 Research Question

This study was concerned to find out the answers of the following research question:

- a) What are the reasons behind academic procrastination on students' writing assignments in Tribhuvan University?

1.5 Significance of the Study

There is not a single research conducted on procrastination of students of English Language in higher secondary to university level in our Nepalese context, and its impact on their learning. Since the university level, English language students are protected and nurtured carefully, focusing on these students' procrastination behaviors in academic engagement and learning is essential. Therefore, this study will be a key to know about the causes of academic procrastination and search for its solutions to eradicate this tendency.

At first, this study will be beneficial for those students, parent and families to seek the reason behinds students' procrastination in English language learning and what kinds of problems are being faced by students because of procrastination. If we can find the major reasons behind procrastination of students we can go for their solution, which can be a great support to English language learning to make learning fruitful. The findings of this research will be meaningful insight to those students, parents and other interested scholars who are concerned with language learning or can get noble ideas to improve children's achievement. It will also helpful for the people to develop combating techniques against the procrastination of students; and to develop awareness on safe and sound procrastination free learning environment which students need in learning English language.

The findings of this research will be also useful to guide family members, parents, teachers, planners, educators, school management and college teams to develop appropriate education plan and teaching methodology to meet goals of

good education. Moreover, the research will be useful as a guideline for further researchers in the similar field. Hence, this study will be significant to parents, other family members and teachers to make learning fruitful for their children.

1.6 Delimitations of the Study

The delimitations of the study were as follows:

- a. The study was only conducted at Central Department of English Education, TU Kirtipur.
- b. The present study was only present the causes of academic procrastination mainly on writing assignments.
- c. The primary data was delimited to only 40 students.
- d. The data was collected through open and close- ended questionnaire.
- e. The data were analyzed both qualitatively as well as quantitatively.

1.7 Operational Definitions of the Key-terms

Procrastination: It typically refers to an act of needlessly doing delay or postpone of any given tasks or activities on time.

Academic Procrastination: It refers to an act of one is supposed to, and perhaps even want to complete academic tasks but failing to perform that activity within the expected or desired time frame. This study will be focused on the procrastination of university level students' writing assignments.

CHAPTER TWO

REVIEW OF THE LITERATURE

This chapter comprises the review of studies and their implication on the study. In the same way, the theoretical concept and conceptual framework are also included this chapter.

2.1 Review of the Theoretical Literature

Theories are formulated to explain, predict, and understand phenomena and, in many cases, to challenge and extend existing knowledge within the limits of critical bounding assumptions. The theoretical framework is the structure that can hold or support a theory of a research study.

A theoretical literature review should cover all of the scientific literature in a field that is defined by the author. Much of this is usually achieved by reference to previous reviews. Literature helps to investigate the problem that the researcher wishes to explore. The researcher can obtain wide range of knowledge from literature review. The amount and quality of analysis in a review may vary from little (i.e., a mostly descriptive review) to a lot (i.e., an analytical review).

2.1.1 Academic Assignments

An assignment refers to something that has been assigned such as a mission /duty or task (Collins English Dictionary, 2017 10th edition). An academic assignment refers to any kind of assignments/tasks given in an academic setting. There are many different types of assignments set at University, and each type has its own structure and features. For example, writing a term paper, studying for examinations, keeping up with weekly reading assignments, performing administrative tasks, attending meetings / seminars and performing academic tasks in general (Ackerman and Gross, 2005).

The amount of Academic assignments may vary according to level and system of education; for example, in semester system students have very hectic schedules including many deadlines to accomplish lots of assigned tasks, term examination and so on then annual system.

2.1.2 Writing Assignments

Writing assignments is a particular style of expression, an element of evaluating student's ability and means to enhance their knowledge. There are lots of writing assignments to be accomplished by students like essays, reflective journal, critical review/analytical review, reports, translations, case studies, practical or experimental writing and academic projects in general. Among them some are self- explanatory and some are brief explanation by nature. Bailey (2003) says that to write an academic/writing assignment is not an easy task because it requires proper skills i.e. planning, organizing, editing, reviewing and so on, and lots of efforts and time to accomplish. For example, for an essay writing, students must have knowledge of its parts: introduction, body and conclusion, and within each section lots of things to be consider like stating main idea clearly, writing supporting examples and details, use of formal voice, logical order of ideas according to its importance.

2.1.3 Concept of Procrastination

As we know that we are human being, and we have our societies which denotes that we have lots of schedules and deadlines to perform our responsibilities, roles and duties. Therefore, we have to think of and follow the numbers of time related rules, regulations, and policies. Many people put things, activity, tasks off until tomorrow for their immediate pleasure, and when tomorrow comes; they put them off until the next tomorrow. They have an illusion that later is better. We invent incredible excuses for not working on a given tasks or activity i.e. sick relatives, family emergency and finally promising that we will perform later and act with choice. However, they do not have time for this at that time. After all, there is always tomorrow. The patterns of delay may be

varying but the excuses they create may somehow similar. To quote Davis (1985, p.3), people excuse themselves saying “I have got to start soon”, “I should have started sooner”, “Why bother?? I have sometimes "Vow never again to procrastinate.

Ellis and Knaus (2002) elaborate that there is a habit sequence or process of procrastination, where at the very movement procrastinators recognizes the activity as unpleasant, confusing, uncomfortable or threatening and then they experience as a sense of doubt about how to manage either the discomfort or the activity, they get into a debate with themselves over whether or not to follow through and bargain with themselves by promising they will do better later and then shift their attention to something else or engage in escapist activities like watching TV, playing video games, chatting on the computer mainly to avoid that unpleasant feelings. Similarly, a new challenge arises. As a result, they shift from problem to problem, never solving one before starting another and this avoidance process is continue until they feel forced into a flurry of activity or get an extension. Moreover, at the very last hour/movement, they swear that they will not get themselves into this position again.

Thus, students have opportunities to perform their tasks but they do not start at the very beginning. Instead of staring their assigned tasks, they want to take part in a discussion about not to executing assigned tasks and make excuses. When the deadlines are too close, they feel stressed and worried and lamenting on not starting earlier and finally vow themselves that they will not do such habit again.

2.1.4 History about the Procrastination

We can see the history of procrastination since the origin of human societies. Being a social creature, we had lots of duties, responsibilities and tasks to perform whether these were household chores or other. Therefore, the greater number of commitments and deadlines were increased. As our society

advances, we had lots of commitments and deadlines which made our life more complicated and people started to postpone their tasks or duties.

Steel (2007, p. 5) mentions that around 800 BC, Greek poet Hedroid wrote in one of the earliest mentions of procrastination that “a man who puts off work is always at hand-grips with ruin”. Three hundred years later, in 500 BC, Lord Krishna warns against procrastination in The Bhagavad Gita, the most sacred book of Hinduism. Within this Krishna maintains, “Undisciplined, vulgar, stubborn, wicked, lazy, malicious, depressed and procrastinating, such an agent is called Taamasika agents, who are considered so slowly that mortal rebirth is denied to them, rather they go to hell.”

Similarly around 44 BC, Cicero, an orator, mentioned about procrastination in one of his series of speeches as “In the conduct of almost every affair slowness and procrastinators are hateful.” Likewise, in 1579, John Lyly wrote a book on, “The Anatomy of Wit”, where he mentioned about procrastination as, “Nothing so as perilous as procrastination.” In the same way, in 1758, Jonathan Edwards, who wrote the sermon on “Procrastination, or The Sin and Folly of Depending on Future Time” (Thakkar, 2009, p. 45).

The first actual historical analysis on procrastination was written by Milgram in 1992, who argued that technically advanced societies require numerous commitments and deadlines, which gives rise to procrastination.

Thus, history has clearly shown that firstly, procrastination was considered as a sin and hateful act, and then as a general weakness and laziness. The history also shows that, it handicaps not only an individual but also negatively impacts the societies. An advancement of societies, the impact of procrastination is greater as the number of commitments and deadlines increase and become more complicated.

2.1.5 Definition and Meaning of Procrastination

Procrastination can be defined in a number of ways depending on which aspect of the behavior is being emphasized. For example, if we take it as a distress then it is delay in link with subjective discomfort (significant disunity of work near deadline). Similarly, if we take it as a postponement, then it is when we delay beginning or completing an intended course of action. Likewise, if we take it as an irrationality/ irrational behavior, then it is the illogical delay of behavior. Consequently, there are several definition of procrastination exist that could be regarded as either contradictory or complementary.

To quote Klein (1971 as cited in Steel, 2007), the word procrastination originates from the Latin “procrastinatus,” which is divided into two parts. The first part “pro” means “forward” and the second part “crastinatus” means “of tomorrow.” Thus, procrastination translates to delaying something until tomorrow. Building on this base, one procrastinates when one delays beginning or completing an intended course of action, as we have plenty of tasks that could be complete within time/ deadline.

According to Akerlof, Silver & Sabini (1981), as cited in Steel, 2007, procrastination is most often considered to be the irrational delay of behaviors. Here, irrational refers to illogical/unrealistic belief. In this regard Knaus(1994, p.5) says:

Procrastination is an automatic problem habit leading to a needless delay of a timely, relevant, priority activity until another day or time. When you procrastinate you may put off sometimes important beyond reason, perhaps forever. You may put off important self-improvements or actions that can positively impact your health, happiness, effectiveness, relationships, or sense of worth. With deadlines looming, you needlessly

wait until the last minute before rushing to beat the clock. This form of self-penalizing does not make logical sense. (p.4)

Likewise, Steel (2007) argues that, it is a voluntary postponement of an intended course of action despite having the opportunity to act and expecting to be worse off as a result of the delay. Similarly Dryden, (2012), clarify that, this behavior involves the postponement of initiating or completing a commitment until the last minute, until after a predetermined deadline and also requires an active choice between completing activities in which one is avoided in favor of the other and is usually characterized by the preferences for an immediate reward or the escape from a potentially aversive experience. Tukman and Sexton (1986, as cited in Thakkar, 2009), say “It is a tendency to delay or completely avoid responsibilities, decisions, or tasks that need to be done.”

From aforementioned definitions, we can say that, procrastination refers to a voluntary behavior of postponement of any given tasks or activity with having opportunity to complete and needs to be complete within a given time or deadline.

Dryden (2012, pp.4-11) states that procrastination commonly involves:

i) Missed deadlines

From time to time, we all find that we miss deadlines. But if you are regularly late with completing work, or have to make excuses or request extension, consider this a procrastination problem.

ii) Time wasting

Working ineffectively is another sign of procrastination. This involves when you sit down intended to work or read, but do not achieve what you intended, or do so little that the time would have been better spent doing something else. We all know the feeling of time passing and still staring at a blank page when

we should have written or even completed an assignment. But this can become a problem if it is a regular occurrence.

iii) Not starting

Procrastinators often delay starting a task. This can be for a range of different reasons or tactics for avoidance, for example, waiting for inspiration/guidance, not being in the mood to work, waiting for the right time to start, waiting for right conditions to begin a task.

iv) Creating diversions

We can often be more creative than usual when it comes to setting up a diversion that helps us to delay an unpleasant task. This can include doing other less valued works like engage in social media, doing housework, or other chores that we suddenly make a new priority. Unfortunately, when the time has passed, we regret these unplanned diversions as we have lost an opportunity to make progress in the work we are avoiding.

v) Scrambling at the last minute

After employing several delaying tactics, the deadline has arrived. Often with less than 24 hours, we do the dreaded “all nighters” to complete the task and feel physically worse for it.

vi) Guilt and frustration

Once the task has been completed (probably late), or not at all, we feel bad about ourselves. If we have completed the task, then we may feel we have done it poorly and it does not reflect our true potential as we rushed it through at the last minute. If we have failed to complete the task, then we blame ourselves or to the others as being a failure. We may also feel shame and anger that can lead to self destructive/ harming behaviors’ such as drinking and smoking.

2.1.6 Concept of Academic Procrastination

Procrastination is simply a postponing action. For some people it is just a once-in-a while action and for others it is a chronic action. People who procrastinate come from everywhere, including every walk of our life and occupations i.e., health, relationships, business, education and so on. So, it is a universal phenomenon.

Procrastination in academic situations is a very common phenomenon. There are plenty of tasks/assignments to complete within given time. For example, writing a term paper, studying for examinations, keeping up with weekly assignments, performing administrative tasks, attending classes or seminars, performing tasks in general and so on. Due to this, students may suffer when dealing with frequent deadlines and have both internal like feeling of guilt, depression, anxiety, embarrassment, and external consequences like receive poor grades, course withdrawal. Regarding this, Day, Mensink, and Sullivan, (1999 as cited in Onwuegbuzie, 2000) say that procrastination is more common among students than in other sectors of the population, and at least 95% of students procrastinate at some level and 50% of them do it regularly, which leads to problems with assignments or other set tasks.

On the academic procrastination Ferrari (1995) says that Procrastination on academic work is a common problem for University students and the most of students procrastinate on some academic tasks to some degree and about a quarter of students report that they frequently procrastinate to a degree that causes them stress and lower academic performances.

Academic procrastination refers to the tendency to put off or delay tasks related to one's studies so that they are either not fully completed by their due dates or have to be rushed to be finished. A common form of procrastination is for students to delay starting an assignment beyond a scheduled start time and then they have to work furiously/horribly to finish it on time. In some cases, they ask for time extension and several excuses. Similarly, it can be said that,

academic procrastination behavior is to postpone academic duties in a way that that is causes failure, academic unhappiness and stress. Regarding this, Ackerman and Gross (2005, as cited in Onwuegbuzie 2000, p.120) says:

Academic procrastination is a special form of procrastination that occurs in the academic setting. It involves knowing that one needs to carry out an academic task or undertake an academic activity, such as writing a term paper, studying for examinations, finishing a school related projects, or undertaking the weekly reading assignments, but, one reason or another, failing to motivate oneself to do so within the expected period.

Academic procrastination also appears to be a troubling phenomenon. Whatever the reasons behind postponing academic tasks, students take it as being bad, harmful, and foolish. Regarding this, Fritzsche (2003) argue that students perceive their procrastination tendencies are a barrier to academic success in college and trying to overcome it in last minute or after their failure/ results but they could not. Baumeister (1997, as cited in Onwuegbuzie, 2000) states that academic procrastination as a major cause behind stress, illness, and inferior performance. It also leads students to experience various psychological and behavioral problems, such as anxiety, depression, shame, cheating and plagiarism.

To be factual, based on above mentioned discussions about academic procrastination what we can say is that academic procrastination is the tendency to postponing academic duties such as preparing for exams, delaying assignments even sometimes or constantly, and what increases is their future workload and may have negative consequences in their life like stress, anxiety, depression, poor grades, low self- esteem or poor academic performances in general. Rothblum, Solomon and Murakami (1986, p.389) assert “Students

who procrastinate on academic tasks tend to be dissatisfied with their courses, and earn lower grades than non-procrastinators.” Thus, the student who procrastinate more in his or her academic environment may have poor academic achievements. So, we can say that, higher the academic procrastination, lower the academic achievement level.

2.1.7 Causes of Academic Procrastination

Putting off tasks we dislike doing is a common trait. Unfortunately, most of the tasks that are put off do not go away, they remain waiting to be done. In addition, they tend to stay at the back of our mind, often causing feeling guilt and embarrassed, and if this sort of behavior is increasing then it becomes more and more difficult to make a start or accomplish properly.

Regarding the causes of academic procrastination, there are so many researches, which show that causes of academic procrastination may vary because of its nature. According to the nature of tasks, there may be various reasons for making delay or postponing. Thus, we can say that there are so many reasons of academic procrastination.

According to Steel (2007) following are the causes of academic procrastination:

2.1.7.1 Aversion to the task

Task aversiveness is almost a self-explanatory term. It is also called as dysphoric effect or task appeal, refers to actions that one finds unpleasant. Basically, a task which is pleasurable and has a good chance of success will usually be completed. Regarding this, Ferrari, (1995, p.247) says, “Procrastinators who perceive a task as difficult and require effort to achieve a successful outcome are more likely to report task aversiveness as a reason for academic procrastination.”

Human nature shows that more desirable and easy tasks will be completed first while less desirable and difficult tasks will be delayed or avoided. One seeks to avoid aversive stimuli, and consequently, the more aversive the situation, the more likely one is to avoid it. Although the extent to which people dislike a task may be influenced by a variety of personal characteristics, for example, boredom, intrinsic motivation and so on.

Task aversiveness has a positive relationship with procrastination because people tend to avoid unpleasant tasks. Some academic procrastination is linked to avoidance of an unpleasant task. For example, if any written assignment is difficult, boring or unpleasant students will avoid or postpone for as long as possible. Thus, when a student perceives a task as not enjoyable or unpleasant, it will be more common for him/her to procrastinate completing that task. This is particularly more likely when the student perceives that task is boring, frustrating, time-consuming, difficult or forced.

2.1.7.2 Worry about failure

Fear of failure is another reason of academic procrastination. Generally fear comes from irrational beliefs like making mistakes, being humiliated and self-doubting, comparing with others. The problem, the failure, may be that you begin to believe that you are not a worthy human being. People, who believe they do not have the ability to succeed, do not adopt efficient problem-solving strategies. They always doubt and compare their work and ability with others and feel inferior, so that they do not even start their task or complete the task and achieve a more realistic level of success.

Believing in one's ability to perform a given course of action is important in order to carry out many of the tasks and assignments people face on a day-to-day basis. Academic procrastination is linked to self-doubt, where these kinds of students are very concerned with what others think of them. People who self-doubt, make anxious themselves by defining a challenge as unmanageable, too tough, or overwhelming. The students who are fearful of making mistakes

and doubt their ability to do well will probably engage in a commitment with low self efficacy and usually at the last minute, leading to inadequate performance that has a detrimental effect on the final results. Regarding this, Onwuegbuzie (2004) says that there is an inverse significant relationship between academic procrastination behavior and fear of failure.

Fear of failure or making mistakes should be associated with both high and low expectation and standard whether those from parents, colleagues or someone else. Low expectation should be associated with an increased tendency to procrastinate and high expectation should be associated with fear of failure or making mistakes.

2.1.7.3 Depression or mood related

This is another cause of academic procrastination. Generally, working on any kind of projects needs a very positive mood or not to be depressed. According to American Psychiatric Association (1994 as cited in Steel, 2007) states that depressed people are often unable to make pleasure in life's activities, tend to lack energy, and have problems concentrating and all symptoms that make task completion difficult.

People who are depressed have low energy and pessimistic mind set. Depression is being due to irrational beliefs that result in pessimism and self-dislike (Beck, 1993 as cited in Steel, 2007). Depression may lead to procrastination and can be characterized as an extended period of negative effect; a poor mood itself may not only result from procrastination but also create it.

We cannot expect to be in the right mood all the time. Neither should you expect to be able to work on things in life only when, you are in the right mood. These are just elaborate excuses we make up to reinforce our procrastination behavior. The people who are not in right mood a typical response might be "I'm just not in the mood now, but will be later." This

happens to all of us, and is only a problem if it becomes a regular response to any situation and conceals other life factors that you need to address.

Specifically, those in poor moods are more likely to indicate that they procrastinate, regardless of their actual behavior (Sarason, Pierce and Sarason 1990 as cited in Steel, 2007). Thus, when we are in a positive mood we are more likely to be proactive and when we experience negative mood, we may procrastinate.

2.1.7.4 Rebellion

Generally, students who make delay to start a task or postponing tasks because of resentment about the task itself, or person imposing it, this is called rebellion. School deadlines and grades are imposed from the outside. If we impose reward and deadlines needlessly then it promotes rebelliousness. Steel (2007) mentions rebellions as a reaction not action, thus, the control of your behavior rests with whatever or whomever you are rebelling. If a student is rebelling against his/her teacher, then he/she may stay or go in opposition to the imposed schedules, tasks, standard and expectations.

Procrastination can be a response to a situation where you are given tasks that you feel are unfair, unnecessary, or presented in too great a number at any one time for example, If a teacher has offended or angered any student in some way or asks to do or say everyday every time and expect more than a student can do, then that student may be rebellious and then student may retaliate or do something harmful or negative to get revenge by turning something in late or procrastinating indefinitely. Sometimes these same tactics are used on classmates in a group project setting or with parents.

2.1.7.5 Impulsiveness

Generally, impulsive means acting or doing suddenly without any planning or thinking. Impulse can be triggered by a negative mood, a threat, discomfort, or some real or imagined negative condition. Blatt and Quinn (1967 as cited in

Steel, 2007) have argued that impulsive people may be more likely to procrastinate, as they are more occupied with desires of the moment, rather than those of any future, and so focus their attention upon immediate concerns and immediate gratification. In an academic context, as they start one task, typically other issues crowd in around them and begin to offer alternative immediate distractions.

Procrastination always involves substituting a lower priority or trivial activity for the timely and relevant one. In a procrastination mode, when faced with a pressing challenge or deadline, you do something else. For example, if you have a task which you feel difficult or unpleasant, instead of starting that task, you do something else like take a nap, surf the internet, and go to a movie, or do other things that you find more pleasurable than writing task. These diversions are very often daisy-chain, leading you from one activity to another in the process of avoiding what you do not want to do.

We procrastinate when we do something else that is less important. There are some differences between procrastinators and non-procrastinators because of their impulses. When we asked how they prefer to structure their daily work, procrastinators typically choose to start with the more pleasurable tasks, while non-procrastinators prefer to sequence those last (Konig & Kleinmann (2010 as cited in Fischer, 1990).

The act of putting off something difficult and doing something more enjoyable instead will always provide immediate reward. Procrastinators postponed more of their intentions, mainly because of fun alternatives but did not intend to study less or later (Dewitt & Schouwenburg, 2002 as cited in Thakkar, 2009). Thus, to procrastinate, all it takes is to substitute a lower priority activity for a timely, relevant, or more important one.

2.1.7.6 Time management issues

Time management is another cause of academic procrastination. To complete assigned task on time students must have skill of time management. In an academic context, most of the students find that their greatest challenge in adjusting to college life and to succeeding in the classroom is in managing their time effectively. Even though, attending classes and completing assignments is a top priority for most of the students. So, student under-estimate the time needed to complete set of tasks. Aitken (1982 as cited in Fischer, 1990) proposed that the main problem of procrastinators is an inability to estimate adequately the amount of time needed to perform the task.

Students know what to do and think that they have plenty of time to do tasks, so they leave it until the last minute to go. Students invested only little time on to complete a task until it becomes urgent, although there might have been weeks or months before the deadline to work on the task. (Dewitle & Schouwenbuy, 2002 as cited in Thakkar, 2009)

Students may regard themselves as good time managers. Students may use a mental benchmark for measuring the time but one that proves unsatisfactory to gauge the time needed to complete academic tasks, and delay starting task because of this lack of contextual time management experience. For example, in assignment writing, students' estimates certain time but for tasks that can sometimes that task take longer time than they think/estimate like checking references or formatting text.

Procrastination means not managing time wisely. You may be uncertain of your priorities, goals and objectives. You may be overwhelmed with the task. As a result, you keep putting off your academic assignments for a later date, or spending a great deal of time with your friends and social activities, or worrying about your upcoming exam or classes.

2.1.7.7 Environmental factors

Environment plays vital role in education especially in students' life. There are so many things in our environments which directly and indirectly influence in a student's life. For example, factors like, place of study, resources, support, neighbors, modern technology and so on.

In this modern society, modern technology makes it increasingly easier for people to procrastinate, the computer has activities that cater to many different sectors of society and distractions like checking e-mail, messaging friends instantly, surfing the news, listening to music, watching videos on YouTube, playing computer games and hanging out in virtual social networks like face book, what's ups, viber can all unnecessarily delay the task at hand.

Social support which includes Peer and family plays vital role for the academic success of the students. Regarding this Austin (1993, p. 69 as cited in Steel, 2007) says "Peer support helps in academic adjustment in college and family support helps in emotional adjustment."

The place of study plays vital role for the completion of any academic tasks. Especially, it includes inside and outside parts of place of study, for example, neighbors who make excessive noise or who offer you more tempting and gratifying opportunities to spend time.

2.1.7.8 Enjoy working under pressure

There is variation in nature and preferences of students. Some students prefer to work under pressure and some are not. Most of the students have completed tasks or passed examination primarily because of last minute efforts. They think that the information is fresher in mind so their recollection is temporarily sharper.

Steel (2007) found some evidence that some students enjoyed the buzz of adrenaline they gained from working under pressure, and who may

intentionally put off work in order to feel the tension of working close to a deadline. This practice can only be regarded as negative if the tendency to do this becomes addictive and the results gained from this approach to work are consistently poor.

Generally, students who prefer to work under pressure and this is his tendency, always convincing himself that he will perform the task better if he leaves /postpones the task until the last minute. Thus, this kind of procrastinator always pretending that they will benefit from not starting the assigned tasks and it becomes a cause of academic procrastination.

2.2 Review of Empirical Literature

Onwuegbuzie (2004) conducted a research on “Academic Procrastination and Statistic Anxiety”. His objectives were to examine the prevalence of procrastination among graduate students and to investigate the relationship between academic procrastination and six dimensions of statistics anxiety. He used survey research design to elicit the data from the informants. He used 135 graduate students of USA as a sample of population. He used questionnaire and checklist as tool of data collection. Finally, he found that academic procrastination resulting from both fear of failure and task aversiveness which were significantly related to worth of statistics, interpretation anxiety, test and class anxiety, computational self-concept, fear of asking help, and fear of the statistics instructors.

Crowder (2008) carried out a research on “Academic Procrastination Among graduate vs. undergraduate students & differences in the experience of Affective and Cognitive Factors”. The purpose of his study were to examine and compare the level of academic procrastination among undergraduate and graduate students, to examine the relationship between academic level and academic procrastination, and to examine the reasons for academic procrastination. His study was based on survey research design. The sample population of his study consisted of 74 undergraduate and graduate students of

Rowan University. Under the tools of data collection, questionnaire and procrastination assessment scale- students (PASS) were used. Analysis of data yielded with the finding that the students who habitually procrastinate believe their tendency to procrastinate significantly impacts with their academic standing and ability to master academic materials, and there is no significant differences between procrastination of graduate and undergraduates students. Likewise, he also finds that imposing too many assignments, laziness and feeling of too overwhelmed by the task, lack of skill to write assignments are the causes of academic procrastination.

Capan (2010) conducted a research entitled “Relationship among Perfectionism, Academic Procrastination & Life Satisfaction of University Students”. He conducted his research on 230 students of faculty of education from Anadolu University with objective to determine whether the perfectionist personality trait in university students predicts their academic procrastination and life satisfactions. For the collection of data he used three different scale perfectionism scale, PASS and life satisfaction scale. The findings of the study showed that self-oriented perfectionist personality trait significantly predicted academic procrastination and life satisfaction.

Balkis, Duru and Bulus (2012) conducted a research on “Analysis of the Relation Between Academic Procrastination, A Rational/Irrational Beliefs, Time Preferences to study, and Academic Achievement”. The purpose of their study was to investigate the relations between academic rational/irrational beliefs, academic procrastination, and time preferences to study and academic achievements. Their study was based on survey research design. The data were obtained through questionnaire. The participants were 281 undergraduate students from a university of Turkey. The findings revealed that the rational beliefs have direct impact on academic procrastination and time preferences to study and it also have an impact on academic achievements. Likewise, they also find that academic procrastination has direct impact on academic achievements.

Abu and Saral (2015) carried out a research on “The Reasons of Academic Procrastination Tendencies of Education Faculty Students”. The purpose of their study was to examine the reasons of academic procrastination tendencies of education faculty students. They used semi-structured interview form as a tool of data collection. The data was collected from 126 students of faculty of education of Amasya University. The findings of the study showed that there are two factors, internal like inability to manage time , lack of desire and interest, distractibility, fear of failure, lack of model instructors, boring and unpleasant tasks, lack of good health and mood, and external like social environment, physical conditions, faculty practices which causes academic procrastination.

2.3 Implications of the Review for the Study

One of the most important parts of any research is reviewing the related literature. It gives the researcher necessary theoretical back up related to his/his study and lead him/her to go ahead in right path. Literature review helped to obtain the theoretical and practical knowledge from the previous studies.

While reviewing the literature I have gone through various theoretical works and various empirical research studies. They all are related to some extent to my study area. After reviewing the research works, I got ideas on different existing theories related to my topic. Furthermore, from the empirical research studies; I got information about various procedures needed to conduct research study. Regarding sampling strategy, use of tools, and analysis and interpretation procedures, I have gained valuable information from these research works. All these theoretical and empirical studies were milestone to make my task more informative and reliable, and it has broadened my horizons of knowledge of my research study and also helped me to develop conceptual frameworks.

To be specific, Abu and Saral (2015) study provided me an insight of both internal and external factors which directly or indirectly affects for academic

procrastination, and it is vary according to context and person. Onwuegbuzie (2004) research has provided me ideas of relationships between academic procrastination and anxiety. And I also got that there is close relationship between academic procrastination and anxiety. Crowder (2008) research provided insight that laziness, lack of skill and lots of tasks to accomplish are the major causes of academic procrastination, and there is no vast difference between the causes of academic procrastination of graduate and undergraduate level students. Balkis, Duru and Bulus (2012) research helped me to cultivating the ideas about rational and irrational academic beliefs which directly impacts on procrastinating of any academic tasks.

Likewise, Capan (2010) gave me some information about perfectionism, personality trait and life satisfaction, and their relationship with completion of assigned academic tasks. Similarly, survey research design has supported me to estimate and collect the data as per my conceptual framework.

2.3 Conceptual Framework

The conceptual framework of the study was based on Steel (2007, p.4) framework of academic procrastination that is as follows:

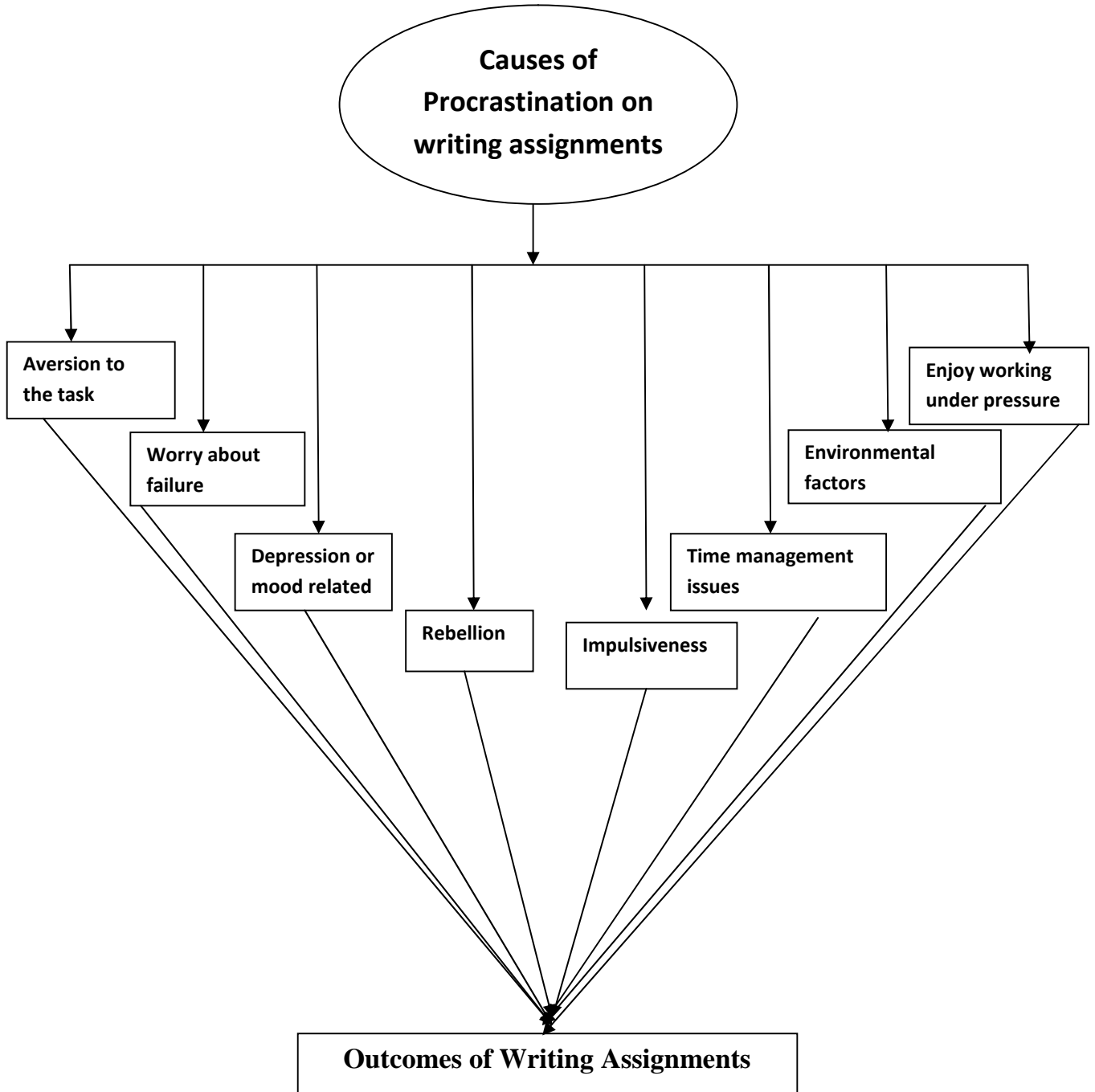


Figure 1: Conceptual Framework (adopted from Steel, 2007, p.4)

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

Researcher adopted the following methodology to lead this study ahead and to obtain the objectives of this study.

3.1 Design of the Study

A research design is a structure, blueprint or detailed plan of research study to be completed. It is a plan actually, followed by the researches while carrying out any research study which makes the study systematic and fruitful.

According to Kumar (2009, p.84) says that “A research design is a procedural plan that is adopted by the researcher plan that is adopted by the researcher to answer the questions of validity, objectivity, accuracy.”

I adopted the survey research design to carry out this research work. As the population sample for this study was carried out from the large number of students who are studying in Department of English Education, University Campus, T.U., Kirtipur. Similarly, this study represented the whole Tribhuvan University students specialized in English education and findings were generalized to the whole population.

Survey is the research design that is widely used in social and educational researches. It is carried out in a large numbers of populations to find out attitudes, beliefs, behaviors, perceptions and particular group of the population or an individual as well. It is mostly used to generalize the findings in a large number of populations. It is cross-sectional in nature. In survey research, data are gathered from relatively large numbers of populations using certain sampling procedure where the whole population for the data collection is not feasible.

As research is a systematic process of investigating ideas, we cannot conduct it haphazardly. In order to conduct research activity, researchers have to follow the systematic process. Otherwise these will be fake data.

3.2 Population, Sample and Sampling Strategy

The population of my study was the students studying in M.Ed. second and fourth semester, Department of English Education, University Campus, T.U., Kirtipur. To accomplish the research objectives, I chose 40 students as the sample of my study. I used non-random purposive sampling strategy to select the sample of the population of study.

3.3 Research Tools

I used questionnaire consisting of open-ended and close-ended question as the research tool of my study.

3.4 Sources of Data (Primary and Secondary)

I used both primary as well as secondary sources of data for my study. The Primary Sources of data were 40 university level students of Tribhuvan University Kirtipur Kathmandu. Similarly, the secondary sources of data for the study were the various books like Bailey (2003), Burka & Yuen (2008), Dryden (2012), Kanaus (1994), and some of thesis like Steel (2007), Thakkar(2009), Owuegbuzie(2000) , Ferrari(1995). I also consulted the various journals, PDF files, reports, website related to my topic to facilitate the study.

3.5 Data Collection Procedures

When a researcher follows appropriate data collection procedures, he/she can easily gain the required data. In order to accomplish the primary data collection process of the research study at the very first, I have prepared required questionnaire for the students and then built good rapport with the students.

After building the rapport, I clarified the purpose of the study and requested them for data collection. Then, I have selected 20 students from second and 20 from fourth semester by using non-random purposive sampling strategy. Then I administered the questionnaire to the selected students. After the allocated time is over, I have collected the distributed questionnaire from the students. Finally, I thanked them for their co-operation.

3.6 Data Analysis Procedures

After the collection of data, the researcher needs to organize and analyze the data to come to the conclusion. The researcher analyzed the data as per his/her purpose, nature of study and convenience. Generally, the data from qualitative research is analyzed using description and language and the data from quantitative research is analyzed using statistical tools.

I followed descriptive analysis i.e. percentile, to analyze and interpret the gained data. I did so because my tools were pre-formulated questionnaire. The data gained from such tools analyzed by using mixed method.

3.7 Ethical Considerations

Ethical consideration is one of the most valuable ornaments that a researcher should follow while conducting his/her research work. To accomplish my research work, I considered the following ethical values like keeping the participant consent form their information statement and the responses of the respondents' confidential. I ensure that all the ideas used in this research study are my own ideas except cited one and I have tried to keep it safe from plagiarism.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of data. The collected data from the respondents were analyzed and interpreted to find out the causes of academic procrastination on writing assignments by university level students. The data were elicited by using questionnaire, where close ended questions were not in order. Therefore, the questionnaire provided to the respondents were collected, analyzed and interpreted.

4.1 Analysis of Data and Interpretation of the Results

This section consists of analysis of close ended and open-ended questions, where collected data were analyzed and interpreted descriptively using simple statistical tools.

4.1.1 Analysis of close-ended questions

This section included 27 close-ended questions, which have been categorized into the following eight themes and the analysis of which follow in the consequent subsections. Themes of close-ended questions are as follows:

- a) Aversion to the task
- b) Worry about failure
- c) Depression or mood related
- d) Rebellion
- e) Impulsiveness
- f) Time management issues
- g) Environmental factor
- h) Enjoy working under pressure

4.1.1.1 Aversion to the task

In this section, I tried to find out whether University students procrastinate their writing Assignments when they found it tough, unpleasant, boring tasks or not. This section only deals with the questions 1, 4 and 6. The data obtained from the respondents is presented in the following table.

Table 1
Responses towards Aversion to the Task

No.	Items	Responses													
		Agree						Neutral		Disagree					
		SA		A		Total		N	%	DA		SDA		Total	
		N	%	N	%	N	%			N	%	N	%	N	%
1.	WAs as unpleasant and boring task.	4	10	19	47.5	23	57.5	8	20	7	17.5	2	5	9	22.5
4.	WAs taking more time and efforts.	5	12.5	21	52.5	26	65	1	2.5	10	25	3	7.5	13	32.5
6.	WAs tough and difficult.	1	2.5	20	50	21	52.5	5	12.5	9	22.5	5	12.5	14	35

Regarding unpleasant boring WAs, it shows that the majority of the students, 57.5 percent agreed to the statement. On the other hand, very few students i.e. 22.5 percent disagreed and 20 percent of them did not respond. Thus, it shows that majority of the students procrastinate their writing assignments when they found it unpleasant and boring.

While analyzing the responses to WAs taking more time and efforts (item 4), most of the students, 65 percent agreed to the statement. On the other hand, very few i.e. 32.5 percent of them disagreed and very few of them i.e. 2.5 percent remained neutral. Therefore, the result shows that the majority of the students do postpone their writing assignments when tasks require more time and efforts to accomplish.

Regarding tough and difficult WAs (item 6), the above table reveals that the majority of the students, 52.5 percent of total informants agreed and 12.5 percent did not respond this statement. On the contrary 35 percent disagree and

disagreed to the statement. Thus, it can be concluded that majority of the students procrastinate their tough and difficult writing assignments.

4.1.1.2 Worry about Failure

In this section, I tried to find out whether students delay their writing assignments because of worry about failure or not. This section only deals with the questions 3,5,7,8 and 11. The responses are shown in the following table.

Table 2
Response towards Worry about Failure

No.	Items	Responses													
		Agree						Neutral		Disagree					
		SA		A		Total		N	%	DA		SDA		Total	
		N	%	N	%	N	%			N	%	N	%	N	%
3.	WAs with fear of making mistakes.	9	22.5	13	32.5	22	55	2	5	13	32.5	3	7.5	16	40
5.	WAs with fear of humiliation by friends and teachers.	1	2.5	8	20	9	22.5	4	10	17	42.5	10	25	27	67.5
7.	Inadequacy to perform upto expectations	–	–	18	45	18	45	7	17.5	14	35	1	2.5	15	37.5
8.	WAs waiting until classmate advice	1	2.5	20	50	21	52.5	5	12.5	9	22.5	5	12.5	14	35
11.	WAs worried about what other's think.	1	2.5	9	22.5	10	25	1	2.5	22	55	7	17.5	29	72.5

While analyzing the responses to fear of making mistakes (item 3), the majority of the students i.e. 55 percent agreed and 5 percent of them were neutral to the statement. On the other hand, 40 percent of respondents disagreed to the statement. Therefore, it can be concluded that majority of students procrastinate their writing assignments because they were afraid to make mistakes.

Analyzing the responses to humiliation by friends and teacher (item 5), the above table shows that 22.5 percent agreed and 10 percent respondent did not

respond to the statement. On the contrary, majority of the respondents i.e. 65.5 percent disagreed to the statement. Thus, it can be said that majority of the university students do not procrastinate their writing assignment due to the fear of humiliation from their friends and teachers.

Regarding inadequate to perform up to expectation (Item 7), the above table shows that 45 percent students agreed and 17.5 percent remained neutral to the statement. On the other hand, 37.5 percent disagreed to the statement. So, it can be concluded that majority of the university students procrastinate their writing assignments because they feel that they are not capable enough to perform their tasks as per the expectation.

Analyzing the data obtained from waiting until classmates' advice (Item 8), it reveals that the majority of the informants i.e. 52.5 percent agreed to the statement. On the other hand, 35 percent disagreed and 12.5 percent remained neutral to the statement. Therefore, it can be concluded that majority of the students procrastinate their writing assignments because they were waiting until a classmate did his/her tasks so that he/she could get them some advice.

Regarding worried about what others think (Item 11), it shows that 25 percent agreed to the statement. On the other hand, majority of the students i.e. 72.5 percent disagreed and 2.5 percent remained neutral to the statement. Therefore, it can be concluded that most of the university students do not procrastinate their writing assignments because they are not worrying about what others think about their writing assignments.

4.1.1.3 Depression or Mood Related

In this section, I tried to find out whether the right mood or depression is a cause of procrastinating writing assignments or not. This section only deals with the questions 9, 12 and 13. The data obtained from the respondents is presented in the following table.

Table 3

Responses towards Depression or Mood Related

No.	Items							Responses							
		Agree						Neutral		Disagree					
		SA		A		Total				DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
9.	Having not enough energy to start	2	5	15	37.5	17	42.5	6	15	15	37.5	3	7.5	17	42.5
12.	Assigning WAs under Depression	8	20	16	40	24	60	4	10	8	20	4	10	12	30
13.	WAs while in positive mood	5	12.5	23	57.5	28	70	3	7.5	7	17.5	2	5	9	22.5

Regarding having not energy enough energy to start (item 9), the above data shows that 42.5 percent in students agreed to the statement. On the contrary, 45 percentage of the respondents disagreed and remaining 15 percent did not want to say to the statement. Thus, it reveals that, majority of the students have no relation between energy and procrastinating their WAs.

Analyzing the responses to assigning to WAs depression, the above table shows that majority of the students, 60 percent agreed that students procrastinate their WAs when they were depressed. On other hand, 30 percent of respondents disagreed and 10 percent students remained neutral to the statement. Therefore, it can be concluded that students procrastinate their writing assignments when they were depressed.

Regarding positive mood (Item 13), it shows that the majority of the students i.e. 70 percent agreed that they procrastinate to their WAs when they were in positive mood. On the contrary, 22.5 percent disagreed and 7.5 percent did not respond. So, it can be concluded that the most of the students procrastinate their writing assignments when they do not have positive mood.

4.1.1.4 Rebellion

In this section, I tried to find out if University students procrastinate their writing assignments due to resentment about the task itself, or person imposing it or not. This section only concerns with the questions 14, 16, 17 and 18. The data obtained from the respondents is represented in the following table.

Table 4
Students' responses towards Rebellion

No.	Items	Agree						Neutral		Disagree					
		SA		A		Total		N	%	DA		SDA		Total	
		N	%	N	%	N	%			N	%	N	%	N	%
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
14.	Assigning many tasks at once	13	32.5	16	40	29	72.5	4	10	5	12.5	2	5	7	17.5
16.	Teachers' humiliating the students	5	12.5	6	15	11	27.5	2	5	14	35	13	32.5	27	67.5
17.	Asking and expecting frequently more than students can do	1	2.5	19	47.5	20	50	4	10	12	30	4	10	16	40
18.	Deadlines for submission	2	5	13	32.5	15	37.5	5	12.5	15	37.5	5	12.5	20	50

From the above-mentioned table, I found that the responses to assigning many tasks at once (item 14), it shows that most of the students i.e. 72.5 percent of agreed and 10 percent remained neutral to the statement. On the other hand, 17.5 percent of them disagreed to the statement. So, it can be concluded that students procrastinate their writing assignments when their teacher assigned too many tasks at once.

Similarly, regarding teachers' humiliating the students (Item 16), it reveals that 27.5 percent agreed to the statement and 5 percent did not want to say. On the other hand, the majority of the students i.e. 67.5 percent disagreed to the statement. Therefore, it can be said that students do not procrastinate their writing Assignments when their teacher insults or humiliates them.

Regarding asking and expecting more than students can do (item 17), it shows that the half of the total respondent, i.e. 50 percent agreed and 10 percent respondents were neutral to the statement. On the other hand, 40 percent disagreed to the statement. Thus, it shows that majority of the University students procrastinating their writing assignments when their teacher says everyday every time and expects more than they can do.

In the same way, while analyzing deadlines for submission (item 18), it reveals that 37.5 percent respondents agreed to the statement and 12.5 percent remained neutral. On the other hand, half of the total respondents i.e. 50 percent disagreed to the statement. So, majority of the University students do not postpone their writing assignments when their teacher sets deadlines for submission.

4.1.1.5 Impulsiveness

In this section, I tried to find out whether the University students procrastinating their writing assignments due to their immediate gratification and substituting their assigning tasks or not. This section only deals with the questions 10, 15 and 19. The data obtained from the respondents is presented in the following.

Table 5
Responses towards Impulsiveness

No.	Items	Agree						Responses		Disagree					
		SA		A		Total		Neutral		DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
10.	So many other things to do.	5	12.5	15	37.5	20	50	7	17.5	11	27.5	2	5	13	32.5
15.	Always want some immediate pleasure.	3	7.5	10	25	13	32.5	9	22.5	14	35	4	10	18	45
19.	Pressing deadlines.	2	5	14	35	16	40	2	5	20	50	2	5	22	55

From the mentioned table, I found that, the responses to the so many other things to do (item 10), it shows that exactly half of the total respondents i.e. 50 percent agreed to the statement and 17.5 percent remained neutral. On the other hand, 32.5 percent disagreed to the statement. So, it can be concluded that most of the students procrastinate their writing assignments when they have so many other things to do along with wits.

While analyzing the responses to always wanting immediate pleasure (item 15), it reveals that 32.5 percent respondents agreed and 22.5 percent remained neutral to the statement. On the other hand, 45 percent of the total respondents disagreed to the statement. Thus, it can be said that majority of the University students did not postpone their writing assignments because of their immediate pleasure and some of them procrastinate their writing assignments because they want always some immediate gratification.

In the same way, regarding pressing dealing (item 19), it shows that 40 percent of total respondents agreed to the statement. On the other hand, 55 percent of students disagreed to the statement and few percentages of students i.e. 5 percent remained neutral to the statement. So, it shows that students do not postpone their writing assignments when they find pressing deadlines.

4.1.1.6 Time Management Issues

In this section, I tried to find out whether the time management is a cause of postponement of writing assignments of University students or not. This section only concerns with the questions 2, 21 and 23. The data obtained from the respondents is presented in the following table.

Table 6**Responses towards Time Management Issues**

No.	Items	Agree						Responses		Disagree					
		SA		A		Total		Neutral		DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
		2.	Unable to estimate an adequate time	10	25	17	42.5	27	67.5	5	12.5	6	15	2	5
21.	Contextual time management experience	1	2.5	24	60	25	62.5	3	7.5	9	22.5	3	7.5	12	30
23.	Spending more time with my friends and social activities	–	–	8	20	8	20	5	12.5	23	57.5	4	10	27	67.5

Regarding unable to estimate adequate time (item 2), the above table shows that the majority of the students i.e. 67.5 percent agreed that they postpone their writing assignments because they are unable to estimate an adequate amount of time needed to perform. On the other hand, 20 percent of the students disagreed and 12.5 percent remained neutral to the statement. Therefore, it can be said being unable to manage and adequate time is a cause of students procrastinating their WAs.

Regarding contextual time management experience (item 21), it above shows that most of the students i.e. 62.5 percent agreed and 7.5 percent did not want to say to this statement. On the other hand, 30 percent of the student disagreed to the statement. Thus, it can be concluded that students procrastinate their writing assignments because they do not have contextual time management experience.

Similarly, regarding spending more time with friends and social activities (item 23), it shows that very few percent of respondents i.e. 20 percent agreed to the statement and 12.5 percent remained neutral. On the other hand, majority of the students i.e. 67.5 percent disagreed to the statement. So, it shows that students do not procrastinating their writing assignments for giving lots of time to their friends and social activities.

4.1.1.7 Environmental Factors

In this section, I tried to find out if the environmental factors like family, friends, neighbor, noisy and unpleasant environment, social networking sites are the causes of procrastinating their writing assignments or not. This section deals with the questions 22, 24 and 25. The data obtained from the respondent is presented in the following table.

Table 7
Students' responses towards Environmental Factors

No.	Items	Agree						Responses		Disagree					
		SA		A		Total		Neutral		DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
		22.	Getting support from friends and teachers	4	10	8	20	12	30	7	17.5	15	37.5	6	15
24.	Unpleasant and noisy environments	3	7.5	22	55	25	62.5	4	10	8	20	3	7.5	11	27.5
23.	Engaging in social networking sites	5	12.5	9	22.5	14	35	6	15	17	42.5	3	7.5	20	50

Regarding getting support from friends and teachers (item 22), it shows that 30 percent agreed that they postpone their writing assignments when they did not get support from their family, friends, neighbors. On the other hand, majority of the students i.e. 52.5 percent disagreed and 17.5 percent remained neutral to the statement. Thus, it shows that majority of the students do not procrastinate their writing assignments if they do not get support from their relatives friends and neighbors.

Regarding unpleasant and noisy environment (item 24), the above table shows that most of the students i.e. 62.5 percent agreed that unpleasant and noisy environment is a cause to postpone their WAs. On the other hand, 27.5 percent of the students disagreed and 10 percent students did not respond to the

statement. Thus, it can be said that noisy and unpleasant environment is a cause of postponing of writing assignments by University students.

In the same way, while analyzing to engaging social networking sites (item 25), it reveals that 35 percent of total student agreed and 15 percent students did not want to say to the statement. On the other hand, exactly half of the total informants i.e. 50 percent disagreed to the statement. Therefore, we can say that most of the students do not postpone their writing assignments due to social networking sites like Facebook and Viber.

4.1.1.8 Enjoy Working under Pressure

In this section, I tried to find out whether students habit of enjoying working under pressure is a cause of procrastinating their WAs or not. This section only concern with the questions 20, 26 and 27. The next page presents the data obtained from the respondents.

Table 8

Students' response towards Enjoy Working under Pressure

No.	Items	Agree						Responses		Disagree					
		SA		A		Total		Neutral		DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
20.	Habit to work under pressure	–	–	11	27.5	11	27.5	2	5	24	60	3	7.5	27	67.5
26.	Excitement to do the last minute	1	2.5	13	32.5	14	35	5	12.5	16	40	5	12.5	21	52.5
27.	Being more productive under pressure	1	2.5	10	25	11	27.5	8	20	18	45	3	7.5	21	52.5

While analyzing the response to the bait of work under pressure (item 20), it reveals that very few i.e. 27.5 percent of students agreed that they were habituated to work under pressure and due to this they procrastinate their writing assignments. On the other hand, most of the students, i.e. 67.5 percent disagreed and 5 percent respondents remained neutral to the statement. So, it shows that majority of the students did not have such habit of work under

pressure and which do not have any connection to the postponement of their writing assignments.

Regarding responses to the excitement to do at the last minutes (item 26), it shows that 35 percent of students agreed and 12.5 percent remained neutral to the statement. On the other hand, more than half of the total respondents i.e. 52.5 percent disagreed to the statement. So, it can be said that students do not look forward to the excitement of doing their writing assignments at the last minutes.

Regarding being more productive under pressure (item 27), the above table reveals that 27.5 percent of respondents agreed and 20 percent did not respond to the statement. On the other hand, more than half of the total respondents i.e. 52.5 percent disagreed to the statement. Therefore, it can be said that most of the students are not productive when they work under pressure.

4.1.2 Analysis of Open-Ended Question

This section concerns with analysis of open-ended questions, the analysis of which is presented below:

- a) What do you think; why do you make delay/postpone your writing assignments? Write some reasons apart from worry, fear, depression, lack of time management skills.

This question was asked to find out the causes of procrastinating WAs apart from aversion to the task; worry about failure, depression or mood related; Rebellion impulsiveness, time management issues and environmental factors by university students as included in close ended questions. While analyzing this question I found out that all the students react differently to the postponement of their WAs and their reasons were also somehow same but in different styles. Those responses were listed below.

Students procrastinate their WAs due to:

- i) Lack of clear instructions and guidelines or road map to accomplish the tasks.
- ii) Biasness/partiality or hollow effects in evaluation.
- iii) Lack of sufficient materials and sources.
- iv) Lack of proper evaluation, its just a formality.
- v) WAs are more theory based rather than practical one.
- vi) WAs are not related to the examination.
- vii) Lack of immediate constructive feedback (which minimize their eagerness of completing their WAs).
- viii) Lack of knowledge about the content or subject matter.
- ix) WAs makes them bore or irritates them.

From the above responses, it can be concluded that majority of the students postpone their WAs because they do not get proper instructions and clear roadmap from their teachers about how to initiate and accomplished the tasks. Likewise, most of the students consider it (WA) is just a formality and there is some partiality in marking system from teachers due to this they make delay their assigned tasks. Similarly, lack of sufficient materials and sources related to the assigned tasks became a reason for procrastinating their tasks. On the other hand, some of the students really do not like WAs because they consider it as boring and irritating tasks, and for some they consider it as theory based tasks and are not related to their examination due to this they procrastinate their WAs.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter deals with findings, conclusion and recommendations of the research. The study intended to find out the causes of academic procrastination on WAs by University students. Further, the study aims to suggest some pedagogical implication. This final chapter of the study incorporates findings, conclusion and recommendation, which are based on the analysis of data and interpretation of the results which were obtained from the students of second and fourth semester at Tribhuvan University.

5.1 Findings

After analyzing and interpreting the data explored through the questionnaire (close and open ended questions), the findings of the study were summarized in the following two headings:

5.1.1 Findings based on close-ended questions

- 1) Most of the university students i.e. 57.5 percent agreed that they procrastinate their WAs when they found it unpleasant and boring.
- 2) Regarding aversion to the tasks; most of the students i.e. 67 percent agreed to the statement i.e. they procrastinate their WAs when the assigned tasks requires more time and efforts.
- 3) The majority of the students i.e. 52.5 percent agreed that they postpone their touch and difficult writing assignments.
- 4) The majority of the students i.e. 55 percent postpone their WAs because they were afraid to make mistakes.
- 5) The least of the students i.e. 25 percent do not worried about what other's think about their WAs.

- 6) The majority of the students i.e. 52.5 percent agreed that they procrastinate their WAs because they were waiting until their friends advices.
- 7) Most of the students i.e. 60 percent agreed that depression lead them to procrastinating their WAs.
- 8) Most of the students i.e. 70 percent procrastinating their WAs when they were not in good/positive mood.
- 9) Most of the students i.e. 72.5 percent agreed that they postpone their WAs when their teacher imposed too many tasks at once.
- 10) The majority of the students i.e. 50 percent agreed that they procrastinating their WAs when their teacher asks everyday every time and expects more than they can do.
- 11) The majority of the students i.e. 50 percent agreed that they procrastinating their WAs when they have so many other things to do along with their WAs.
- 12) Regarding time management issues, the majority of the students i.e. 67.5 percent agreed to the statement that they procrastinate their WAs because they were unable to estimate/manage an adequate amount of time needed to perform the task.
- 13) The majority of the students i.e. 62.5 percent agreed that they do not have contextual time management experience so that they procrastinate their WAs.
- 14) The least of the students i.e. 20 percent agreed that they do procrastinate their WAs for giving lots of time to their friends and social activities.
- 15) Regarding environmental factors, the majority of the students i.e. 62.5 percent agreed to the statement i.e. they procrastinate their WAs when they find unpleasant and noisy environments.
- 16) The least of the students i.e. 27.5 percent agreed that they procrastinate their WAs because they become more productive when they work under pressure.

5.1.2 Findings Based on the Open Ended Question

Findings related to the causes of academic procrastination apart from depression, worry, fear, time management issues, environmental factors.

- 1) Lack of clear instructions and guidelines or road map to accomplish the tasks.
- 2) Biasness/partiality or hollow effects in evaluation.
- 3) Lack of sufficient materials and sources.
- 4) Lack of proper evaluation, its just a formality.
- 5) WAs are more theory based rather than practical one.
- 6) WAs are not related to the examination.
- 7) Lack of immediate constructive feedback (which minimize their eagerness of completing their WAs).
- 8) Lack of knowledge about the content or subject matter.
- 9) WAs makes them bore/irritates them (they do not like WAs).

5.2 Conclusion

Procrastination (postponement /making delay) is a common habit and is often unavoidable because there has been lots of potential task that we were and are doing from the origin of our human society. However, procrastination has been found to be domain specific i.e. academic and work, health, family each domain possesses different prevalence rate, reasons and consequences. Thus, in case of Academic procrastination, the tendency to put off academic duties has its own prevalence rate, reasons and consequences.

The study revealed that most of university students' procrastination their writing assignments but the reasons to put writing assignments off may be vary according to the nature of task. One of the most common reasons why university students procrastinate their WAs is task aversiveness, where 67 percent of total students agreed on that. In addition, the more aversive the situation the more likely a student will procrastinate his WAs. Thus, when a

student will perceives a writing assignment as not enjoyable or unpleasant and difficult it will be more common for the students to procrastinate their WAs. This is particularly more likely when the students perceived that their teacher imposed too many tasks at once and expect more than they can do.

In the similar way, most of the University students i.e. 70 percent, procrastinate their WAS when they are not in right mood and in depression and it will be more easy for them to put their WAs off. Likewise, the results indicates that the students who are doubtful in their ability and skills are often fearful of making mistakes, wait for their friends advices and unable to manage their time which makes them to procrastinate their WAs. On the other hand, majority of the students procrastinate their WAs because they do not get proper instruction, guidance and immediate constructive feedbacks. Moreover, most of the students consider that there is no proper evaluation system on WAs, and some kind of halo effects on marking system, which minimize their eagerness to start or accomplish their WAs. To accomplish the assigned tasks properly students must have sufficient materials and sources, if there are not, it is very easy for them to postpone their WAs.

From the present study, it can be concluded that the causes of procrastination on WAs by University students is vary. To get academic success, students must combat their procrastination tendency.

5.3 Recommendations

Being based on the findings drawn from the analysis and interpretation of the student's responses on open ended and close-ended questions, I have summarized and concluded my research study. On the basis of these conclusion and summary, some recommendations i.e. policy related, practice related and further research related have been extracted. These are mentioned below:

5.3.1 Policy Related

The policy related recommendations are mentioned as follows:

-)] The policy should be made to eradicate the biasness/hollow effects in evaluation.
-)] There should be proper and easily accessible resource materials to the students so that they can get ideas or content which they really needed to accomplish their WAs.
-)] The majority of the students feel difficulty to initiate their WAs and they postpone their WAs so, the course designer should organize the course content from simple to complex with clear guidelines.

5.3.2 Practice Related

Some of the practice related recommendations are pinpointed as follows:

-)] Firstly, teacher should give clear instruction, guidance and constructive feedback whenever their students needed.
-)] The teacher should give interesting and collaborative (group work) like assignments and encourage them to accomplish it.
-)] There should be good co-operation among teachers and students, students and students so, that student easily shows their eagerness towards WAs.
-)] The teacher should encourage their students in such a way that their fear, worry, and self-doubt can be easily eradicate.
-)] The teacher should create student friendly environment where every students feel free and comfortable to ask their doubt and questions.
-)] The teacher should evaluate their students not only through giving WAs but also through observation, presentation.

5.3.3 Further Research

On the basis of the present study, the researcher has attempted to present some recommend related to further research which are as follows:

-) This study is only based on Academic procrastination on writing assignments but there can be concluded the research on other areas like; Academic procrastination on reading assignments, on thesis writing.
-) This study was only limited to university level students so, this can be conducted in other levels i.e. bachelor, higher secondary level students.
-) This study only limited to find out the causes of academic procrastination on WAs, but there can have other research like on academic procrastination and its consequences. Frequency of academic procrastination by university, bachelor or higher secondary level students.
-) This study is mainly based on survey study so; further experimental, comparative study can be made in the field of academic procrastination.

REFERENCES

- Abu, N. K. & Saral, D. G. (2015). The Reasons of academic procrastination tendencies of education faculty students. *The Online Journal of New Horizons in Education*, 6(1), 165- 169.
- Ackerman, D.A. & Gross, B.L. (2005). My instructor made me do it; Task characteristics of procrastination. *Journal of Marketing Education*, 27, 5-13.
- Bailey, S. (2003). *Academic writing : A practical guide for students*. London : Routledge Falmer.
- Balki, M. Erdinc, D., & Bolus, M. (2012). Analysis of the relation between academic procrastination, academic rational, irrational belief, time prefers to study, and academic achievement. *European Journal of Psychology of Education*, 2, 1-16.
<http://www.springer.com>
- Burka, J. B., & Yuen, L. M. (2008). *Procrastination: Why you do it, what to do about it now*. Cambridge, MA: Da Capo Press.
- Capan, B. E. (2010). Relationship among perfectionism, academic procrastination and life satisfaction of university students. *Procedia Social and Behavioral Sciences*, 5, 165–167.
<http://www.Journas.elsevier.com>
- Carden, R., Bryant, C., & Moss, R. (2004). Locus of control, test anxiety, academic procrastination, and achievement among college students. *Psychological Reports*, 95, 581-582.
<http://www.Journals.sagepub.com>

Collins English Dictionary – Complete & Unabridged (10th ed.). Retrieved February 17, 2017 from

Crowder, R.(2008). *Academic procrastination among graduate vs. undergraduate students and differences in the experiences of affective and cognitive factors*. Unpublished M.A. thesis, University of Rowan, United States.

Davis, S. L. (1995) *Predicting outcome of paradoxical and self-control interventions from resistance and freedom of the target behavior among procrastinators*. Unpublished PHD, Iowa State University, United States.

Day, V., Mensink , D., & O’Sullivan, M.(2008) Pattern of academic procrastination. *Journal of College Reading and Learning*, 30, 120-134.

<http://www.tandfonline.com>

Dryden, W. (2012). *Overcoming procrastination*. London: Sheldon Press.

Ellis, A., & Knaus, W.J. (2002).*Overcoming procrastination*. New York: Institute for Rational Living.

Ferrari, J. R. (2010). *Still procrastinating? The no-regrets guide to getting it done*. New Jersey: John Wiley.

Ferreri, J. R. (1995). Perfectionism cognitions’ with nonclinical and clinical samples. *Journal of Social Behavior and Personality*, 10(1), 143-156.

<http://www.sciencedirect.com>

Fischer, C. (1990). “Read this paper later: Procrastination with time-inconsistent preferences,” *Reasons for the Future Discussion Paper 3*, 17-20.

Fritzsche, B. A. (2003). Individual differences in academic procrastination tendency and writing success. *Personality and Individual Differences*, 35, 1549–1557.

<http://www.researchgate.net.com>

Gollwitzer, P., Wieber, F. (2010). Overcoming procrastination through planning: *The Thief of Time. Philosophical Essays on Procrastination*. (pp. 185-205). New York. Oxford University Press.

<http://www.dictionary.com>.

Knaus, W. (1994). *Change your life now*. New York: John Wiley and sons.

Kumar, R. (2009). *Research methodology*. New Delhi: Dorling Kinderslex.

Lay, C. (1986). At last, my research article on procrastination. *Journal of Research in Personality*, 20,474-495.

<http://www.psyenet.apa..org.psyinfo.com>

Onwuegbuzie, A. (2000). Academic procrastinators and perfectionist tendencies among graduate students. *Journal of Social Behavior and Personality*, 15(5), 103-109. Retrieved on December 8, 2008, from Academic Search Complete database.

Onwuegbuzie, A. (2004). Academic procrastination and statistic anxiety. *Assessment and Evaluation in Higher Education*, 29(1), 3-9.

Rothblum, E. D., Solomon, L. J., & Murakami, J. (1986). Affective, cognitive, and behavioral differences between high and low procrastinators. *Journal of Counseling Psychology*, 33,387-394.

<http://www.psyenet.apa.org.com>

Solomon, L.J., & Rothblum, E.D. (1984). Academic procrastination: Frequency and cognitive behavioral correlates. *Journal of Counseling Psychology*, *31*, 503-509.

<http://www.rothblum.sdsu.edu.com>

Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self – regulatory Failure. *Psychological Bulletin*, *133*(1),65-94. Retrieved December 11, 2008, from Academic Search database.

Thakkar, N. (2009). Dealing with procrastination: The REBT approach and a demonstration session. *Journal of Rational Emotive and cognitive Behavior Therapy*, *2*, 4-11.

<http://www.scholar.google.com>

Tuckman, B. W., & Sexton, T. L. (1989). *The effect of feedback on procrastination*. Paper presented at annual meeting of the American Psychological Association, New Orleans : Los Angeles.

Participant Consent Form

Thesis Supervisor

Prof. Dr. Laxmi B. Maharjan

Faculty of Education

Department of English Education

T.U. Kirtipur, Kathmandu, Nepal

Academic Procrastination of University Students on Writing Assignments

I..... agree to take part in this research study.

In giving my consent, I state that:

I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.

- 1) I have read the participant information statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
- 2) I have got answers to any questions that I had about the study and I am happy with the answers.
- 3) I understand that being in this study is completely voluntary and I do not have to take part.
- 4) I understand that I can withdraw from the study at any time before I submit my responses to the researcher.
- 5) I understand that I personal information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
- 6) I understand that the result of this study may be published, and that publications will not contain my name or any identifiable information about me.

I consent to:

Completing questionnaire Yes No

Signature.....

Name.....

Date.....

PARTICIPANT INFORMATION STATEMENT

Thesis Supervisor

Prof. Dr. Laxmi B. Maharjan

Faculty of Education

Department of English Education

T.U. Kirtipur, Kathmandu, Nepal

Academic Procrastination of University Students on Writing Assignments

1. What is this study about?

You are requested to take part in a research entitled “Academic Procrastination of University Students on Writing Assignments”, which aims to find out the causes of academic procrastination on writing assignments by university level students. Up to now, there has not been any research related to this topic in this department. Therefore, it is helpful to know the reasons behind postponing or not completing writing assignments and search for combating techniques against it.

You have been requested to participate in this study because I am interested in finding out why the university level students procrastinate their writing assignments. Your responses will be helpful in evaluating postponement on writing assignments by university level students.

This participant information statement tells you about the research study.

Knowing what is involved will help you to decide if you want to take part in the research. Please read this sheet carefully and ask questions about anything that you do not understand or want to know more about the study. Participation in this research is voluntary. So it is up to you whether you wish to take part or not.

By giving your consent to take part in this study you are telling us that you:

- ✓ Understand what you have read.
- ✓ Agree to take part in the research study as outlined below.

✓ Agree to the use of your personal information.

You will be given a copy of this participant information statement to keep.

2. Who is carrying out the study?

The study is being carried out by Mr. Subash Giri, as the Master of Education in English at the Tribhuvan University of Kathmandu. This study will take place under the supervision of **Prof. Dr. Laxmi B. Maharjan** of Department of English Education T.U., Kirtipur.

3. What will the study involve for me?

This study involves completing a set of questionnaire. The questionnaire contains 28 questions, where 27 are objective/close ended and rest one is subjective / open ended questions.

4. How much of my time will the study take?

It will take you about 30 minutes to complete the questionnaire.

5. Who can take part in the study?

The students of M.ED English of T.U. can participate in this study.

6. Do I have to be in the study? Can I withdraw from the study once I have started?

Participation in this study is completely voluntarily. Your participation in this study will not harm in your career and future. It will help to understand the reasons of postponing writing assignments. If you decide to withdraw from this study you are free. But submitting your completed questionnaire is your consent to participate in the study.

7. Are there any risks or costs associated with being in the study?

Beside from your time investing to response questionnaire, there will not be any risks or costs associated with taking part in this study.

8. Are there any benefits associated with being in the study?

This study will help you to know why students postpone or make delay their writing assignments.

9. What will happen to information about me that is collected during the study?

Your information will only be used for the purposes outlined in this participation information statement. Your information will be stored securely and your identity/information will be kept strictly confidential, except as required by law. Study findings may be published, but you will not be individually identifiable in these publications.

10. Can I tell other people about the study?

Yes, you are welcome to tell other people about the study.

11. What if I would like further information about the study?

If you would like to know more at any stage during the study, please feel free to contact Mr. Subash Giri (cell no: 9848202362).

12. Will I be told the results of the study?

You will get the summary of the overall findings of the study and whole thesis paper through the Department of English Education T.U., Kirtipur, Kathmandu.

13. What if I have a complaint or any concerns about the study?

The ethical aspects of this study have been approved by the Tribhuvan University Department of English Education Kirtipur, Kathmandu. Any person with concerns or complaint about the conduct of a research study can contact the researcher.

Questionnaire

Dear Sir/Madam

I have prepared this questionnaire to collect the information for my research entitled, “The Causes of Academic Procrastination by University Level Students”, under the supervision of **Prof. Dr. Laxmi B. Maharjan**, Department of English Education T.U. The correct information provided by you will be great help for completing my study. The information you have provided will be kept highly confidential and used only for research purpose. I would appreciate your honest opinions and assure that your response will be completely anonymous.

Researcher

Subash Giri

The Department of English Education

T.U. Kirtipur, Kathmandu, Nepal

Participant's details:

Name.....

Date

College/ University:.....

Signature.....

Level/Semester:.....

You are requested to put a tick () to the alternatives that best indicate your response.

1. I postpone/ make delay my Writing Assignments because I found it as an unpleasant and boring task.
a) Strongly Agree b) Agree c) Neutral
d) Disagree e) Strongly Disagree
2. I postpone/ make delay my Writing Assignments because I am unable to manage/estimate an adequate amount of time needed to perform.
a) Strongly Agree b) Agree c) Neutral
d) Disagree e) Strongly Disagree
3. I postpone/ make delay my Writing Assignments because I'm afraid of making mistakes.
a) Strongly Agree b) Agree c) Neutral
d) Disagree e) Strongly Disagree
4. I postpone/ make delay my Writing Assignments because it takes more time and efforts.
a) Strongly Agree b) Agree c) Neutral
d) Disagree e) Strongly Disagree
5. I postpone/ make delay my Writing Assignments when I find that I might be humiliated by friends and teacher.
a) Strongly Agree b) Agree c) Neutral
d) Disagree e) Strongly Disagree

6. I postpone/ make delay my Writing Assignments when I found it tough and difficult.
- a) Strongly Agree b) Agree c) Neutral
d) Disagree e) Strongly Disagree
7. I postpone/ make delay my Writing Assignments because I'm not adequate enough to perform as I want or by others.
- a) Strongly Agree b) Agree c) Neutral
d) Disagree e) Strongly Disagree
8. I postpone/ make delay my Writing Assignments because I'm waiting until a classmate did his/her so that he/she could give me some advice.
- a) Strongly Agree b) Agree c) Neutral
d) Disagree e) Strongly Disagree
9. I postpone/ make delay my Writing Assignments when I do not have enough energy to start/ begin.
- a) Strongly Agree b) Agree c) Neutral
d) Disagree e) Strongly Disagree
10. I postpone/ make delay my Writing Assignments when I have so many other things to do.
- a) Strongly Agree b) Agree c) Neutral
d) Disagree e) Strongly Disagree
11. I postpone/ make delay my Writing Assignments because I'm worried about what others think.
- a) Strongly Agree b) Agree c) Neutral
d) Disagree e) Strongly Disagree
12. I postpone/ make delay my Writing Assignments when I'm depressed.
- a) Strongly Agree b) Agree c) Neutral
d) Disagree e) Strongly Disagree
13. I postpone/ make delay my Writing Assignments when im not in good/positive mood.
- a) Strongly Agree b) Agree c) Neutral
d) Disagree e) Strongly Disagree

14. I postpone/ make delay my Writing Assignments when my teacher imposed/assigned too many tasks at once.
- a) Strongly Agree b) Agree c) Neutral
d) Disagree e) Strongly Disagree
15. I postpone/ make delay my Writing Assignments because I always want some immediate pleasure.
- a) Strongly Agree b) Agree c) Neutral
d) Disagree e) Strongly Disagree
16. I postpone/ make delay my Writing Assignments when my teacher insults/ humiliates me.
- a) Strongly Agree b) Agree c) Neutral
d) Disagree e) Strongly Disagree
17. I postpone/ make delay my Writing Assignments when my teacher says everyday every time and expect more than I can do.
- a) Strongly Agree b) Agree c) Neutral
d) Disagree e) Strongly Disagree
18. I postpone/ make delay my Writing Assignments when my teacher sets deadlines for submission.
- a) Strongly Agree b) Agree c) Neutral
d) Disagree e) Strongly Disagree
19. I postpone/ make delay my Writing Assignments because I do something else when I find pressing deadlines.
- a) Strongly Agree b) Agree c) Neutral
d) Disagree e) Strongly Disagree
20. I postpone/ make delay my Writing Assignments because I am habituated to work under pressure.
- a) Strongly Agree b) Agree c) Neutral
d) Disagree e) Strongly Disagree

21. I postpone/ make delay my Writing Assignments because I do not have contextual time management experience.
- a) Strongly Agree b) Agree c) Neutral
d) Disagree e) Strongly Disagree
22. I postpone/ make delay my Writing Assignments when I do not get support from my friends, family, neighbor and teachers.
- a) Strongly Agree b) Agree c) Neutral
d) Disagree e) Strongly Disagree
23. I postpone/ make delay my Writing Assignments because I spent a great deal of time with my friends and social activities.
- a) Strongly Agree b) Agree c) Neutral
d) Disagree e) Strongly Disagree
24. I postpone/ make delay my Writing Assignments when I found unpleasant and noisy environments.
- a) Strongly Agree b) Agree c) Neutral
d) Disagree e) Strongly Disagree
25. I postpone/ make delay my Writing Assignments because I usually engage in social networking sites like Facebook, What's ups, Viber.
- a) Strongly Agree b) Agree c) Neutral
d) Disagree e) Strongly Disagree
26. I postpone/ make delay my Writing Assignments because I looked forward to the excitement of doing assignments at the last minutes.
- a) Strongly Agree b) Agree c) Neutral
d) Disagree e) Strongly Disagree
27. I postpone/ make delay my Writing Assignments because I am more productive when I work under pressure.
- a) Strongly Agree b) Agree c) Neutral
d) Disagree e) Strongly Disagree

Subjective questions

Q.1 What do you think, why do you make delay/ postpone your writing assignments? Write some reasons apart from worry, fear, depression, lack of time management skills.

.....

.....

.....

.....

.....

.....

.....

.....

Thank you for your kind help and cooperation.