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Academic Procrastination in Performing EFL writing: The Main Causes that Lead Students to Procrastinate.

Case study: Master 2 students at English Department at the University of Ibn Khaldoun of Tiaret

**A Dissertation Submitted in Partial Fulfilment of the Requirement of the Master Degree
in Didactics**

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Dedication

To our families, our parents especially,

to Makboul Redha,

to Ouarda, to our dear friends,

to whoever supported us,

to whoever loves us.

Acknowledgements

All praise goes to Allah, the most gracious and the most merciful.

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Abstract

The current study attempts to investigate the causes that lead students to academic procrastination in performing EFL writing. The target subjects are Master 2 students at the department of English at Ibn Khaldoun University of Tiaret. To reach this aim, this investigation is based on a relevant literature and on data collected through a mixed methodology based on both quantitative and qualitative methods. The quantitative method is presented as an email questionnaire and the qualitative consisted of an email interview. The findings revealed that respondents encounter serious problems when they try to perform any EFL writing task. Moreover, participants reported that procrastination is due to many reasons including namely: poor time management, lack of self-regulation, and anxiety. However, their degree of procrastination is still unknown. Lastly, this investigation involved a list of recommendations that may help students to face procrastination when having a writing assignment. Thus, this set of suggestions are highlighted to overcome both causes that lead students to academic procrastination and to reduce its impact.

Key Words: Procrastination, Academic procrastination, EFL writing, Writing process, Anxiety, Poor time management, Lack of self-regulation.

Table of content

Dedications	i
Acknowledgements.....	ii
Abstract.....	iii
Tables of content.....	iv
List of Tables	vii
List of Figures.....	viii
List of Abbreviations.....	ix
Glossary of Terms.....	x

General introduction

1.1. Sources of Inspiration	1
1.2. Statement of the Problem and Research Questions	2
1.3. Hypothesis	3
1.4. Aims of the Study	3
1.5. Methodology	4
1.6 Significance of the Study	5
1.7. The Organisation of the Work	6

Chapter one

A Brief Overview about Academic Procrastination in EFL

Writing.

1.1 Introduction.....	7
-----------------------	---

Section 01: Introducing Procrastination

1.1.1. Definition of Procrastination.....	7
1.1.2. Procrastinators Typology.....	10
1.1.3. Main Theories of Procrastination.....	11
1.1.3.1. Natural Instinct Theories.....	11
1.1.3.2. Behaviouristic Theories	11
1.1.3.3. Cognitive Theories.....	12
1.1.3.4. Personality Traits.....	13
1.1.3.5. Time Management Theories.....	15

Section 02: Theoretical Background on Academic procrastination and EFL Writing.

1.2.1. Definition of Academic Procrastination.....	17
1.2.2. Characteristics of Academic Procrastination.....	18
1.2.2.1. Psychological Beliefs About Abilities.....	18

1.2.2.2. Distraction.....	18
1.2.2.3. Social Factors.....	19
1.2.2.4. Laziness.....	19
1.2.2.5. Lack of Personal Passion.....	19
1.2.2.6. Lack of Time Management Skills.....	20
1.2.3. Academic Procrastination and Writing in EFL.....	20
1.2.3.1. Writing in EFL.....	20
1.2.3.2. The Writing Process in EFL.....	22
Section 03: Causes of Academic Procrastination	
1.3.1. Causes of Academic Procrastination.....	25
1.3.1.1. Anxiety.....	26
1.3.1.2. Poor Time Management.....	29
1.3.1.3. The Effects of Poor Time Management.....	31
1.3.1.4. Self-Regulation and Academic Procrastination.....	33
1.3.1.3.1. Self-Regulated Learning.....	34
1.3.1.3.2. Self-regulation in the Writing Process.....	35
1.3.1.3.3. Self-Regulation Failure.....	36
1.5. Conclusion.....	37

Chapter Two

FIELD INVESTIGATION, RESULTS AND RECOMMENDATIONS

2.1. Introduction.....	38
------------------------	----

Section One: Description of the Study

2.1. Research Design and Methods.....	38
---------------------------------------	----

2.2. Students' Profile.....	41
-----------------------------	----

2.3. Teachers' Profile.....	42
-----------------------------	----

Section Two: Results and Discussion

2.2.1. E-mail Questionnaire Results.....	42
--	----

2.2.1.1. Discussion of the Questionnaire Findings.....	56
--	----

2.2.2. E-mail Interview Results.....	58
--------------------------------------	----

2.2.2.1. Discussion of the Interview Results.....	62
---	----

Section 03: Limitations, Implications and Suggestions for Future Research

2.3.1. Limitations of the Study.....	63
--------------------------------------	----

2.3.2. Implications.....	64
--------------------------	----

2.3.3. Suggestions for Further Research.....	65
--	----

2.3.4. Recommendations.....	66
-----------------------------	----

1.5. Conclusion.....	70
----------------------	----

General Conclusion.....	71
-------------------------	----

Bibliography.....	73
-------------------	----

Appendices

Appendix01: Email Questionnaire

Appendix02: email interview

List of Tables

Table 1.1: Definitions of the Big Five Personality domains and the aspects that define each domain	15
Table 1.2: Stages of writing	24
Table 1.3: Factors of academic procrastination	25
Table 1.4: Self-regulation learning process	35
Table 2.1: General Information of participants	42
Table 2.2: Levels of Anxiety.....	43
Table 2.3: Time management results.....	45
Table 2.4: Self-regulation Results.....	46
Table 2.5: Students' Attitudes Toward Essay Writing	47
Table 2.6: Students' Attitudes Toward Dissertation Writing	49
Table 2.7: Students' Attitudes Toward Their Writing Tasks.....	51
Table 2.8: Students' best time To Start their tasks.....	52
Table 2.9: Time Management Possibility.....	53
Table 2.10: Students' Preferable Time for Writing	54
Table 2.11: Students' Organization in Writing Their Dissertation	55
Table 2.12: Interview Findings.	57

List of Figures

Figure 2.1/ 2.2 Respondents' general information.....	42
Figure 2.3/2.4: Respondents' general information.....	43
Figure 2.5: students' level of anxiety toward writing.....	44
Figure 2.6: students' time management.....	46
Figure 2.7: students' self-regulation.....	47
Figure 2.8: students' behavior toward essay writing.....	49
Figure 2.9: Students' behavior toward dissertation writing.....	50
Figure 2.10: Students' feeling toward their writing tasks.....	51
Figure 2.11: students' responses concerning their best time to start working on their written assignment.....	52
Figure 2.12: students' time management.....	53
Figure 2.13: Different periods of time that students have chosen to start their written assignments.....	54
Figure 2.14: Students' Organization in Writing Their Dissertation.....	55

Key to Abbreviations and Acronyms

EFL: English as a Foreign Language

M2: Master 2

SRL: self-regulated learning

Glossary of Terms

To carry out this study, it is important to define the key concepts related this Investigation.

Academic procrastination. Steel described academic procrastination as follows:” *a deliberate delay in a practical course of study or learning in spite of the expected deterioration. Academic procrastination occurs at all levels of education*”.

Anxiety. Merriem-webster (2012) defined anxiety as “*a painful or apprehensive uneasiness of mind usually over an impending or anticipated ill*”. Students always experience academic anxiety and feel tense in academic tasks.

Procrastination. According to Steel (2007: 66), to procrastinate means “*to voluntarily delay an intended course of action despite expecting to be worse off for the delay.*” That is, a student knows what he should do, but decides not to do it and may prefer to do other things even if they are less important.

Self-regulation. Zimmerman and Kitsantas (2014) described self-regulation as comprised of processes used “to activate and maintain cognitions, emotions and behaviours to attain personal goals” (p.145).

Self-regulation learning. Self-regulated learning (SRL) refers to processes that learners use to activate and maintain cognitions, emotions, and behaviours to attain personal goals (Zimmerman & Kitsantas, 2014).

Time Management. is the art of arranging, organizing, scheduling and budgeting one’s time for the purpose of generating more effectiveness and productivity.

Time management skills. time management is a skill that every student should not only know, but also apply. A lot of university students complain about running out of time when asked to do a certain task they get frustrated because they are not able to make it before the deadline. Time management is extremely important, especially when it comes to university students because it will boost their grades and enhance their productivity (Laurie & Hellsten, 2002).

Writing. Harefa (2003: 3) states that writing is synonymous with composing. Composing is a series of activities for an individual to express idea and to deliver it through written language in order to be understood by the reader.

Writing process. Graves (1983) considers writing a practice involving selection of topic, rehearsal and organisation of ideas in preparation for composition, redrafting, and publishing.

General Introduction

1.1. Setting the background of the study

Most EFL students at university seek to be fluent in the language and acquire the speaking skills that the native speakers have. However, language is not all about speaking, because writing is considered to be the main important skill that can help to guarantee better performance in learning.

1.2. Sources of inspiration

Throughout the years of studying as an English language learner (EFL) at the Department of English at the university of Tiaret, we came to recognize that most students face difficulties to acquire the foreign language and to achieve their academic goals. We also came to realize that good students play an essential part in the learning process. Elite students give their best inside and outside the classroom in order to succeed. They participate and ask questions for better understanding, they seek for more information by reading books and investigate other sources related to their lessons, that is, they are self-regulated and know how to manage time effectively specially in learning. However, this strategy is not the same when it comes to other students, because each student has his own strategy to acquire learning skills. Our focus was on writing, as students struggle mostly to enhance their writing skill. It has been observed that procrastination is preventing students to succeed and develop their writing skill at university. Thus, we highlight the need of students to enhance their performance by managing time effectively in leaning. Still, procrastination has not been investigated before at the University of Tiaret. For that reason, the relevance of effective time management, and the high effects of procrastination on students' achievement motivate us to conduct this study which is mainly for a clear understanding of the factors of procrastination affecting the writing performance.

1.3. Statement of the problem and Research questions

Due to the importance of writing, students are in urgent need to develop their writing skill in order to make a good progress in their higher studies. However, it can be seen that plenty of students struggle to write and face several problems to produce a good piece of writing. Whether writing essays, assignments or dissertations, it can be observed that most of M2 students at the Department of English at the university of Tiaret tend to delay their written tasks and miss deadlines. In other words, they procrastinate when writing which may be due to various causes including anxiety and self-regulation failure. This can affect negatively their academic achievement.

For this reason, students need to overcome their procrastination cycle and make more serious efforts to enhance their writing skills which only can be accomplished by managing time effectively and being self-regulated when writing. Faisal, *et al* (2014) mentioned that time management is very critical to students especially university students as it will improve their grades and increase their productivity. In sum, time management is the key to avoid delaying tasks. In order to proceed this study, the following questions need to be highlighted:

A / What are the main causes that lead M2 students to procrastinate in writing?

B / to what extent these causes affect students' writing?

C / How can we reduce the negative impact of these causes?

1.4. Hypothesis

Academic procrastination can be viewed as a major phenomenon that prevents students to deliver their tasks on time, this problem can affect students' academic achievement specially their written performance, thus overcoming this serious matter can help students to improve and develop their writing skills. In order to reduce the negative effects of procrastination on students' writing performance we tend to investigate the real causes behind procrastination and check the impact of its factors on students.

Our main interest is centered on three different variables as followed: anxiety, students' self regulation, and time management. We try to study the effects of these variables on students through out the writing process in order to find answers to the problems we have presented. As a result, we resort to submit the following hypotheses:

- A. Anxiety, poor time management, and lack of self regulation are the real causes of procrastination.
- B. Academic procrastination has major negative impacts on students' writing performance as they either fail to submit their tasks on time or produce poor quality works.
- C. If students at the Department of English at the university of Tiaret manage their time effectively, they will regulate themselves and will be able to overcome their anxiety and fears. Also, if they follow the right strategies of the writing process, they would reduce academic procrastination.

1.5. Aims of the study

The purpose of this study is to highlight the causes that lead students to procrastinate, to see how these causes affect students' writing, and to seek how we can find ways to limit its negative impact so students can have better achievement on their written tasks. The aim of the study at first is to demonstrate the effective strategies of writing that students can follow and solve the problems they face during the writing process. Then, this study highlights the importance of both time management and self-regulation in improving the writing skills. In other words, the aim is to show that students who manage their time and succeed in being self-regulated are going to reach higher levels of academic achievement. Lastly, we aim to suggest some tips and recommendations about overcoming the academic procrastination by showcasing the impact of time management which can help our students to reduce their procrastination habits.

1.6. Methodology

1.6.1. Data collection methods and procedures:

Our design is empirical as we seek to test the validity of our hypotheses, and this process was fully experimental. For this reason, both quantitative and qualitative methods are used for data collection.

The quantitative method is mainly based on email questionnaire which consists of a set of open and close ended questions. Our main purpose from choosing this latter as a testing method is to examine the impact of our variables on the sample, evaluate the answers, and discuss the findings of each variable from the results we gain. In this questionnaire, we targeted different elements of writing and types of written tasks such as: essay writing, and dissertation writing. For the qualitative method, our selection is an email interview and the aim of using such a tool is to check how teachers think of our variables in depth. Then, we use the results as reliable data to test if it is compatible with the results obtained before using the previous research tool.

1.6.2. Data analysis Procedures

After collecting all the data, the next step is to analyze it using Excel 2016 software in order to get the percentages and statistics that we need for the interpretation of the findings.

1.6.3. Population and Sample

The population of this study is Master-two students at the department of English at the university of Tiaret. Only 30 students out of more than 90 students were chosen as our sample which is selected from both Didactics and linguistics branches. The reason behind choosing this sample at this specific level of the study is mainly because students at this point were supposed to acquire the needed knowledge about writing as they deal with various written tasks including dissertation. In addition, Master-two students have sufficient academic experience that helps them to comment on the difficulties of writing and provide us with clear information. At the same time, they have the urge to develop their writing skills to succeed in the upcoming challenges.

1.7. Significance of the Study

Scholars have highlighted numerous problems associated with academic procrastination and its negative impact on students' performance. However, not enough studies have investigated the main causes of academic procrastination or how it relates to factors such as time management and self-regulation. Thus, the purpose of this study is to investigate the negative impact that academic procrastination can have on students' achievements and seek to find out strategies that could help students to reduce their procrastination habits. This study focuses on these tasks:

- 1/ help students understand different affective strategies of the writing process,
- 2/ shed more light on a very topical dangerous phenomenon which is academic procrastination,
- 3/ raise awareness about procrastination; how it can affect university students' academic career.

Procrastination appears to affect students in so many different ways even mentally. It may prevent educators to make any progress in their learning. Therefore, in order for students to succeed, they will have to eliminate these procrastination habits, so that they can improve the writing skills, and achieve great goals throughout their academic life. Effective time management and planning will encourage students to put an end to delaying their important written tasks.

1.8. Organization of the work

This research work contains two different chapters. The first one is theoretical including a whole overview of the existing literature about academic procrastination and the three essential variables. In the first section, we introduce the definition of procrastination, its types and theories. In section two, we present the characteristics of academic procrastination. The last section includes two main parts, the first is about the writing process and the second is about the causes of academic procrastination.

The second chapter is divided into two sections. Section one includes data collection, the findings, and the results. Section two is about limitations of the study, implications, and suggestions for further studies, plus to the recommendations.

LITERATURE REVIEW

1.1.Introduction

The present research work aims at providing a clear answer to our central problem. It is devoted to the understanding of the real definition of procrastination, characteristics, types, and theories. It aims to investigate why students at University tend to delay their written tasks and avoid to submit their academic assignments on time. In this chapter, the main causes that lead English section students of Tiaret University to academic procrastination.

Section One: Introducing an Overview of Procrastination

Procrastination has always been a serious phenomenon among people until it became a part of their lives. Procrastination is defined as the delay of a task until it has passed the optimal time. To procrastinate means to delay an intended course of action despite of expecting bad results for the delay. That is, a student knows what he has to do, but decides not to do it and may prefer to do other things even if they are less important.

1.1.1. Definition of procrastination

The term “procrastination” is derived from the Latin term “procrastinate” that means to delay, pause, put off, or postpone a task. Ancient Greek philosophers like Aristotle and Socrates described this behavioral issue with the name of “Akrasia”. It is the state of acting against your better judgment. It is when you do one thing even though you know you should do something else, according to those philosophers “Akrasia” is procrastination or a lack of self-control. It has been mentioned that the term procrastination is considered as a

habit and a behavioral issue experienced by different people in their daily activities. Writing around 800 BC, Hesiod, one of the first recorded poets of Greek literature, provided one of the earliest possible citations. His words are worth repeating in full:

*Do not put your work off till to-morrow and the day after; for a
sluggish worker does not fill his barn, nor one who puts off his work:
industry makes work go well, but a man who puts off work is always
at hand-grips with ruin. (as cited in steel 2007: 67).*

Procrastination can be described as an attitude of delaying, putting off, or postponing a task. It may affect students' academic career which may result failure. There are different factors that appear to be related to procrastination among university students, anxiety, lack of commitment, inappropriate time management, social problem and so many other factors. Procrastination effects the self-efficacy and self-actualization, distractibility, impulsiveness, self-control and organizational behavior of the students. It makes students lazy & passive developing delaying tendency in them; either they feel hesitation in taking initiatives or fear to start a work or an assignment according to Steel (2007).

Physical, emotional and mental problems are associated with procrastination. It may produce embarrassment and inferiority complex among students of which Thompson, Davidson, and Barber (1995) mentioned that negative relationship between level of ego identity and procrastination; it decreases confidence among students and their anticipation of completing a task (Steel, 2007); resulting in unhealthy sleep, diet and exercise habits (Sirois & Pychyl, 2002); yields to higher rates of smoking, drinking, digestive ailments, insomnia and cold and flu symptoms (Adkins and Parker, 1996); increases a lot of stress, worry, and fear leading a miserable life with shame and self-doubt creating and raising anxiety and deteriorates self-esteem (Hoover, 2005); affects achievement of goals creating anxiety (Scher and Nelson, 2002); and causes higher stress, low self-esteem,

depression, cheating, plagiarism, higher use of alcohol, cigarette and caffeine and decreased ability to maintain healthy self-care habits like exercise and eating (Goode, 2008).

Schouwenburg (2004) introduced a point of view in defining procrastination. According to his perspective, procrastination is viewed as a behavioral issue in which a person lacks time management and effective study methods. This definition presents that procrastination is a delaying responsibilities or crucial options basis as a part of behavioral characteristic. Moreover, this definition also applies to academic procrastination in that students engage in the behavior by failing to complete the given assignment.

Studies find that procrastination includes behavioral, emotional, and cognitive components which make discussion on types of procrastination complicated. Researchers state that procrastination has different types including general procrastination, decision-making procrastination, neurotic procrastination, obsessive procrastination, academic procrastination.

Procrastination has furthermore been defined as the discrepancy between intent and behavior (Lay, 1994), and procrastinator behavior increases as this discrepancy increases (Schraw et al., 2007). Senecal et al. (1995) described procrastination as a global weakness of people, and argued that procrastination effect the academic domain mostly. Besides, Milgram et al. (1998) defined procrastination as a behavioral tendency in putting of what should be done, or postponing an activity that already planed to be performed.

According to Van Eerde (2000, p. 375) procrastination is a “motivational mechanism, serving the purpose of avoiding a threat temporarily, in order to protect one’s well-being in the short term”, a view comes along with Freud’s pleasure seeking principal. An action is thus postponed when the threat is dealt with by avoiding it, and procrastination subsequently occurs.

It has been found that procrastination starts in secondary school and stay persistent throughout university, with more than 50% of the students reporting a steady delay causing problems (Steel, 2007). McGhie (2012) mentioned that lack of proper planning and time management may lead to procrastination.

1.1.2. Types of procrastinators

As previously mentioned, the exact nature of procrastination is still being debated (Steel, 2010: 1) and research about it has aroused many issues concerning its nature. Ferrari (2000) stated that procrastinators are categorized into three types: the first type is **arousal procrastinators** who always beat the deadline, they find it suitable to their plans and full of enthusiasm. The second type are the ones who are called the **avoiders** who postpone their activities due to the low level of self-efficacy. The last one are known as **decisional procrastinators** which is when the procrastinators are unable to make decisions at the right time.

Moreover, Brownlow and Reasinger (2000) mentioned that procrastinators in general have three different characteristics; first is that academic procrastinators do not know how to regulate themselves like setting plans. Second, they are disgruntled or dissatisfied about their performance. They always earn underachieving grades. Lastly is that academic procrastinators do not spend much time on their studies and their academic tasks, they start working late and delay submitting their tasks.

Procrastinators are classified into two types **active** and **passive** procrastinators Chu and Choi (2005). Active procrastinators delay their tasks on purpose and focus on what they prefer, but they can manage their activities timely. Active procrastinators already make decisions to procrastinate, but they finally finish their tasks under high feeling motivated under high pressure, yet they usually score satisfactory results (Choi & Moran, 2009). Based on Corkin, Yu and Lindt (2011). Active procrastination is a functional form of postponement. To a better understanding, this kind of procrastinators are able to perform on time, even if they putt off their activities.

Passive procrastinators is the other type that has negative effect on students. Based on previous studies, passive procrastinators are the ones who cannot make decisions, they procrastinate unintentionally but they always postpone their tasks because they are not able to make the right decisions and do not know how to act towards it (Chu & Choi, 2005: 247). Inactive or passive procrastinators always delaying their tasks until there is not enough time and they feel guilty and depressed and uncomfortable (Ferrai, 1994) which may lead to failure in completing the tasks.

To put it in a nutshell, Passive procrastinators differ from active procrastinators cognitively, affectively and behaviorally.

1.1.3. Main theories of procrastination

It has been said that it is impossible to get rid of procrastination habit. Procrastinators may not be able to understand the main reasons why they procrastinate. It has been reported that procrastinators will always give excuses and justify their postponement with one reason, and provide another one to other people. For this, there are various theories and different empirical studies have been done about procrastination. By reading the literature of procrastination, there will be categories may include the main causes of procrastination, and it has been classified into five groups of theories.

1.1.3.1. Natural instinct theories

Procrastination can be a natural instinct and non-procrastination is a social imposed behavior. McCown (1987) stated that behaviorists postulate procrastination as humans' preference for enjoyable activities and short-term rewards. Humans often desire to get immediate satisfaction, instead of waiting for the reward. According to these theorists, mankind tend to delay tasks that have distant consequences. Many students prefer to choose the most pleasurable activities such as watching tv, workout, use social media and they put their academic tasks aside because they think that their tasks have distant consequences. A previous investigation (Dietz et al, 2007) shows also that students who prefer pleasure and leisure activities would procrastinate in their academic tasks.

1.1.3.2. Behavioristic theories

In the behaviorist system, reinforcement theorists formulate assumptions that procrastination is upgraded by the repeated individuals' success of doing dilatory behavior. Theoretically, classical learning explains that behaviors usually happen through the provision of reinforcement or lack of punishment (Ainslie, 1975). For procrastinators, this was reflected by their high capability to remember the incident of their success when facing

a deadline. Different approach made by behavioristic theorist focused on behaviors to avoid unwanted or unpleasant stimulus (Solomon & Rothblum, 1984). Escape conditioning occur when a person start doing his task then he stops (Honig, cited in Ferrari, Johnson, and McCown, 1995). This will promote the growth of quitting before finishing the task. Previous studies mentioned that avoidance conditioning occur when a person made an extraordinary effort to avoid the activity. Ainslie (1975) said that individuals would experience avoid conditioning when when receiving reinforcement with varying frequencies. Also, he stated that people tend to select short-term reinforcement or rewards rather than long-term goals, where short-term reinforcement causes immediate pleasure. According to this understanding, procrastinators are the ones who were wanted to choose short-term rewards instead of long-term goals which increases anxiety in return. This case facilitates the avoidance of the task and lead the individual to repeat on other tasks in the future (Ferrari, et al, 1995).

1.1.3.3. Cognitive theories

Gredler (2005) mentioned that cognitive theory is the first theory that is associated with academic procrastination because it gives details about student learning and motivation which comes through an interaction of behavior, cognitive factors, and the environment. A researcher called Albert Bandura who is a main researcher associated with social cognitive theory, studied and analyzed what students believe and think about their abilities and understanding of the performance situation. Bandura (1997) considered when students engage in learning, they direct and regulate themselves which effect their self-efficacy.

Procrastination has different reasons for its cognitive components, not only an insufficiency in study skills (Rothblum et al, 1985). According to some cognitive theorists, humans' behavior interacts with their cognition. They often tend to accept the conclusion of their desire of what they want and what to avoid determining the conclusion of what they do not want (Sigall et al, 2000). People behavior are influenced by their thoughts and values as well as procrastination, and there are various studies for better explanations of cognitive theories.

1.1.3.4. Personality traits

Literature on procrastination shows that personality traits are important factors related to procrastination. Based on Johnson and Bloom (1995), procrastination seen as a relatively stable personality variable (see also Choi & Moran, 2009) that can be listed as an aspect in more comprehensive and general models of personality traits, for instance the Big Five model of personality (De Raad & Perugini, 2002; McCrae & Costa, 1985). De Bruin and Rudnick (2007) confirmed that some people are more likely to procrastinate than others.

A quite number of studies in the educational context looked for the relationships among personality traits, academic performance, motivation, and satisfaction (Komarraju, Karau, & Schmeck, 2009; Oswald, Schmitt, Kim, Ramsay, & Gillespie, 2004; Paunonen & Ashton, 2001; Trapman, Hell, Hirn, & Schuler, 2007) and de Bruin and Rudnick (2007) furthermore argued that it could be productive to link academic procrastination to the factors of the Big Five model of personality. According to this model, individual differences in personality can satisfactorily and comprehensively be described in terms of five traits. The coming table is the big five model explained providing each domain of each aspect.

Neuroticism: identifies individuals who are prone to psychological distress

Anxiety: level of free floating anxiety

Angry Hostility: tendency to experience anger and related states such as frustration and bitterness

Depression: tendency to experience feelings of guilt, sadness, despondency and loneliness

Self-Consciousness: shyness or social anxiety

Impulsiveness: tendency to act on cravings and urges rather than reining them in and delaying gratification

Vulnerability: general susceptibility to stress

Extraversion: quantity and intensity of energy directed outwards into the social world

Warmth: interest in and friendliness towards others

Gregariousness: preference for the company of others

Assertiveness: social ascendancy and forcefulness of expression

Activity: pace of living

Excitement Seeking: need for environmental stimulation

Positive Emotions: tendency to experience positive emotions

Openness to Experience: the active seeking and appreciation of experiences for their own sake

Fantasy: receptivity to the inner world of imagination

Aesthetics: appreciation of art and beauty

Feelings: openness to inner feelings and emotions

Actions: openness to new experiences on a practical level

Ideas: intellectual curiosity

Values: readiness to re-examine own values and those of authority figures

Agreeableness: the kinds of interactions an individual prefers from compassion to tough mindedness

Trust: belief in the sincerity and good intentions of others

Straightforwardness: frankness in expression

Altruism: active concern for the welfare of others

Compliance: response to interpersonal conflict

Modesty: tendency to play down own achievements and be humble.

Tender-Mindedness: attitude of sympathy for others

Conscientiousness: degree of organization, persistence, control and motivation in goal directed behaviour

Competence: belief in own self efficacy

Order: personal organization

Dutifulness: emphasis placed on importance of fulfilling moral obligations

Achievement Striving: need for personal achievement and sense of direction

Self-Discipline: capacity to begin tasks and follow through to completion despite boredom or distractions.

Deliberation: tendency to think things through before acting or speaking.

Table 1.1: Definitions of the Big Five Personality domains and the aspects that define each domain (as cited in Joubert, 2015:26).

1.1.3.5. Time management theories

Poor time management is considered one of the reasons for delay (Balkis and Duru, 2007), and procrastinators are often considered as having problem in their time estimation (Pychyl et al, 2000b). It has been mentioned that there are two kinds of time management problems. The first kind is miscalculation of time, and the second one is the lack of self-regulation skills. For the first type, Ferrari et al (1995) mentioned that students have a wrong concept of time and miscalculate time available for them to complete the activity. Some kind of

students tend to over-estimate their ability in completing assignments; as a result, they procrastinate (Sigall et al, 2000). For this kind of procrastinators, an investigation (Buehler et al, 1994) showed that most students can complete their assignments before deadlines, even though they are still later than their own predicted time (Buehler et al 1994). The second type of time management is a lack of self-regulated skills. Lack of self-regulated lead to procrastination (Tuckman and Sexton, 1989; Senecal et al, 1995). Self-regulated skills include planning, self-motivation, and self-evaluation are important to make someone on action (Ferrari et al, 1995). Some kind of students do not plan for their studies and assignments, while the other kind do have plan for their studies but they do not respect their plan (Ferrari et al, 1995). Planning is a crucial part of self-regulation. Without planning, it is unlikely to complete academic responsibilities on time. The term ‘plan fallacy’ was pointed out by Kahneman and Tversky (1979), which means a false belief in which people tend to be over-optimistic and have over-confidence about their planned time to complete an assignment. Planning fallacy not only takes place among students, it is also a common phenomenon that it prevails among academics (Buehler et al 1994). Planning fallacy is an optimistic thought and it leads to frequently underestimate the time needed for tasks (Pychyl et al, 2000b).

to conclude, having a good self-regulation may reduce the academic procrastination. When students can self-regulate their work, they are less likely to procrastinate.

Section Two: Theoretical Background on Academic procrastination and EFL Writing

Many students face challenge when presented with deadlines. Some manage the situation and succeed to complete their assignments on time, whereas others fail to do so and end up procrastinating. Hence, it is very important for students to understand this problem. For this, the present section is devoted for understanding what academic procrastination is and why students tend so frequently to postpone their tasks and avoid writing.

1.2.1. Definition of academic procrastination

Academic procrastination which is experienced by approximately 95 % of college students (Ellis & Knaus, 1977), is defined as needless delay in beginning or completing tasks (Rothblum et al.,1986). Steel (2007) described student/academic procrastination as follows:” *a deliberate delay in a practical course of study or learning in spite of the expected deterioration. Academic procrastination occurs at all levels of education*”. An investigation showed that procrastination among university students is widely spread and more common, and other studies reported that more than 70 % of students regularly procrastinate.

According to Senecal et al. (1995), Tice and Baumeister (1997), van Eerde (2003) and Wolters (2003) academic procrastination is the continuing failure to timeously complete academic tasks. According to recent investigations, academic procrastination has been found to be associated with many negative academic outcomes like missing deadlines for submitting assignments. It has also been associated with negative psychological outcomes, such as depression, low self-esteem, anxiety, guilt and stress (Pychyl, Lee, Thibodeau & Blunt, 2000; Tice & Baumeister, 1997).

Deniz et al (2009) defined academic procrastination as a postponement of academic responsibility, such as submitting assignments, preparing for examinations, activities...etc. Academic procrastination is described as a delay of academic responsibilities until the optimal time passes (Solomon and Rothblum,1984; Hess et al, 2000). When students keep procrastinating, procrastination would become a habit and this is considered as a personal traits(Schouwenburg and Lay, 1995). Previous studies (Ellis and Knaus, 1977; Schouwenburg, 1995; Ferrari et al, 1995; Jiao and Onwuegbuzie,1999; Klassen et al, 2008) about 70-95% the undergraduate students that experienced academic procrastination. Whilst 50% of them have a tendency of procrastination (Hill et al,1978; Solomon and Rothblum, 1984) and 20-30% of them are considered as severe procrastinators (Klassen et al, 2008). Furthermore, Beck et al (2000) stated that academic procrastination as a long-lasting issue of 70% of the college students. Different researchers have found a number of primary and secondary problems associated with academic procrastination, e.g. low achievement of students and their increased physical and

psychological problems Ferrari & Pychyl (2008), anxiety (Lay, 1995; Onwuegbuzie 2004), irregularity, confusion and irresponsibility (Rivait 2007).

1.2.2. Characteristics of Academic Procrastination

Academic procrastination is associated with different characteristics that contribute in making students avoid and postpone their tasks. Previous studies mentioned six characteristics of academic procrastination including; Psychological beliefs about abilities, Distraction, Social factors of procrastination, Laziness, Personal passion, and Lack of time management skills.

1.2.2.1. Psychological beliefs about abilities

This aspect of procrastination is to work under pressure and it is known as “sensation-seeking” in similar studies. Students with academic cunctation or procrastination always look for work under pressure, they have an extreme belief that they can do their tasks under pressure. This kind of belief is mentioned in other study that is known as self-image. It is a meditative view that people have about themselves and particularise students’ belief about their effectiveness or ineffectiveness. The higher students’ belief about their effectiveness, the more cunctation increases in them. this is due to their self-confidence in their abilities and positive perspective about themselves. According to Schraw (2007) that students who delay their studies until exam night experience a high level of challenge. Meanwhile, in other studies mention that students who hold their studying until exam night are mostly poor in class activities.

1.2.2.2 distraction

Students who procrastinate are easily distracted by interesting activities and by what they prefer doing. Instead of taking care of their responsibility and work on their important cases, they give priority and their attention to the more pleasant daily activities, watching TV, playing video games, and chatting using the social media, etc. It has been said that students who prefer silly activities in which are not to their perspective, they procrastinate more and replace their crucial tasks with what they call “pleasant activities”. In this case, the low-

level persistence and the increasing of distraction when working on tasks are due to the poor self-regulating and time-managing which have been identified as factors of procrastination.

1.2.2.3. Social factors

Previous studies on procrastination point that students who are affected by procrastination usually fail in self-regulating behaviors. Self-regulation includes the ability for matching and regulating individual's performance in various atmospheres. Students ignore and avoid their assignments and projects when they feel anxious or in a very stressful circumstance. University students may leave their academic priority like assignments, tasks aside and they keep socialize with friends, families instead of doing their activities. Hence, addicting to these social factors is a sign of procrastination.

1.2.2.4. Laziness

Previous scholarly works on academic procrastination showed the effect of some factors including laziness. Laziness is an attitude of mind which make the person avoid his activity or work, though there is the needed physical power to do the work. According to what Solomon and Rothblum (1984) reported that avoidance of working and laziness are approximately 18% of procrastination reasons. Thus, procrastination or known procrastination may be resulted by avoiding academic activities and laziness.

1.2.2.5. Lack of personal passion

Investigators presented that procrastination is not a delay caused only by situational or social variables, but also can be caused by attitude or characteristic known as passion. Passion is general set of willingness or ability to initiate or perform the activity with energy. Lack of passion is introduced as a reason for procrastination. If the students have low level of passion, there would be no stimulation to finish the work in time. If the students have the passion and motivated they would be more active academically.

1.2.2.6. Lack of time management skills

Time management is the ability to control tasks and behaviors according to the time planning.

Procrastinators cannot manage and organize their time. Solomon reported that time management has been always a problem causes academic procrastination. Time management skill cannot be inherited; it can be learnt to organize daily activities. In order to manage time, students should perform their activities and assignments timely and respect the deadlines. Poor time management may lead the students forget their assignments. So, poor time management can be considered as a main reason that produce academic procrastination.

1.2.3. Academic procrastination and writing in EFL

Graham et al. (2008) stated that it is not surprising that many students struggle with the writing performance. Regarding this point, Students' difficulties are related either to lack of knowledge about the writing or avoiding to engage in its stages (procrastination). Writing is not an easy task, students face so many problems when they try to do their writing assignments. Thus, they start make excuses and keep delaying their activity instead of doing their task. It has been said that academic procrastination and writing performance are negatively connected.

1.2.3.1. Writing in EFL

Students who acknowledge the importance of writing and work to develop effective writing skills will have a better chance to elevate themselves and perform well in the academic field. (Alexander, 2008) stresses that strong writing skills may enhance students' chances for success. Also, Suleiman (2000) tells that writing is an essential factor of language. However, effective writing requires huge efforts from students; To be effective in communicating their message, writers need to be selective in their choices and use of language, form and function, with an awareness of the impact they wish to create and how they might do this (Davis, 2013; Ministry of Education, 1992; 2006). Clearly, writing is a complex, challenging process requiring learners to

manage an array of cognitive, metacognitive, linguistic, and behavioral strategies within a social context (Harris et al., 2011; Myhill & Fisher, 2010).

There are plenty definitions about writing, but it can be defined differently according to different point of views. In this research work, writing is defined from the process approach which sees language as a personal process that includes two crucial skills: creativity and critical thinking (Elbow, 2000: 7). Silva (1990) mentioned that in L2 writing, the individual engages in the discovery and expression of meaning. Which means that students are totally free to think and express their ideas. Writing is a process of exploring and making meaning (Zamel, 1983). She argued that ideas and thoughts are discovered, classified and developed through the act of writing and then as this process carries on, new ideas and thoughts suggest themselves and become integrated into the developing pattern of thought (as cited in Ferjani, 2010: 9). To a better understanding, writing is not just emerging words and sentences to formulate a proper text, but it involves students' reflection. In other words, the most important element is how the student translate his abstract thoughts into a meaningful written text regarding the importance of grammar and the mechanics of writing.

Another definition is provided by Zimmerman and Reisenberg (1997) where they define writing as:

“a goal oriented and self-sustained activity requiring the skilful management of the writing environment; the constraints imposed by the writing topic; the intentions of the writer(s), and the processes, knowledge, and skills involved in composing” (as cited in Anderman, 2009: 564).

This piece of quotations means that students have to deal foreign language writing from different angles taking into account the topic, linguistic knowledge and the processes involved in the writing process.

To sum up, writing includes the active role of students who engage in writing as a process of thinking and evaluation through different cognitive and metacognitive processes, in addition to the importance of knowledge about language.

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1.2.2. The writing process in EFL

Researchers argue that when writing, students go through different levels that are recursive and cyclical (Bae, 2011). For instance, Harris et al (2011) describe writing as a “recursive, strategic, and multi-dimensional process” (p.188) involving the writer in organizing ideas and information, deciding how to communicate it, creating the text and finally, revising and editing it. To support that, Graves (1983) considers writing as a practice involving selection of topic, rehearsal and organization of ideas in preparation for composition, redrafting, and publishing.

“Writers then begin composing their texts, utilising knowledge of language features, structure, vocabulary, grammar and punctuation to construct texts suited to their intended purpose and audience. Ideas are crafted and recrafted as writers clarify and synthesise ideas, and engage their audience (Davis, 2013; Graves, 1983; Ministry of Education, 1992; 2006).

This description addresses different cognitive processes (planning, composition, revising ...) which students use in the process of writing. Furthermore, Zamel (1990) claims that skilled writers appear to be conscious of the writing process as discovering ideas and contrasting meaning (as cited in Ferjani, 2010). This means, throughout the process, writers have to evaluate the quality and effectiveness of their work by planning, revising and editing in order to made a great impact on their audience.

“Good writers form their intentions or plans for writing by setting goals, deciding on their purpose and audience, and choosing the genre their writing will take. As plans are formulated, writers draw on their prior knowledge, observations and previous writing experiences. While they research, select and organise their ideas and information, they make decisions about what to include and how

to sequence ideas. They may then share plans with others for feedback (Davis, 2013; Harris et al., 2011; Ministry of Education, 1992; 2006).

Williams (2003) phase model of writing has been adopted in the current study in order to provide a clear description of the writing process. This phase model consists of eight processes of writing: prewriting, planning, drafting, pausing, reading, revising, editing, and publishing. In short, William (2003) stresses that these processes are essential for effective writing. Each process comprises various activities that are associated with effective writing and recursive nature of the writing process (Williams, 2003). The main focus for this study has been only on prewriting, planning, drafting editing, and publishing. (Table 02) represents A brief definition and description of each process has been provided in the table below.

Process	Definition	Description
Prewriting	Generating ideas, strategies, and information for a given writing task.	Prewriting activities take place before starting on the first draft of a paper. They include discussion, outlining, free writing, journals, talk-write, and metaphor.
Planning	Reflecting on the material produced during prewriting to develop a plan to achieve the aim of the paper.	Planning involves considering your rhetorical stance, rhetorical purpose, the principal aim of the text, how these factors are interrelated, and how they are connected to the information generated during prewriting. Planning also involves selecting support for your claim and blocking out at least a rough organizational structure

Drafting	Producing words on a computer or on paper that match (more or less) the initial plan for the work.	Drafting occurs over time. Successful writers seldom try to produce an entire text in one sitting or even in one day.
Revising	Literally “re-seeing” the text with the goal of making large- scale changes so the text and plan match	Revising occurs after the student have finished their first draft. It involves making changes that enhance the match between plan and text. Factors to considered during planning: rhetorical stance, rhetorical purpose, and so on. Revising almost always includes getting suggestions from friends or colleagues on how to improve the writing.
Editing	Focusing on sentence-level concerns, such as punctuation, sentence length, spelling, agreement of subjects and predicates, and style.	Editing occurs after revising. The goal is to give your paper a professional appearance.
Publishing	Sharing the finished text with its intended audience	Publishing is not limited to getting a text printed in a journal. It includes turning a paper in to a teacher, a boss, or an agency.

Table 1.2: Stages of writing.

Source: Williams (2003, p. 106-107)

Section Three: Causes of Academic Procrastination

1.3.1. Causes of academic procrastination

Different factors seem to contribute to academic procrastination among students and affects their writing performance. Experts listed various causes that are known of leading students to academic procrastination such as fear of failure, stress, low confidence, low self-consciousness, negative attitudes toward regulatory system, family pressure, and several other reasons. These causes are classified into individual, environmental, and organizational factors, each factor consists of specific reasons which lead to academic procrastination that can be presented in a table below.

Factors of academic procrastination	Some causes of each factor
<ul style="list-style-type: none"> • Individual factors 	Personality characteristics, anxiety, perfectionism, stress, fear of failure.
<ul style="list-style-type: none"> • Environmental factors 	Family pressure, economic pressure, social culture, unpredictable events.
<ul style="list-style-type: none"> • Organizational factors 	Self-regulation, time management, monitoring system, performance evaluation system.

Table 1.3: Factors of academic procrastination.

Some students procrastinate because of temporal reasons, other students procrastinate because they are under stress or anxious and avoid the tasks, and some others are not able to begin their work and always skip it to start it later. The current study has targeted only two factors (individual and organizational), and our main focus is on the causes that lead student to procrastination and which affect students' achievement and performance in writing.

By reviewing the different factors (individual and organizational), three causes have been suggested:

- Anxiety
- Poor time management
- Self-regulation failure

1.3.1.1. Anxiety

It has been found that the tendency to procrastinate on writing tasks was associated with anxiety. It is considered as a psychological concern caused by an issue that refers to an upcoming danger in the future. It is known that anxiety can be helpful to identify future risks, yet none use anxiety for such planning because it is harmful (Kring et al., 2007, translated by: Shamsipour, 2012).

Merriem-webster (2012) defined anxiety as “*a painful or apprehensive uneasiness of mind usually over an impending or anticipated ill*”. Students always experience academic anxiety and feel tense in every single academic task.

It has been mentioned that anxiety is a psychological phenomenon experienced as an anticipated fear or threat to human being. There is a significant link between academic procrastination and anxiety. Students procrastinate on writing activities where anxiety is more provoking, thus they postpone their tasks to another period of time. Akinsola, Tella, and Tella (as cited in Olubusayo, 2010) reported that students resist completing their given assignments and deadlines produce tension and anxiety. Students always prefer postponing their activities and then procrastination comes as a result. Students believe that avoiding and delaying their writing task may reduce anxiety but There’s a circular effect; avoidance does not reduce anxiety, it leads students to feel guilt and become more anxious and anxiety with guilt lead students to more avoidance.

It is confirmed that there is a correlation between procrastination and both personal and situational anxiety. Personal anxiety is stated as a tendency to react at situations with anxiety, or to perceive situations as threatening. Whereas, situational is described as a reaction to a tense situation characterized by experienced

feelings like stress, anxiety, inability to make decisions. Procrastination will be activated due to those situations of anxiety that lead student to point of delaying their tasks.

Previous scholars showed that anxiety in writing process is known as writing apprehension. Based on Kharma and Bakir (2003), debilitating anxiety conquer students and make them avoid the task (as cited in Abu Shawish & Abdelraheem, 2010). Abu Shawish and Abdelraheem (2010) noticed that when it comes to foreign language writing, students feel overwhelmed and anxious and quit writing. This give a clearer point that students' writing anxiety lead to procrastination. Moreover, Erkan and Saban (2011) stated that students who experience anxiety find difficulties to express themselves and avoid writing. According to abdel latif (2007), students' anxiety is linked to their language deficiency and low self-efficacy (as cited in Abu Shawish & Abdelraheem, 2010: 3); students become anxious when they encounter difficulties and feel inefficacious.

To sum it up, writing is considered as a complex and demanding process, students feel challenged and they become anxious. As a result, they avoid and delay their written task.

Previous studies showed that anxiety is related to different psychological issues linked with procrastination. Fear of failure is psychological phenomenon in which students keep imagining the tasks' result as a disaster or not to get what they predicted, they judge themselves harshly which make them fear or afraid not to succeed for example they want to produce a well written essay but they imagine only failure in such assignment.

Fear of Failure is defined as “dispositional tendency to avoid failure in achievement settings, because the humiliation and embarrassment of failure is perceived to be overwhelming” (Elliott & Thrash, 2004, p. 958). According to Covington, the fear of failure is a threat and anxiety producing. Fear of failure is seen as a factor of procrastination. That it to say, fear of failure can be an explicit that directly cause procrastination and implicit where it can be a sub-causal factor of procrastination.

Perfectionism has been defined as the tendency to set and to pursue unrealistically high goals and standards for oneself across many domains (Hewitt & Flett, 1991a, 1991b). Recent studies stated that Perfectionism is a

direct path to anxiety for instance; the student started writing an written assignment and he did not finish everything related to that assignment then he will not be able to get the grade he wants, he becomes anxious and afraid to fail in the performing his assignment which may lead him to avoid and procrastinate. In other words, perfectionism trigger anxiety which leads students to procrastination.

Perfectionism has been defined as an aspect that includes different characteristics like exaggerating at making mistakes, self-doubt, harsh self-criticism, high expectations for performance, a strong concern about others opinions (Slaney, Rice, Mobley, Trippi, & Ashby, 2001). As Flett, Blankstein, Hewitt, and Koledin (1992, p.85) speculated, “One common belief about the nature of procrastination behavior is that it stems from excessively high standards” (emphasis added). High expectation and high standards are common elements of perfectionism, which lead student to feel overwhelmed and anxious when the purpose is not accomplished, and this may result what is called procrastination.

Not only those psychological issues are interrelated and considered as a path for anxiety, there are others that may lead students to anxiety like; stress, personal problems, lack of concentrating, blocking, lack of self-confidence, and self-doubt. However, they can be derived from what they may result that is anxiety. Unfortunately, those factors trigger anxiety and lead students to worry and anticipate threatening situations in which procrastination is the result.

To conclude, anxiety causes delay because of fear to perform poorly and not succeed in reaching the expectations set by others such as teachers (Rothblum et al., 1986; Solomon and Rothblum, 1986; as cited in Brownlow & Reasinger, 2000: 17). Besides, Rasch and Rasch (2013: 207-208) reported that because of poor time management, the task becomes difficult for students; therefore, anxiety increases and fear of failure arises. This is more likely to distract the student and lead him to drop out and avoid the situation.

1.3.1.2. Time Management

Time management involves all the important behaviors and activities that students apply in order to take control over their time. It cannot be neglected in EFL learning as it can be a tool that guides students to achieve better outcomes.

“Time management is the art of arranging, organizing, scheduling and budgeting one’s time for the purpose of generating more effectiveness and productivity,” says Valens Safari..., an educationist. Time management can be defined as the ability to use time effectively and protectively. Time management is the skill in which all students should not only know, but also need to know how to apply (Faisal, Abdulla, Mohammad, & Nabil, 2014). In a similar vein, (Aduke, 2015) defines time management as a series of skills, habits, principles, tools and systems which operate together to assist a person to get more value from his time together with the purpose of improving personal quality of life. He went even further to say that:

“Time management concentrates on problem. The example of the problems is: not able to handle interruption, procrastination, due date pressure, self-regulatory, not clear with personal goals, being uncertain or undecided and messy task (Aduke, 2015).

Regarding this, it has been widely reported that academic procrastination produces negative effects on students’ performance (Ariely & Wertenbroch, 2002; Wong, 2008; De Paola & Scoppa, 2015; Kim & Seo, 2015). In fact, high levels of procrastination make students unable to regulate and organize them achieve their academic goals (Essau et al. 2008). Different factors appear to contribute towards procrastination among university students as lack of commitment, lack of encouragement or inappropriate time management skills (Hussain & Sultan, 2010).

Poor time management is a common cause of procrastination. Students tend to procrastinate because they do not manage their time wisely, or they may have unclear idea about their priorities, goals, and objectives. Students may prefer to hang out with friends or do other activities while neglecting to work on their writing

assignments. They do not have control over their time which always make them feel anxious and have a lot of stress. They often try to catch up late but ended up by missing deadlines entirely. Distractions can be one of the main causes of poor time management, students lose most of their precious time engaging in fun activities. Learners also may fail to take instant decisions on what to do with their time. For example, failing to perform their writing assignments. This can be a result of failing to define goals clearly, learners may struggle to identify the tasks that needs to be prioritized.

Nowadays, students with poor time management begin to miss deadlines, they are constantly late for submitting their academic work. Not managing their time effectively affect their academic performance in writing, which leads to lower grades and poor achievements. Moreover, being busy most of the time cannot be considered as a sign of time management, focusing on getting the important tasks done is the real key to effective time management.

Procrastinators always tend to put things off for later time, they mostly prioritize less important tasks over more important ones. They also wait to the last minute to finish assignments, which can be viewed as a sign of poor time management. So, there are different factors that leads students to procrastinate and fail to manage their time appropriately.

1.3.1.2.1. The Effects of Poor Time Management

When students do not manage their time effectively, there will be some serious consequences which may affect negatively students' writing performance.

- **Lower grades and test scores.** Students who do not keep up with their studies and face several difficulties when it comes to preparing for their courses, will likely fail to get any good grades and their academic achievement will be reduced. They will not be able to understand or engage with new materials. So, their lack of time management will make them struggle to move forward.
- **Lack of punctuality.** When learners are unable to manage their time, they will always be late for their scheduled appointments including classes, supervision sessions, and meetings. This will

damage their professional image and people will notice them when they are consistently not showing up on time.

- **Chronic lack of sleep.** Lack of time management make students spend most of their nights trying to finish their delayed assignments on time, which will reduce their sleeping time. This can result in illness and fatigue.
- **Poor Quality of Academic Work.** Not managing time well in the right way will make result bad work quality. When students do not find sufficient time to finish assignment, they will choose speed over quality. Moreover, they will not check for mistakes or make any important changes after they finish.
- **Academic procrastination.** It can be considered as the most obvious result of poor time management. When students fail to use their precious time effectively, they tend to procrastinate by putting too many tasks on hold.
- **Lacking Ownership of Time.** Some students claim that other things keep them from putting more time and focus on their studies. It is like they are not in control of their time. Time seems to be controlling them.
- **Time-wasting habits.** Students appear to letting their wasting habits take most of their time. They get easily distracted by social media, entertainment activities, and spending huge amount of time surfing the Web. In addition, they often have a cluttered work environment where they can't find their books or notes because of the mess. They prefer to watch tv shows, play games, or texting over studying.
- **Perfectionism.** Students with poor time management often set unrealistic goals and expectations and waste their time trying to produce such a perfect work that cannot be obtained.
- **Fear and anxiety.** Learners get overwhelmed and spend time worrying about grades instead of completing their projects, exams, and papers. They become anxious and take too much before they start working

- **Lack of goals for each study session.** Students do not decide on how much time and energy they will devote for each subject, they do not put any clear plans or know when to start or finish studying.
- **Resistance to deadlines.** Being told you have to do the work on a particular time make students panic, they become stubborn and do not accept the idea of following the rules. So, they neglect making schedule with definite time for studying.
- **Faulty assumptions.** Some students may even assume that ignoring tasks long enough it will disappear. They may also underestimate the time needed to accomplish academic papers.
- In psychology, other major factors that can lead students among University to not manage their time affectively.
- **Fear of failure.** Many students allow the fear of failure to prevent them from starting the work, they may have the feeling of pressure thinking they are forced to finish the whole work immediately.
- **Unhelpful thoughts.** Students may struggle mostly because of their negative thinking and their self-critical thoughts about their studies. They may feel that they are not doing enough work or they may feel distracted and stuck.
- **Having Poor Time Management Skills.** Students do not have the required techniques or skills to organize their studies efficiently. However, procrastination can be also the result of emotional and psychological factors, such us depression, low self-esteem, and stress.

1.3.1.3. Self-Regulation and academic procrastination

Self-regulation describes the ability of student to develop certain strategies that help them organize different aspects of their life including their ideas, their actions towards their learning.

Self-regulation can be defined in different ways,

According to Shuck and Zimmerman (in Scott et al., 1998) Self-regulation describes how individuals take deliberate control on their thoughts and actions in order to achieve goals and responds to environmental

demands. This suggest that self-regulation is the ability of individuals to control their feelings, knowledge, and actions to accomplish their goals and respond to their environment demands.

Similarly, Heatherton (2011) mentioned that Self-regulation refers to the ability of people to make plans, choose from alternatives, control impulses, and regulate behavior. This highlights that self-regulation is the ability to gain control over behavior.

Another definition is given by Zimmerman who defines self-regulated learning as a process in which learners actively participate to some extent in their own learning in terms of metacognition, motivation and action. This definition shows how learners set specific strategies based on their motivation and metacognition to achieve certain goals in their studies.

Briefly, self-regulation involves the correction of one's own action in the process toward his goal. Whereas self-regulated learning (SRL) refers to learners who recognize a need to learn and take responsibility of their own learning

In psychology, the goal of most types of self-regulation is to improve time management and being able to regulate behavior. Psychologists generally introduce two main types of self-regulation:

- **1.Behavioral Self-Regulation.** Behavioral self-regulation is “the ability to act in your long-term best interest, consistent with your deepest values” (Stosny, 2011). It is when someone does exactly the opposite of how he feels taking into consideration his needs. Effective behavioral self-regulation can be displayed when a person remembers his goals (e.g., getting master degree) and take action to achieve them.
- **2.Emotional Self-Regulation.** Emotional self-regulation involves the person taking control over their feelings and emotions. Effective self-regulation can be displayed for example when someone calm himself down when he is angry.

1.3.1.3.1. A brief overview of Self-Regulated Learning

Self-regulated learning is how learners regulate their feelings, cognition, and behavior during their learning experience. Good self-regulation includes good time management, acquiring problem solving skills, and knowing how to deal with difficult emotional situations such as frustration. Self-regulated learning includes various learning process such as: goal setting, planning, and organizing.

Zimmerman (2002) states that self-regulated learning refers to the process a student engages in when she takes responsibility for her own learning and applies herself to academic success. He mentioned that this process happens in three steps:

1.Planning	Students set plans for their tasks, define goals, and tackles strategies.
2.Monitoring	Students transform their plan into actions and they monitor their performance.
3.Reflection	Zimmerman (2002) states that after the task is complete and the results are in, the student reflects on how well she did and why she performed the way she did.

Table 1.4: Self-regulation learning process.

In Addition, it has been suggested by (Carnero, Lefrere, Steffens, & Underwood, 2011, s. vii) Carnero et al. (2011, s. vii) that successful self-regulated learners be able to:

- Recognize a need to learn.
- Make wise choices in relation to that need.
- Satisfy that need efficiently and affordably.
- Sustain their motivation until the job is done.

This explain that even when learners seek to learn, they still need motivation to perform better. As a result, SRL learners obtain high level of achievement when the learning activities are interesting, useful, and variable.

1.3.1.3.2. Self-regulation in the writing process:

Marshall (2004) has described the process of writing as “the use of language as an art”. She goes on to state

“ranging words on a page is about more than spelling them correctly or inserting the punctuation in an appropriate place. It is about hearing the cadence of a sentence or the rhythm of a paragraph. It is knowing what word will produce a picture in the head of the reader or what image may capture an argument. It is about sensing the warp and weft of a text that language can create, about understanding its power to move and disturb.” (pp.101-102).

This indicates that writing in a second or a foreign language is a complex, demanding and challenging process. Moreover, Graves (1983) considers writing a practice involving selection of topic, rehearsal and organization of ideas in preparation for composition, redrafting, and publishing. Self-regulation plays a major role in the writing process as (Harris et al., 2011) argues that effective writers regulate the writing process, drawing on a range of strategies as they plan, organize and record their ideas.

In addition, Self-regulatory strategies include setting goals, monitoring progress, gathering feedback and support and evaluating their progress and text produced are of value to learners as they write. This can help learners to develop their writing. These strategies support learners to direct their thinking and writing processes, controlling and selecting the most appropriate ideas, language features, structure and organization for their text (Davis, 2013; Harris et al., 2002; Harris et al., 2011; Zimmerman & Risemberg, 1997).

From the above-mentioned views, it is shown that all researches confirm the importance of self-regulation and its strategies in EFL writing. However, Paris and Paris (2001) concluded that students’ understanding about what self-regulated learning entails and their capacity for self-regulation is enhanced through explicit

instruction and participation in tasks that require engagement in and practice of the skills and strategies of self-regulation.

1.3.1.3.3. Self-Regulation failure

Based on previous studies, it is known that academic procrastination can be influenced by several different factors such as self-regulation. Steel (in Burka and Yuan, 1983) concludes that the factors that can lead to tendency of procrastination behavior one of them is self-regulation. Also, Procrastination is conceptualized by Tuckman (1991) and Tuckman and Sexton (1989) as a tendency to put off completing or starting a task/assignment under one's control due to lack or absence of self-regulation. Considering this, Heatherton and Baumeister (1996) define self-regulation failure as one's misachievement taking action (underregulation) or as an individual taking ineffective action (misregulation) in the attempt to initiate, alter, or inhibit a behavior. In addition, Conklin (2010) expresses that there are various types of self-regulation failure and may occur in several ways., "such as a complete lack of self-regulatory process activation, a breakdown in the self-regulatory process, or the interference of another process" (p. 8).

Numerous studies have agreed that students with low self-regulation skills often fail to control effectively their time, thoughts, and emotions. They do not use resources correctly. Some researchers additively assert that procrastination is highly related to self-regulation failure (Baumeister et al. 2007; Howell and Watson 2007). Consequently, self-regulated failure is related to procrastination. Procrastinators fail to monitor their performance and to maintain motivation.

In other words, Students with low self-regulated learning may ended up becoming procrastinators. Lacking self-regulation skills and strategies of learning leads students to perform their tasks until last minute. However, although the role of self-regulation failure in procrastination is well-documented in the existing literature, it is not clear to which form of self-regulation failure it is related to. As a result, Wolters (2003) calls for future research on investigating causation between self-regulation and procrastination.

1.5. Conclusion

Throughout this theoretical chapter, a clear data has been provided about our variables. The five variables have been clearly introduced in specific order. First, an overview about the whole concept of procrastination with its main types and theories has been provided broadly. Then, the next section has been devoted to academic procrastination and writing including; definition, characteristics...etc. Followed by the definition of writing, academic writing, and the writing process in EFL. After that, the suggested causes that lead students to procrastinate has been explained and discussed in general; (anxiety, poor time management, and lack of self-regulation).

Chapter Two: FIELD INVESTIGATION, RESULTS AND ROCOMMENDATIONS

2.1. Introduction

The aim of this current study is to investigate the causes that lead students to academic procrastination in writing performance and evaluate the degree to which research findings found by researchers are applicable to the Algerian Universities, university of Tiaret specifically. This chapter aims at providing an answer to our research questions and hypotheses. For this need, we divide it into three sections. The first section is all about the description of our methodology. In the second section, we provide the reader with our findings and discussion. The last section is about the limitations of the study, possible implications with some suggestions for further studies, and concluding with recommendations.

2.2. Research design

We designed our methodology according to the objectives we set. We aim to investigate on the causes (the independent variable) that lead to procrastination (dependent variable) in writing (second dependent variable). More specifically, to find out the real effect of these causes which lead students to procrastinate in their writing assignment. This study relies on two popular tools that are widely used which are e-mail questionnaire and email interview; as long as we used email as a way to reach our respondents, we adopted snowball sampling method in order to increase the validity and reliability of the current study.

2.3. Research methods

The current study adopted both research methods. We opt for the use of a mixed methodology consisting of a quantitative and a qualitative method to reach the objective of the present investigation.

2.3.1. Email questionnaire as quantitative method.

First of all, our questionnaire contains four different sections. It is a common knowledge that the first section always recommends to be about participants' general information (age, gender, specialty...etc.). the second and third sections both include closed-ended questions (the second section include 10 statements where the third one contains two tables of different statements). The last part is devoted for open-ended questions which includes five questions.

In our case, our choice falls upon the use of questionnaire to test the affect of the independent variable on the dependent variables (procrastination and writing).

Email questionnaire. Is a form of questionnaire which is mailed to targeted individuals includes collection of questions on a particular topic. We picked this research tool because it is useful and helpful for our study. Email questionnaires have many advantages that helps us as researchers to fulfil our objectives:

- 1/ It facilitates for investigators to collect data.
- 2/ Respondents feel more anonymous
- 3/ It reaches distant respondent
- 4/ Mail questionnaire has minimal costs.

Quantitative methods of data collection are used to generate numbers and measure a given problem (Biggan, 2011: 130). Quantitative research includes various Features that may help the investigator in his/her study:

- 1) The use of measurement makes it observable.
- 2) The use of dependent variables and independent variables makes prediction possible.
- 3) The data are used for generalization.
- 4) The research is replicable and value-free.

2.3.2. Email interview as qualitative method.

in the current study we selected email interview as the qualitative method, the latter was created for teachers (only 5 teachers were selected) which includes only one part of six open-ended questions.

email interview is a very cooperative tool that helps the investigator reach his/her objectives:

- 1/ it helps researcher to gather data easily.
- 2/ it helps the researcher reach far respondents.
- 3/ Online interviews can provide great savings in costs.

Qualitative method is characterized by “*intensive study, descriptions of events, and interpretation of meanings.*” (Schunk, 2012: 12). In our study, the second method falls upon online interview which may bring more reliable and valid data. Qualitative research has many features:

- 1/ This research intends to have more descriptive detailed report, pictorial and graphs also help satisfy the hypothesis.
- 2/ The Researcher has to conduct the gathering of data himself.
- 3/ Although this method is time consuming and difficult, it is very useful for general public for later use.

For the sampling method, our choice falls upon snowball sampling method because this study selected email as a way to reach the needed participants. Snowball sampling is a special nonprobability method used when the desired sample is difficult to reach. Snowball sampling is a very helpful for any researcher to fulfill the desired objectives:

- 1/ The ability to recruit hidden populations
- 2/ The possibility to collect primary data in a cost-effective manner
- 3/ Studies with snowball sampling can be completed in a short duration of time.
- 4/ A very little planning is required to start primary data collection process.

2.4. Students' profile

Gorard (2013) defines population as all the cases or units that could be involved in a study; our target population is students at English Department of Ibn Khaldoun University of Tiaret. However, for the limitations in time and resources, only M2 students of the whole population are chosen to be the sample for this research. Both branches (didactics and linguistics) were taken into consideration to answer our questionnaire

and be a part of our research. Our sample consists of 30 students out of 90 (we sent the questionnaire to 40 colleagues but only 30 of them responded). The background information got from the questionnaire includes 16 females (55%) and 14 males (45%) ranging from 20 to 35 years old. We asked respondents about their specialties where we found didactics students (56%) were more linguistics respondents (44%). In addition, we included another item to see if the respondents are only students or they study and teach in the same time (80% were regular student and only 20% teachers/students).

2.5. Teachers' profile

This investigation has been carried out at English Department of Ibn Khaldoun University of Tiaret. Teachers who are involved in this research are current lecturers teach both undergraduate and post-graduate learners.

Five teachers are selected to be respondents and a contribution for this work. Participants are two female and three male teachers ranging from 35 to over than 45 years old. The respondents are permanent lecturers; some of them are specialized in applied linguistics, others specialized in didactics, and only one is specialized in literature.

As for respondents' professional ranks, our selection falls upon two doctors of didactics of teaching English language, two of them have also doctor ranks in applied linguistics, and one participant is still working on his doctoral thesis in literature.

Section Two: Results and Discussion

In this section, we report the results of the present study and discuss them. The data obtained by means of email questionnaire and email interview is presented in tables using percentages and frequencies. Then, we discuss the findings in accordance with the results we found.

2.2.1. email questionnaire: Findings of the email-questionnaire are reported using percentages and frequencies.

Table 2.1. General Information of participants.

The table below represents four items of participants’ general information.

Specialty	N	%	Age	N	%	Gender	N	%		N	%
Didactics	17	56	20-25	24	80	Male	14	45	student	24	80
Linguistics	13	44	25-30	03	10	Female	16	55	Student/teacher	06	20
Total	30	100	30-35	03	10	Total	30	100	Total	30	100
			Total	30	100						

The first item introduces students’ specialty where didactics (56%) are more than linguistics (44%). In item two, we included participants’ age where most of them (80%) are between 20-25 and only 20% from 25-35. Then gender item, the table shows that female (55%) are more interested than male (45%). The last item represents whether the participant is only a regular student or he/she a teacher and a student in the same time; it has been found that most of the students (80%) are regular students and the rest (20%) are students and teachers in the same time.

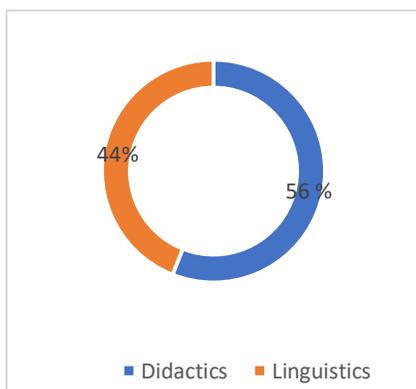


Figure 2.1. students’ specialty

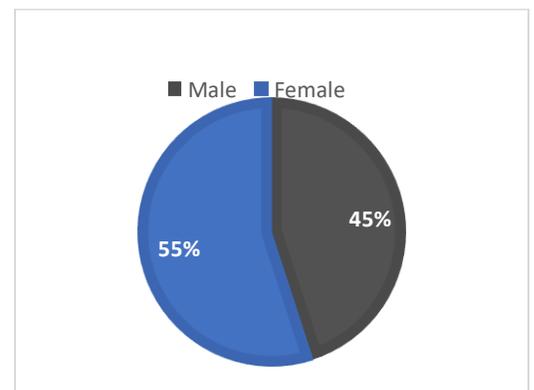


Figure 2.2. students’ gender

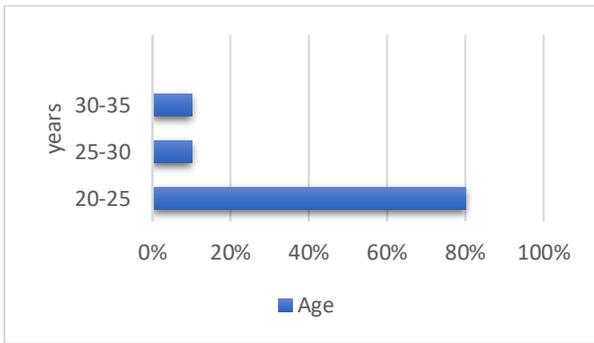


Figure 2.3. respondents' age.

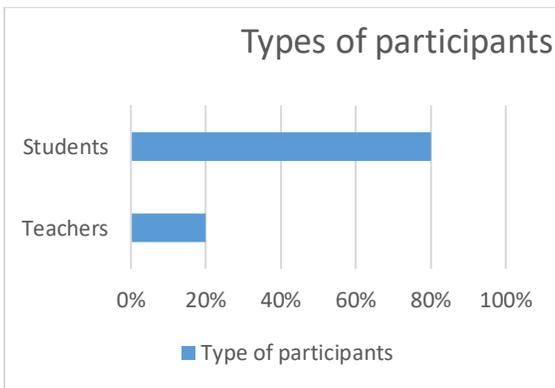


Figure 2.4. types of the participants

Table 2.2. Levels of Anxiety

Table six presents the findings of students' responses concerning their anxiety behavior towards their writing tasks. Answers help to identify the real impact of anxiety on students' behavior and in understanding to what extent can students be anxious when writing their tasks. The four items presented in the table seek to find out whether our participants show signs of anxiety or not.

statements		Always	Sometimes	Never	Total
I feel overwhelmed when an assignment is given to me	N°	09	16	05	30
	%	30	53	17	100
I am afraid to make a mistake	N°	11	10	09	30
	%	37	33	30	100

I spend my whole time worrying about the results.	N°	12	13	05	30
	%	40	43	17	100
I concentrate on my assignments instead of worrying	N°	07	12	11	30
	%	23	40	37	100

Table 2.2. levels of anxiety

It can be seen in the first item, 53 % of participants answered by ‘sometimes’, 30 % by ‘always’ and 17 % by ‘never’ which means the majority of students feel overwhelmed and anxious when given an assignment. For the second item, most of the answers are in between ‘always’ and ‘sometimes’ showing 37 %, 33%, and 30 % answered by ‘never’. These results demonstrate that a lot of students have high level of anxiety as they are mostly afraid to make any sort mistake when writing an assignment. The answers to the third item confirm the findings of the previous item, to clarify, most of students their whole time worrying about the results (40 % always, 43 % sometimes). Whereas only 17 % of participants never spent their time worrying. This signifies that students consume a huge amount of time worrying instead of starting to write their assignment. In a similar vein, students in the four-item reported that they struggle to concentrate on their assignments (40% sometimes, 37% never). Whereas only 23 % of them ‘always’ maintain their focus.

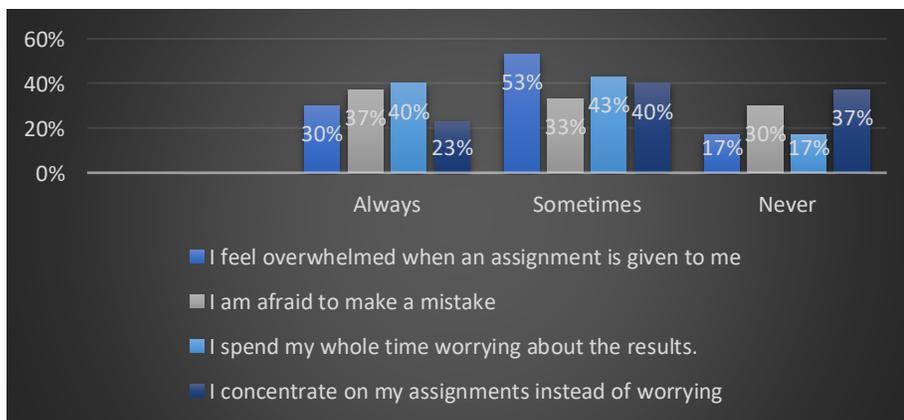


Figure 2.5. students' level of anxiety toward writing.

Table 2.3. Time management Results

Time management is a crucial element in daily life. The figure above presents all the statements which are related to time management and shows how students organize their time when they have a written task.

statements		Always	Sometimes	Never	Total
I usually manage my time to review my assignments	N°	07	15	08	30
	%	23	50	27	100
I often start assignments at the last minute	N°	15	10	05	30
	%	50	33	17	100
I overestimate the amount of work that I can do in a given amount of time	N°	13	13	04	30
	%	44	44	12	100

The first statement shows that 23% of the respondents answered by they “always” as they manage their time to review their tasks. However, most of the students (50% answered by sometimes and 27%) do not organize their time. Second statement, we asked participants about the time they perform the task and mostly students (50% answered by always and 33% by sometimes) do the assignment at the last minute. Whereas 17% addresses those who never perform the given activity in such time (few days after for instance). It is confirmed from item two that most of students tend to overestimate the given work (most of the students answered by always and sometimes marked 44% for each) and only 12% responded by never overestimating the amount of work. This shows that students tend to procrastinate because of poor time management.

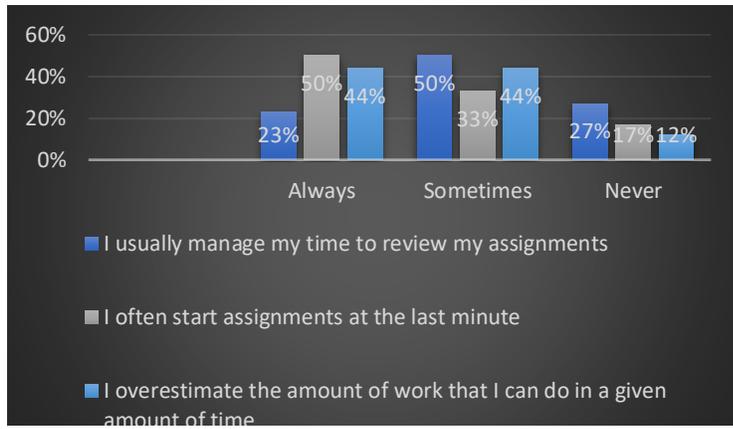


Figure 2.6. students' time management

Table 2.4. Self-regulation Results

The table above represents all the items of self-regulation that demonstrated in the questionnaire. This seeks to find out whether lack of self-regulation leads to procrastination or not.

statements		Always	Sometimes	Never	Total
I avoid performing difficult tasks	N°	13	10	07	30
	%	44	33	23	100
I find ways to skip my assignments	N°	09	12	09	30
	%	30	40	30	100
I make plans for getting things done properly	N°	12	11	07	30
	%	40	37	23	100

Concerning the first item, it seems most of the students (44% answered by always and 33% by sometimes) avoid doing difficult assignment. However, 23% highlighted who never escape doing these activities. In item two (40% responded by sometimes and 30% responded by always and never similarly) marked most of the participants find excuses to escape the task. In the last statement, it seems a quite number of students make plans to make the task done properly marked 40% answered by always and 37% by sometimes. However, 23% highlights those who never make plans. This means that even if students make plans to perform their tasks, they

never apply it when the right time and chance come. Therefore, self-regulation failure affects students' writing negatively and lead him to academic procrastination.

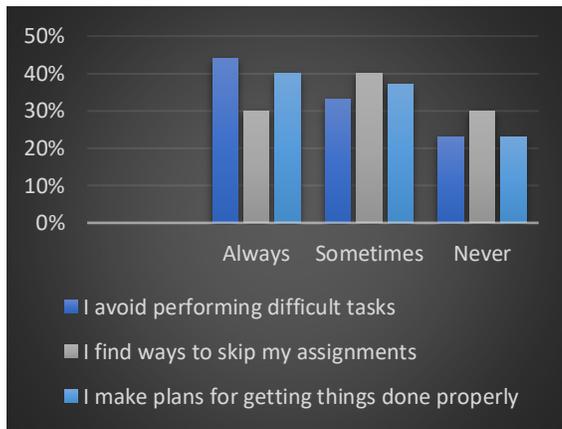


Figure 2.7. students' self-regulation.

Table 2.5. Students' Attitude Toward Essay Writing

Table nine represents one of the examples included in the questionnaire, which is writing an essay. It has been included to see to what extent does the causes make the students tend to procrastinate.

statements		Always	Nearly always	Sometimes	Rarely	Never	Total
A. When I feel anxious, I do not finish my essay.	N°	08	05	08	05	04	30
	%	27	17	27	17	12	100
B. When I get distracted, I do not continue writing my essay.	N°	12	04	06	07	01	30
	%	40	14	20	23	3	100
C. I do not finish my essay on time.	N°	06	02	11	09	02	30
	%	20	7	36	30	7	100

It is stated in the first statement that most of the students (27% answered by always and sometimes similarly) do not finish their essay writing when they feel anxious, where other students (17% marked those students who answered by nearly always and rarely) do not complete their task when they become anxious. whereas only 12% addresses those who finish their essay though they feel anxious. In item two most of the students get distracted (40% answered by always, 14% answered by nearly always, 20% for sometimes and 23% for rarely) and do not carry on their assignment. Whereas only 3% marked only a participant who finish the task even if distraction exists. Then we asked students in item three if they do not finish the activity on time (20% answered by always and 7% responded by nearly always) which mean that they fail to finish their essay writing on time, as we notice an important number of students (36% for sometimes and 30% for rarely) do not finish their assignment on time. While 7% of student who reported that they finish writing their essay on time. The findings of this table shows that the three causes truly affect students' writing.

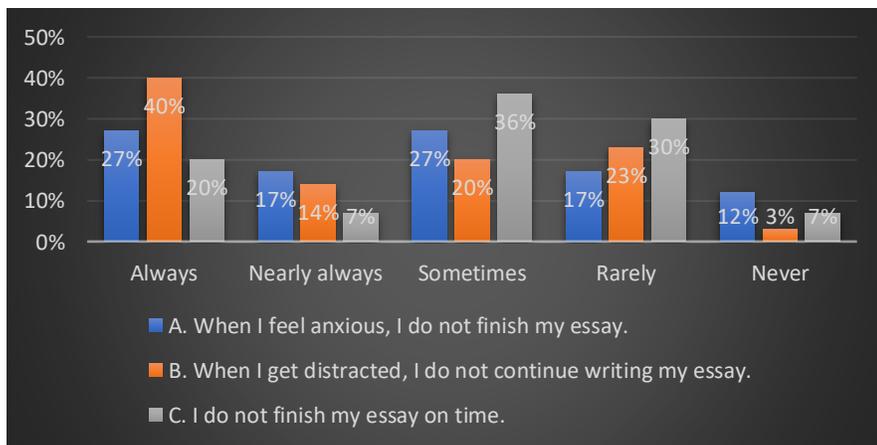


Figure 2.8. students' behavior toward essay writing.

Table 2.6. Students' Attitude Toward Dissertation Writing

Table seven represents how students act towards writing their dissertations. The three items describe how students express their behavior in the progress of dissertation writing.

statements		Always	Nearly always	Sometimes	Rarely	Never	Total
A. I do not give the necessary time for writing my dissertation.	N°	09	03	09	03	06	30
	%	30	10	30	10	20	100
B. I feel anxious when I think about dissertation writing or writing my essay	N°	16	03	07	04	00	30
	%	54	10	23	13%	00	100
C. Instead of writing, I find myself thinking about other things.	N°	12	04	11	03	00	30

It can be observed that most of the students do not give the necessary time for writing their dissertation (30% ‘Always, 10% ‘Nearly Always, 30% ‘sometimes). Whereas only few of the participants who ‘rarely’ or ‘never’ (10%, 20%) find any problem to manage their time in dissertation writing. Concerning Item B, a great number of students reported that they feel anxious when thinking about dissertation writing as 54% answered by ‘always’, 10% answered by ‘Nearly always’, and 23% by ‘sometimes’. However, there are some participants who ‘rarely’ or ‘never’ feel anxious or spend time thinking about dissertation (13%, 0%). In the last item, the findings approve what we have observe in the previous items. Most of the students find themselves thinking

about other things instead of writing (40% ‘always’, 13% ‘Nearly always’, and 37% sometimes). Whereas students who rarely (10%) and never (0%). spend their time thinking or focusing on other things are very few.

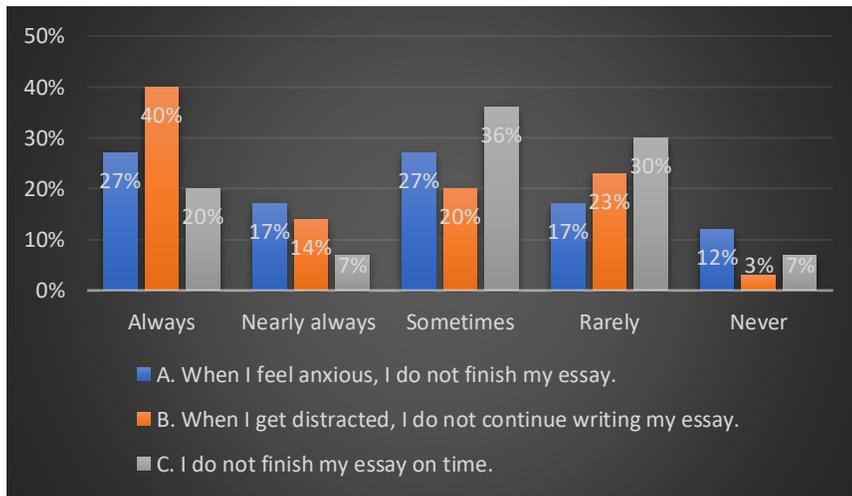


Figure 2.9. Students’ behavior toward dissertation writing.

Table 2.7. Students’ Attitude toward their writing tasks

The table below represents the kind of feelings that students experience when they have writing activities.

Responses	Number	%
Anxious and afraid	13	43
Overthinking and worried about time	6	20
Motivating and challenging	5	17
Unmotivated and moody	5	17
Normal	1	3

Table eleven indicates that 43 % of the sample feel anxious and afraid when having a written task, 20 % overthink and worried about time. But, 17 % of them find it motivating and challenging whereas few feel normal about it (3 %). However, 17 % of the participants feel either unmotivated or they act depending on their moods. This means that most of the students struggle to write their dissertation or essay, they feel anxious and they are unmotivated most of the time. In addition, they worried about the time and overthink on a regular basis.

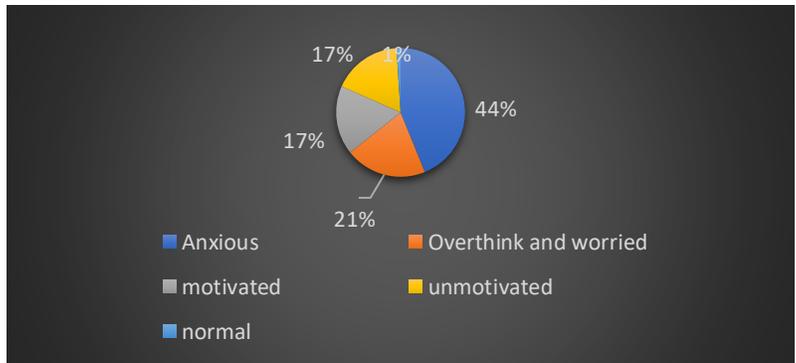


Figure 2.10. Students' feeling toward their writing tasks

Table 2.8. Students' best time To Start their tasks

This table shows the best time and most preferable that students perform their writing tasks.

Responses	Number	%
Late at night	11	37
Until last minute	9	30
No specific time	4	13
Right after the assignment	3	10
In the morning	2	7
In the afternoon	1	3

The table above shows that 37 % of the respondents start working on their written assignment late at night, 30 % start until last minute, and 13 % of them have no specific time to initiate their activities. However, 10 % of the participants do not waste any time and start working on their assignment right after when given to them. Few of the sample find the morning and afternoon a perfect time to do the written task (7 %, 3 %). It is observable that students try to delay their assignments as much as possible, because they always prefer work their tasks under pressure.

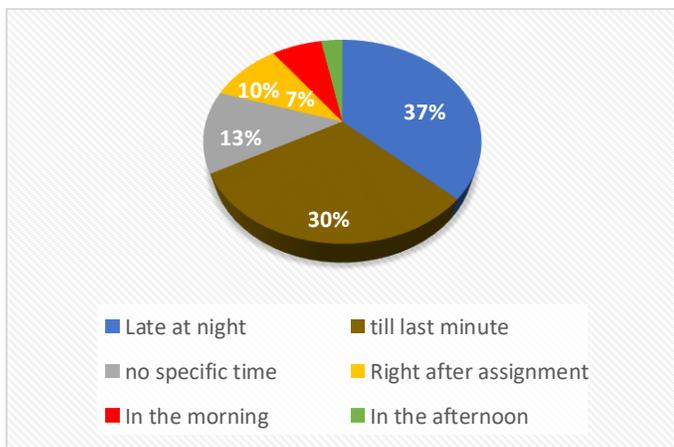


Figure 2.11. students’ responses concerning their best time to start working on their written assignment.

Table 2.9. Time Management Possibility.

It represents students’ habits in managing their time.

Option	Participants	%
Yes	17	57
No	13	43

This table indicates that 57 % of the participants try to manage time effectively when having a written activity. Whereas, 43 % of them skip time management in the process of writing. It is noticed that 57 % of students answered ‘yes’ which means that they do manage time and give high importance to the time factor specially during the process of writing. However, nearly half of them (43 %) answered ‘no’ which signifies that

these students do not even try to manage time or planning for their tasks properly. Based on the obtained answers of participants, 57 % of the them try to manage their time because they think that planning is an essential part of writing which cannot be neglected, they also believe that time management make tasks look more simple and easy to fulfill, they went out even to report that time management reduces the level of anxiety and help to achieve the best academic outcomes. In addition, they like to have enough time to work on their tasks perfectly. Whereas others (43 %) mentioned that they do not manage time because they do not like to make plans and put schedules, instead they like to work on their tasks randomly. Most of them report that they prefer to do other duties and leave finishing their written tasks till the last minute.

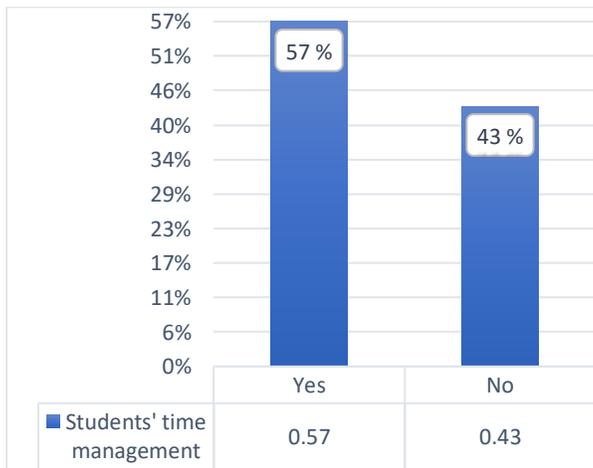


Figure 2.12. students' time management.

Table 2.10. Students' preferable time of writing

Option	Number	%
Last night before submission	17	57
Few days before the deadline	6	20
Right away	4	13
After few days	3	10

Item fourteen shows that most of the participants start their written assignments until “the last night before the submission” (57 %). Others reported that they started just “few days before the deadline”. However, there are some participants who start working on their assignments “right away” or just “after few days” (13 %, 10 %).



Figure 2.13. Different periods of time that students have chosen to start their written assignments.

QUESTIONS TWO, THREE, ANF FOUR:

According to all findings of these questions. It can be seen that students tend to procrastinate and postpone their written tasks most of the time. To begin with, the provided answers concerning question two confirm that the majority of participants deliver their assignments very late because they prefer working in the late at night or at till last minute which affect their performance negativity. Then, the findings of question three shows that there are students who try to manage their time in order to finish their tasks on time, however there are others who do not focus on time management and ended up working late on their assignments. They provided different justifications to why they do not try to manage time, including mostly: their hesitation and dislike to both planning and following organized schedules, their needs to stick to others duties. These results are quite similar to the ones in question two. Also, question four which deals with two important aspects:

- 1/Time that students find ideal to start their written task.
- 2/Reason why students postpone written activities.

In the first aspect, the results were very similar to what it has been found in question two, as students tend to start their written tasks just before the day of the submission. So, students often delay both their written tasks and assignments.

In the second aspect, most participants report that their postponing is due to serious problems: feeling of anxiety, lack of time management, lack of motivation.

Table 2.11. Students’ Organization in Writing Their Dissertation.

Responses	Number	%
Not organized	14	47
Organized at some extent	10	33
Well organized	6	20

Table twelve shows that 47 % of the participants are not organized in the writing process of their dissertation while 33 % of them are organized at some extent, and few of them are really well organized (20 %). This means most of students face difficulties in the process of writing, and are failing to follow the appropriate strategies of writing. Other students try to organize their working but still not succeeding yet. Only few who are able to apply effective strategies of the writing process.



Figure 2.14. Students’ Organization in Writing Their Dissertation.

2.2.1.1. Discussion of the Questionnaire findings

It can be seen from the results that several causes affect students’ writing and lead them to delay their written tasks including essays, assignments, and dissertations. which lead them to procrastination. In the following section, the interpretation of the findings will be presented based on the aims and hypotheses of the

current study. We start by giving clarification of the obtained results of questionnaire. Then, we discuss our findings.

First, the findings of the questionnaire (item 5,6, and 7) have shown that students struggle with a high level of anxiety when performing written tasks as they experience the fear of failure and lose their focus easily. As a result, they may procrastinate. This means that, anxiety plays a major role in academic procrastination.

In addition, the findings reported that most students face serious problems related to time management; they start writing till last minute and they often make wrong estimations concerning the time needed to finish their tasks. Only few of them who has the ability to organize their time properly. Regarding this, our students seem to fail to deliver their written assignments on time as they choose to delay and postpone on regular basis. So, we can observe that poor time management can be another factor of procrastination. Also, the findings demonstrate that students lack self-regulation strategies; they do not make any plans or devote their time to a specific schedule. On the contrary, they put off their written tasks. In this regard, students' lack of self regulation can be considered as a real factor of academic procrastination. Based on these primary findings we can answer our first research question of this study; Anxiety, poor time management, and lack of self regulation are the causes of academic procrastination.

Second, it can be observed throughout section two of the questionnaire that a mass of our students cannot finish their written tasks for the mot part, whether due to their anxiety issues or due to the insufficient time given to them. This problem has been founded throughout the writing process of both essays and dissertations. This signifies that when students delay or postpone their tasks, they ended up by failing to complete tasks. In addition, their procrastination habits may prevent them to take time to concentrate and review what they write which can extremely affects their performance. These findings come very close to our second hypothesis which refers that academic procrastination has major negative impact on students writing performance.

Third, students have been given the opportunity to express their opinions freely in the last section of the questionnaire. The findings were very interesting and varies from one to another. At first, it can be clearly seen that most of the students prefer delaying to start their assignments as much as they can, and their best time to

write is late at night, which describe how students tend to procrastinate even though they know the importance of the time factor. Moreover, our participants seem to put some efforts and try to manage. Their justifications were that time management have huge positive impact on their writing, and they explain how this strategy makes performing easier and more organized. However, those who do not even try to manage time they tend to justify by giving various reasons (family problems, other priorities, work....) or by sticking to certain excuses. This shows how serious procrastination phenomena is.

Concerning the writing process and its strategies, we asked our participants whether their dissertation writing is organized or not. Half of our participants admit that their writings are not well organized and this can be due to the fact that they lack effective writing strategies. Our students appear to not follow the stages of writing at all. The other half seem to organize their dissertations at some point. These findings confirm the difficulties of writing that our students face throughout their academic career.

2.2.2. Email interview results: teachers' interview findings are reported in form of a table.

Table 2.12. email interview analysis.

It is known that only teachers could understand and see the real level of their students including their deficits in writing as they follow them almost through their whole academic career. In this regard, teachers have been asked in the above table about the reasons behind students' postponing their written tasks, and how this can affect their achievements. Also, we asked them if students follow the effective strategies of writing or not.

Question one: How do you think students feel when having a writing task?

Teachers' answers_____

Teacher 01: They tend to ignore and delay their tasks to another period of time and they feel always lazy in such situation.

Teacher 02: Students always anxious and frustrated when having writing activities.

Teacher03: Students feel anxious and overwhelmed, lack of self-Confidence is another issue encounter students in writing.

Teacher 04: Students always avoid such tasks and postpone it.

Teacher 05: Students think that writing is a hard task, it is like a heavy activity.

The common answer: All teachers agreed that most of the students do not like having writing assignments.

Question two: Do you think that students plan to perform a writing assignment?

Teachers' answers

Teacher 01: Most of them do not plan due to lack of mental mapping.

Teacher 02: Most of the students do not plan, they just start without drafting any previous plan.

Teacher03: Instead of planning for better performance, Students keeps wasting time in visiting websites sources to finish the task.

Teacher 04: Planning is not something Quite performed by students, they do not make plans at all.

Teacher 05: Students do not care about making planning.

The common answer: Teachers know and agree that their students are not Familiar with planningIn performing Their tasks

Question three: Students always tend to procrastinate; can you propose some reasons behind students' procrastination?

Teachers' answers

Teacher 01: Different reasons can be listed; anxiety, fear of failure, mental exhaustion, perfectionism, lack of time management skills.

Teacher 02: They procrastinate due to many reasons; writing is a very difficult skill to acquire and lack of writing proficiency.

Teacher03: Students lack the self-regulation skills, lack of time management skills, and they feel stressed and anxious when having writing tasks.

Teacher 04: Students procrastinate Because of lack of writing practices, lack of learning autonomy, and some psychological Issues like overwhelming.

Teacher 05: Poor time management can be the big reason behind student delaying.

The common answer: All teachers agree that procrastination can be caused by either psychological, organizational, or mental issues when it comes to writing skill.

Question four: To what extent do you think postponing tasks can affect students' achievement?

Teachers' answers

Teacher 01: Delaying tasks can conduct to serious deficits as regards the curricula advancements and time wasting which affect students' achievements negatively.

Teacher 02: Postponing affects students' performance negatively. Students are required to do their tasks in time.

Teacher03: Postponing until the last minute is not helpful at all.

Teacher 04: This will lead them to learn nothing, and they will not acquire the writing skills which is very important to pursue further career.

Teacher 05: It can be very negative on their achievement.

The common answer: All teachers agree that postponing tasks affect students' achievement negatively in so many different aspects.

Question five: There are many students, in our University, who tend to postpone their writing tasks especially dissertations, what do you think is the main reason behind this phenomenon?

Teachers' answers

Teacher 01: This can be due to: task unpleasantness, fearing failure, yet the basic reason is skill deficits.

Teacher 02: The main reason is: the difficulty of the writing skill and their lack of proficiency in it (writing).

Teacher03: It may be because of overwhelming tasks or laziness.

Teacher 04: Students' lack of writing skills in general. Students' lack of research methodology. In fact, a great number of students do not deserve the master honestly.

Teacher 05: The main reason is that students are blocked and they cannot advance because they are limited in writing.

The common answer: Teachers have shed a light on several reasons concerning students' postponing.

However, they all come to agree that students' lack of writing skills and their lack of proficiency

in writing is the main reason.

Question six: As long as you are a supervisor, do you find your students following and applying the right effective strategies of the writing process? If yes, how?

Teachers' answers

Teacher 01: Students ignore totally the appropriate strategies enabling them to achieve a successful piece of writing.

Teacher 02: Most of them do not apply effective strategies of the writing process which makes them failed to produce a successful piece of writing.

Teacher 03: They edit what they write after revision and modify what is not acceptable.

Teacher 04: It depends on the nature of the students whether they are competent or not but most of the students do not know the basic.

Teacher 05: Only few students follow planning strategies when writing such as: collecting enough resources, reading then writing, dividing the task between them, and working hard to achieve their aims.

The common answer: Most of the teachers agree that students do not apply effective writing strategies when writing, and only few of them modify, edit, and follow planning strategies.

In response, it seems a total agreement is about the fact that students do not prefer having written activities. They all agreed that postponing may be due to different factors: psychological, organizational, mental, and environmental. They reported that these factors may affect students' performance in so many ways especially writing.

2.2.2.1. Discussion of the Interview Findings

The aims of interview are first to confirm our suggested hypotheses and second to implement some tips of writing that would allow us to build implications in order to help students in EFL writing. Based on the findings of interview with teachers, the results have confirmed that students tend to postpone their tasks regularly and that can be due to different causes such as: anxiety. We noticed that these causes have been discovered previously in the questionnaire, however teachers have reported that academic procrastination can also appear because of other different reasons and the most important is the lack of the writing skills; students lack of proficiency in writing.

Furthermore, teachers also have indicated that their students neither plan their writing nor they follow any effective writing strategies and that makes them fail to produce a good piece of writing. This explains how poor time management weakens students' performance as they struggle to come up with any significant writing. They also confirmed that procrastination behaviors affect negatively students' achievements and can prevent them to advance on their academic career. Thus, these findings seem to match our questionnaire's results and support one of the hypotheses presented in this study

Section Three: Limitations, Implications and Suggestions for Future

Research

The current study, we assume that students' procrastination is related to the presence of the suggested causes (anxiety, poor time management, self-regulation failure). We do not ensure our claim; however, we have reached interesting findings which have shed light on students' difficulties when having writing assignments. In this section, we clarify the limitation of the present investigation. Then, we provide both teachers and students with some implications and conclude suggestions for future research.

2.3.1. Limitations of the Study

Throughout the present study, we have reached important findings. Both conceptual and methodological limitations should be highlighted. As, it is compulsory to mention that no paper version sources were provided (except for Mr. Behira's guide book), only electronic sources.

By the conceptual limitations, we refer to the fact that academic procrastination is a sophisticated and difficult concept to understand and it can be seen from different points of view. Moreover, it is more related to psychology and there is little research on academic procrastination in writing performance specifically, so we adapt the different findings to suit our objective. Students may understand the concepts we used (anxiety, self-regulation, procrastination, time management, writing....) differently, therefore each respondent may answer our questions according to his personal point of view.

The methodological limitations can be summarized as follows:

First, the number of participants is limited to 30 and data were collected in a short period of time. Second, the use of a questionnaire as a self-reported tool may not reflect reality and does not guarantee students' honesty. Third, conducting interview as a second tool for teachers created difficulties and challenges that could have deviated our study objectives. Moreover, many factors could not be controlled; for instance, students' motivation, perception and difficulties and these are more likely to influence our results. Furthermore, some participants did not submit their answers, because we sent to 40 students but only 30 responded.

To put it in a nutshell, with all these limitations, it is not possible to validate or generalise our results or claim that anxiety, poor time management, and self-regulation failure are the most causes that lead students to academic procrastination.

2.3.2. Implications

Based on the results we obtained, a number of implications need to be addressed in order to help improve the learning process in EFL. These implications are directed to both teachers and students to develop learning and teaching strategies. For the enhancements of students' academic performance, the guidelines presented below should be applied in EFL classrooms.

- **Taking students through the whole process of writing:**

Unfortunately, students often do not know how to go through the whole process of writing at the university or they choose to ignore it and write without following any specific strategy. At this point, it is very important for teachers to show their students the importance of the writing process and help them to apply all the stages of writing. If teachers encourage students to write drafts of papers (assignments, essays...) in every single week or two, this will make them avoid writing the paper the night before. This strategy will often result better final papers because teachers will check students' difficulties in writing and work to make sure their students organize their papers. They may also review drafts and give evaluative feedbacks to their students.

- **Improve students 'academic writing skills:** This step is complex and difficult in so many ways. It depends mostly on students because it is all about students' desire to succeed and if they are motivated enough to develop their writing skills. But teachers can play a major part in this. How?

First, Teachers should encourage good writing by making students understand the real value of writing during the academic years and how this can get them to achieve great results. For instance, they should recommend good quality resources that provide right techniques to write essays and articles. These resources will help them to improve more and not rely only on information they get in the classroom.

Second, teachers should motivate students for more consistent practice Whether by giving them more written assignments or organizing brief writing sessions in the classroom. Third, providing students with clear instructions throughout the writing process. For example, explaining the importance of creating a concise outline before writing. Lastly, inspiring students to everyday reading, and showing them the solid link between reading

and writing. Teachers can help students to focus on what they read such as the structure, the style, and the building of sentences. In doing so, their writing skills will improve more.

- **Developing self-regulation:**

Self-regulated learning is a process that assists students in **managing their thoughts, behaviors, and emotions** in order to successfully navigate their learning experiences (Zumbrunn, Tadlock, & Roberts, 2011). Students who cannot regulate their time, thoughts, emotions, and behaviors face major problems in organizing their work. Thus, teachers' guidance required so students consider the consequences of their behaviors and learn to regulate their time effectively. Students have to know that they are responsible of their education. This can be achieved by teaching them to develop autonomy and a sense of responsibility.

2.3.3. Suggestions for further research

Further studies have to be made in order to carry out this project beyond the limitations that we faced. These studies can focus more about: the relationship between academic procrastination and our variables, how procrastination can cause mental problems in education, and how can students overcome this dilemma. Educators who like to contribute and continue this project have to investigate the effects of academic procrastination on students' performance. Taking into consideration that this investigation will require more research tools (classroom observation, interviews...) and more periods of time. In addition, the psychology side needs to be highlighted more in EFL as it has huge impact on students and it can decide whether they succeed or not. For this matter, effective techniques and strategies should be introduced to help students cope with their mental problems. Lastly, we tend to suggest investigating **Overestimating the impact of time management on Students' Achievement**.

In the above section, we specified our limitations of this study that could affect both our findings and results. Then, we gave some of the essential implications, which according to our results, it must be applied in EFL in order to overcome students' difficulties. Also, we set up few suggestions to contribute with future researchers. In

the last part, we put up an important suggestion which is investigation the effects of time management on students' performance.

2.3.4. Recommendations

Academic procrastination can be reduced if the student organizes himself and followed some effective ways to at least decrease the impact of academic procrastination, but first causes of academic procrastination should be taken into account.

First, anxiety is a serious and a common phenomenon that most of the student suffer from, but how should a student reduce his level of anxiety? The coming tips are very helpful ways to decrease the Impact of anxiety:

- Do not think of the whole task, break it into pieces and start doing the task.
- Avoid performing all tasks at once, just do one thing at a time.
- Think positively about the outcomes, if something accured move on and make plans for next time activities.
- Compete only yourself, do not compare yourself to others
- Focus on the priorities and goals.
- Don't confuse the task and your personal worth.
- Doing mistakes is not a failure, it is learning.
- Start doing your tasks early.
- Always review and revise your activities.
- Consult teachers if you are uncertain about something.

Second, poor time management is another issue that most of the students have little control over it. Students always keep asking and googling how to control my time. Like any problem, there are always ways to use time properly. The following tips are very helpful to have a control over time.

- Summarize your time by categories – sleep – eat – TV – video games – friends –study...etc.
- Use a daily priority list.
- Draw a schedule suits your priorities.
- Always organize yourself and make plans
- Keep yourself away from distraction like phones, TV, or whatever may cause distraction.
- Identify the time when you are most productive, time that preferable to start doing your activities.
- Try to make a list of the most important tasks you have to do for future.
- Reward yourself whenever you make progress.

Third, lack of self-regulation is the most common phenomenon that lead to academic procrastination. In other words, self-regulation failure is the right definition of procrastination. Thus, students should find ways in order to reduce their self-regulation failure. Here some guidelines that may help to overcome this issue.

- **Design a suitable schedule:**

It is important for the student to design an organized schedule in order to avoid wasting time randomly, and it is preferable if it going to be a weekly schedule so he would be able to specify certain goals to deal with. At the beginning of each week the student has to set his academic commitments and think about the time that will be devoted for studying. This will reduce stress and pressure and make students feel comfortable as they will spread their tasks over the week without having to deal with any intense studying days.

- **Setting realistic goals:**

Student should identify his goals and his main priorities, and understand that he cannot get all the things done. Instead, he should put his focus on completing necessary tasks only. When planning schedules, student have to know that there are different types of goals, and each type requires specific amount of time and efforts:

- **Short term goals:** includes tasks and assignments that have to be completed right away let us say tasks that should be handed in the current week.
- **Medium term goals:** includes tasks that require more time and effort than the short-term goals, let us say writing essays and articles that need to be submitted at a specific date.
- **Long term goals:** includes large tasks that require preparation for a long period of time, such as exams. Students should preparation program to get ready for exams.

Students have to manage their time and deal with every type of tasks in specific strategy. This will ensure reducing anxiety and producing the best work.

- **Ask yourself these questions :**

- **What do I need to do in order to be self-regulated and manage my time?**

Time management skills are not built over the number of hours that students put into studying, it is all about the amount of productivity that students are able to create. So, the student should care more about being productive and does not matter if takes a short period of time.

- **What is the most suitable place for me to study and at what point should I stop?**

Choosing your favorite spot to study is so important. Students should choose the best working environment which is calm and has no distractions whether at the campus, at home, or at the library

- **At what period of time should I stop studying?**

Working hard is the key to achieve better results, but students should take a small break sometimes and this is not considered as a procrastination behavior, because the student is taking a break in order to get back studying with more determination. Students must understand that they have to stop studying when they feel that their focus is gone.

As previously mentioned, most of studies demonstrate that procrastination can be traced back to many different reasons mainly starting from anxiety (fear of failure, perfectionism), and poor time management, to

serious cognitive causes such as self-regulation. Students with higher trait procrastination tend to have poorer academic outcomes (Lay & Schouwenburg, 1993). For this reason, Students need to overcome academic procrastination since it has negative effects on their academic achievement. Assignments that are not done or tasks that are not fulfilled can cause negative consequences such as stress, anxiety to manage time effectively and might result in giving up or partially fulfilling the task (Deniz & Akdoğan, 2014, p. 30).

1. Planning and Time management skills. It's mainly about planning strategies. Planning is considered as a very powerful and useful tool to overcome procrastination, because it implements actions. After all, time discounting may also be considered a trait (Odum, 2011). These strategies include partly overviewing the task, setting realistic goals, specifying deadlines for these goals, training to overcome tempting distractions. (Time management and procrastination van Eerde, W.) and more techniques. Thus, Planning allows students to ignore distractions and stay focused. (Sonntag, 1998) indicated that planning is an effective strategy to overcome distraction.

Time management skills enable learners to enhance their learning experience. Time management is extremely important, especially when it comes to university students because it will boost their grades and enhance their productivity (Laurie & Hellsten, 2002). As a result, these skills will have positive impacts on their performance. As we can see, time management is quite essential to any university student, and it is one of the keys to higher academic achievements (Kelly, 2004).

2. Changing self-talk: Procrastination can be a difficult problem to overcome. Not least because for many it is a multi-faceted issue involving not only time management, but also self-awareness, goal setting, decision making and ways of thinking (Vogue, 2007). So, another contributor to procrastination is how we talk to ourselves * self-talk *. Self-talk (or self-verbalisation) helps in changing emotions and behavior; what one says to himself is an important factor in determining attitudes, feelings and behavior (Dembo, 2004: 121). To summarise, students have to believe in their ability to succeed, they have to motivate themselves through speech to fulfill their goals.

3. Rewards: rewards can be an effective tool to increase student's motivation toward learning, students should praise themselves specially when they succeed to make any progress towards their goals. For this, Zimmerman et al. (1996) suggest watching television, meeting or talking to a friend.

This part provides some helpful strategies which may help to reduce academic procrastination; however, the literature does not present a clear answer on how to overcome procrastination since it is considered to be a complex and indefinite term that requires further investigations.

2.3.5. Conclusion

In the above chapter, we manage to introduce the results of this study and come up with a whole discussion based on our research instruments, and we conclude that anxiety, poor time management, and lack of self-regulation are the causes of academic procrastination. But we did not conclude ultimately how procrastination affects students' performance in the writing process and that is due to several reasons such as: the small amount of the sample population, short period of time, lack of some materials. In this case, the results of this experiment cannot be generalised. However, we added some necessary settlement to handle procrastination and deal with its negative impact.

General Conclusion

After we shed a light on every aspects of procrastination, and try to view it from both psychological and educational perspectives. It can be concluded that academic procrastination is the tendency of students to put off written tasks and delaying them as much as possible, especially during the writing process. In other words, procrastination is the habit of working on tasks until the very last minute instead of investing all the available time, and by repeating this habit students struggle to meet deadlines. This behavior can prevent students from delivering a good quality of writing and interfere in their academic achievements. Thus, understanding the causes behind this phenomenon will help to find some solutions that could lead to overcome it. Also, we have introduced writing as a recursive process that involves planning, drafting, revising, editing, and publishing. This process demands students to be organized and self-regulated. We have also concluded that going through all these stages that we have mention will reduce their procrastination and improve students' writing skills in EFL.

The current study has sought to investigate the causes of academic procrastination among Master two students at the Department of English at the University of Tiaret. Our present work has attempted to explore the factors that influence students delaying their written tasks excessively. Thus, our hypotheses tend to show that if students manage their time effectively and follow the right strategies of the writing process, they would at least reduce academic procrastination, especially if we considered that our variables (anxiety, time management, self-regulation) are the real causes of procrastination.

Due to this, our aim was to identify the negative effects of academic procrastination on students' written performance, find strategies that could help students procrastinate less, and enhance their academic performance. To reach our aim, we have organized our study into two separated chapters.

- In the first chapter, we have provided clear information from the existing literature about our subject, and we have clarified all the variables and terms related to it. The general aim of this chapter was to present a better understanding of the subject.
- In the second chapter, all the findings and data collection tools have been included with details. We have shown the results and have discussed them from different angles in order to conclude answers for the investigation.

In the methodology section, both quantitative and qualitative methods have been adopted to analyze the findings. We have collected the data relying:

- At first on information based on questionnaire designed for students only.
- Second, on more effective tool which is an interview designed for teachers that have provided the study with valuable information.

The results have been compared using percentages and calculation, and from what we have observed, the results of questionnaire showed that:

- Our participants suffer from several anxiety problems, struggle to organize their time effectively, and do not follow any self-regulation strategy.
- Most of the students procrastinate when performing written tasks.
- Participants seem to escape the five writing stages and do not manage to pass through all the writing process.

Concerning the results of the interview, teachers have referred to even more serious reasons of academic procrastination and describe that there are various important factors that need to be taken into consideration when speaking about procrastination and the writing process. However, they have agreed that a mass of students postpone their tasks, have difficulties in writing, and do not plan their writing assignments.

Thus, the information that we have obtained from the interview almost match the results of the questionnaire. Hence, our suggested hypotheses have been arguable and interesting according to these results, but they are not fully confirmed.

Also, to guarantee the utilization of our findings and to provide a good contribution, we have included some suggestions to both teachers and students. At first, the importance to focus on the whole writing process and attract students' attention into writing. Second, teachers should propose effective strategies to improve students' writing skills in EFL. At last, students need to overcome their procrastination through time management, planning, and working to master self-regulation skills. However, our findings have come with some limitations that need to be mentioned including: measuring students' procrastination level cannot be determined in this small amount of time. In addition, the fact that academic procrastination is a psychological phenomenon, it can be seen that it still requires more resources and investigations. Different research instruments have been used. However, the data were collected from a limited number of participants.

In the last part, further studies should be conducted in order to pass beyond our limitations. We suggest investigating the psychological factors of academic procrastination with the focus on the writing skills. To proceed with such a study, it is recommended to use other research tools and follow changes of the experiment during a long period of time.

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Appendices

Appendix01: Email Questionnaire

Dear student,

We would like you to answer the following questions about students' procrastination. Please read carefully and write your answers. This is not a test, so there are no right or wrong answers. The results of this survey will be used only for research purposes, so please give your honest answers. Thanks

Please provide the following information by ticking (✓) in the box:

Gender: Male Female

Specialty :

- Didactics
- Linguistics

I am ... years old.

I am...

- A student
- A teacher/student

Procrastination (delaying, avoiding)

Section one: Assessing students' routines in academic context

A. Always	B. sometimes	C. Never
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Next to each statement, write the letter that refers to your answer:

- I usually manage my time to review my assignments.
- I feel overwhelmed when an assignment is given to me.
- I avoid performing difficult tasks
- I am afraid to make a mistake.
- I find ways to skip my assignments.

- I often start assignments at the last minute.
- I concentrate on my assignments instead of worrying.
- I make plans for getting things done properly.
- I overestimate the amount of work that I can do in a given amount of time
- I spend my whole time worrying about the results.

Section two: students' procrastination in writing tasks

Please answer the following questions by ticking (✓) in the box that refers to your answer

I. WRITING an essay

Statements	Always	Nearly always	Sometimes	Rarely	Never
A. When I feel anxious, I do not finish my essay.					
B. When I get distracted, I do not continue writing my essay.					
C. I do not finish my essay on time.					

I. Writing a dissertation

questions	Nearly always	Always	Sometimes	Rarely	Never
A. I do not give the necessary time for writing my dissertation.					
B. I feel anxious when I think about dissertation writing					

C. Instead of writing, I find myself thinking about other things					
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Section three: students excuses toward their writing tasks

Please answer the following questions according to your experience

1/ How do you feel when you are given a written task? (dissertation or essay)

.....

2/ what is the best time for you to start your written assignments?

.....

3/ Do you ever try to manage your time when having a writing activity?

Why.....

4/ Why do you postpone your writing activities?

.....

4/ After how long do you start your assigned written task?

Right Away Few days before the deadline

After Few days Last night before the submission

Explain.....
.....
.....

5/ How organized are you in writing your dissertation?

.....
.....
.....

❖ **Please write any additional thoughts :**

.....
.....
.....
.....
.....

➤ **Thank you for your cooperation and Time.**

Appendix02: email interview

Dear teacher,

We would like you to answer the following questions about the causes that lead students to procrastination in writing. Please, answer the following questions briefly. Thanks

1/ do you think that students plan to perform a writing assignment?

2/ how do you think students feel when having a writing task?

3/ Students always tend to procrastinate; can you propose some reasons behind students' procrastination?

4/ There are many students in our University tend to postpone their writing tasks especially dissertations, what do you think is the main reason behind this phenomenon?

5/ To what extent do you think postponing tasks can affect students' achievement?

6-/ As long as you are a supervisor, do you find your students follow and apply the right effective strategies of the writing process?

Summary

This present work deals with the causes that lead students to academic procrastination in EFL writing. It is a case study involving Master 2 students at English department at Ibn khaldoun University of Tiaret. The research investigates whether the suggested causes really lead to academic procrastination. Whether these reasons impact students' writing performance. The current work also whether academic procrastination weakens students' writing performance.

Key Words: Procrastination, Academic procrastination, EFL writing, Writing process, Anxiety, Poor time management, Lack of self-regulation.

Résumé

Le présent travail traite des causes qui conduisent les étudiants à la procrastination académique dans l'écriture EFL. Il s'agit d'une étude de cas impliquant des étudiants de Master 2 du département d'anglais de l'Université Ibn khaldoun de Tiaret. La recherche examine si les causes suggérées conduisent réellement à la procrastination académique. Si ces raisons ont un impact sur les performances des étudiants. Les travaux actuels indiquent également si la procrastination académique affaiblit les performances des élèves en matière d'écriture.

Mots clés: Procrastination, procrastination académique, écriture EFL, processus d'écriture, anxiété, gestion du temps médiocre, manque d'autorégulation.

ملخص

يتناول هذا العمل الحالي الأسباب التي تؤدي بالطلبة إلى المماطلة الأكاديمية في كتابة اللغة الإنجليزية كلغة أجنبية. إنها دراسة حالة تضم طلاب ماجستير 2 في قسم اللغة الإنجليزية بجامعة ابن خلدون في تيارت. يبحث البحث فيما إذا كانت الأسباب المقترحة تؤدي حقاً إلى المماطلة الأكاديمية. ما إذا كانت هذه الأسباب تؤثر على أداء الطلاب. العمل الحالي أيضاً ما إذا كان المماطلة الأكاديمية يضعف أداء الكتابة للطلاب.

الكلمات المفتاحية: التسويف، التسويف الأكاديمي، الكتابة في اللغة الإنجليزية كلغة أجنبية، عملية الكتابة، القلق، سوء تسيير الوقت، عدم التنظيم الذاتي.

