



Dealing with Delay: Keeping Academic Procrastination at Bay

Giselle Ann D'souza

Professor

St. Teresa's Institute of Education, Santacruz, Mumbai, India.

Abstract: Among the several factors responsible for student tardiness in submission of school assignments and completion of tasks, Academic Procrastination ranks highest. Though the exact underlying reason for this ‘academic disease’ remains unknown, it could well range from a course of habit on the one hand, to a striving for perfection on the other, with a myriad other causes in between. Classroom teachers are constantly grappling with the insurmountable challenge of getting students to comply with deadlines prescribed for handing in school work. The present study was a multi-variate investigation of Academic Procrastination in Middle and High School students on the basis of 3 categories of factors namely, Personal, Social and Lifestyle. The sample comprised of 405 students of a private aided English-medium State Board School in Mumbai. The paper attempts to compare and identify the most predominant class of factors responsible for Academic Procrastination in both groups. Results revealed that the vast majority of students in both school sections attributed their procrastination to Lifestyle Factors followed by Personal Factors, thus indicating the pressing need to inculcate healthy study habits in students from an early age, so that time management gets automatically woven into their repertoire of skills. Partial correlation analysis was conducted to assess which variables exhibited the strongest interrelationship in Academic Procrastination. Findings revealed that Personal Factors coupled with Lifestyle Factors, followed by a combination of Personal Factors with Social Factors, exhibited the highest association with Academic Procrastination. This highlights the importance of Personal Factors, indicating the need for students to be self-driven and self-motivated to avoid delays in task completion.

Index Terms- Academic Procrastination, Personal Factors, Social Factors, Lifestyle Factors, Middle School, High School

I. INTRODUCTION

In a world which has turned predominantly digital, humans have come to be more lackadaisical. This has led to a severe rise in the number of procrastinating individuals. Procrastination literally translates into ‘until the next day’ which implies putting off task completion until ‘tomorrow’, a tomorrow which probably never comes. This behavioural malignancy has become more common among the student fraternity in recent years, gaining attention of researchers in a bid to find a viable solution. Academic Procrastination is so ingrained in a vast majority of students, that for some it has transformed into a way of life. It adversely affects students’ time-management resulting in academic failure and threatening their emotional, mental and physical well-being. The habit of procrastinating leads to anxiety and exhaustion. Thus, it has become really important to transform procrastinating students into productive beings by helping them set realistic, short term and intermediate goal. They require assistance to transcend the barriers in their mind-sets by helping them to identify their productive areas and use different techniques to reach the desired goals. It is important for students themselves as well as teachers to identify the cause of Academic Procrastination and target the same for effective results. Thus, understanding procrastination is the first and the most important step in dealing with it.

A review of literature indicates that by its very nature, assignment submission is a cumbersome activity owing to a plethora of reasons. These could range from individual attributes (like age, gender, ability, and home-environment), to whether or not the student has been provided the required guidance and support from parents, teachers and trainers to be able to successfully complete the task, to the student’s personal view as to the value of the assignment in question and their overall motivation to improve (Epstein and Van Voorhis, 2001; Xu, 2008). The first of these categories, personal attributes, is to a large extent beyond the control of the teacher. For example, studies have shown that female students are more likely to complete homework than male students (Xu, 2008; 2011). Another possible factor at play is the amount of personal responsibility a student demonstrates outside the classroom. It is not unusual for lower income families to ask the children to devote some of their time to caring for their siblings, helping in household chores, or even taking up part-time jobs to help cover expenses (Cooper and Valentine, 2001). These activities leave students less time for schoolwork. This, in turn, means a higher probability that assignments will go uncompleted.

The second category, ‘support by significant others’, is arguably the one that the teacher can most directly impact, at least during school hours. It is the teacher’s job to ensure that all school assignments “consider the pre-existing background knowledge of the learners so that

the task can be correctly understood after preliminary instructions" (Ericsson et al., 1993). If the students have not been adequately prepared to complete the assignment, their motivation to give it a try drops rapidly (Ryan and Deci, 2000), and the chances of them gaining benefit from the practice does, too (Ericsson et al., 1993). Not only must the material be presented and explained in a way that is relatable to the students, but it must also provide a logical sequence of increasing difficulty. Each assignment must be planned in such a manner so as to guide students to the next, and there must be a clear, final goal in the teacher's mind at all times (Brabeck et al., n.d.; Ericsson et al., 1993).

Assuming that the proper support has been provided, there is also the matter of meaningful, constructive and immediate feedback, which is an essential aspect of assignment work (Ericsson et al., 1993). A teacher can make him/herself available to the students in a array of different ways by mingling with them and checking their work, inviting queries, clarifying their doubts and sharing correct/model answers for students to self-evaluate their work. Teachers can also offer encouragement through positive feedback, clearly communicating expectations of high-quality work, and expressing satisfaction when students are successful. This however does not guarantee that all students will complete every assignment.

The final category can be summed up as 'motivational factors', related to education as a whole, or more specifically to a class or assignment. These too can be influenced by the teacher, but ultimately must originate intrinsically from the student. Several studies have concluded that most students do not find school work to be an enjoyable endeavor (Xu, 2008). While this is not surprising, research shows that people are more likely to complete something that they find "interesting, pleasant, and satisfying in itself," which is referred to as intrinsic motivation (Alivernini, Lucidi, and Manganelli, 2008). So, to enhance student motivation toward completing assignments, teachers can either make those assignments more appealing and interesting to the students, thus increasing the intrinsic motivation attached to them, or try to ensure that the students understand the academic worth of completing them, thereby furthering the extrinsic motivation (Ryan and Deci, 2000).

In a research study on the Self-Determination Theory, Ryan and Deci (2000) found that there are three basic needs when it comes to nurturing self-motivation in students. To begin with, the individual must feel capable of completing the task; no one enjoys trying their best if they are sure they will fail regardless of the effort they put in. Secondly, an individual is more likely to be motivated when they feel confident and have a strong support network by way of social connections. This justifies why building a healthy and reassuring learning environment is so essential in the classroom. Finally, the individual must feel that they can voice their opinions in the process of learning. Ryan and Deci (2000) also found that "threats, deadlines, directives, pressured evaluations, and imposed goals diminish intrinsic motivation" because they destroy the sense of independence and self-sufficiency in learners.

In the past, procrastination was viewed as a "personality trait" that was probably caused by "low self-esteem" and "character imperfections such as laziness or lack of self-control" (Zarick and Stonebraker, 2009). However, more recent research has found that this irrational behavior may have its roots in a much more predictable set of inputs. One of these is a faulty perception of costs and profits. People often tend to value their current time over their future time, often overstating the costs of starting an assignment or other task now and downplaying the cost of doing so later. This attitude stems from their belief that, "the events and emotions of the day are immediate and demanding, while those of the future are vague and less intense" (Zarick and Stonebraker, 2009). Another potential issue identified by Ferrari, Keane, Wolfe and Beck is "task aversion" (as cited by Zarick and Stonebraker, 2009) which is the tendency to put off doing things that we simply don't want to. Uncertainty in how to approach a task can also lead to procrastination, since the fear of having to determine what the completion of the task would necessitate and then planning an approach before even beginning, adds an additional level of stress and anxiety increasing the likelihood of putting it off for later (Xu, 2016).

Procrastination is certainly not an issue limited to only children, but is also prominent in youth and young adults. Considering the predominance and undesirable impact of Academic Procrastination, it is vital that teachers need to implement strategies to reduce it in order to enhance learning and self-regulation skills for all students (Xu, 2016). One possible strategy that teachers could use to reduce procrastination on assignments is initiating rewards like bonus points or incentives (like listening to music while they work), for work that is completed before the deadline. Another tactic would be to break larger assignments into smaller pieces with more frequent deadlines to help keep the students focused on task. Yet another regime would be to let the students choose their own schedule of submission in keeping with the final deadline.

Parents, educators and students the world-over need to heed the clarion call to eradicate procrastination from the academic horizon in a bid to enhance student productivity. A review of previous literature reveals that studies highlighting student perceptions of their own Academic Procrastination are conspicuous by their absence. The investigator sought to bridge these voids in existing research through this study, which attempted to look into students' perspectives of this 'academic disease' as they are the main stakeholders in the educational process and their views cannot go unnoticed. The research endeavored to identify and compare the most predominant class of factors responsible for Academic Procrastination among the student fraternity of Middle and High School. Further, the research attempt aimed to embellish the findings of existing research by recommending simple remedial strategies that teachers can employ to help students overcome their unhealthy behavioural disorder of Academic Procrastination. It made viable suggestions to develop the healthy practice of

setting manageable work targets for students so that they inculcate the skills of time management and self-control.

II. AIM AND OBJECTIVES

The aim of the study was to assess the perception of Academic Procrastination in Middle /High School students so as to modify their approach towards it. The objectives were as follows:

- To assess Middle/High school students' perceptions of their tendency to procrastinate.
- To identify the most predominant class of factors responsible for Academic Procrastination in Middle/High school students.
- To compare the most predominant class of factors responsible for Academic Procrastination in Middle/High school students.
- To assess the interrelationship if any, between the 3 categories of factors responsible for Academic Procrastination in the Total Number of Students

III. HYPOTHESIS

The following null hypothesis was formulated for the study:

- There is no significant difference in the interrelationship between the 3 categories of factors responsible for Academic Procrastination.

IV. RESEARCH METHODOLOGY

The research design employed was descriptive and included a survey. Moreover, the present study is of the correlational type because it sought to analyse the interrelationship between the 3 categories of factors responsible for Academic Procrastination in Middle and High School students.

4.1 Population and Sample

The sample comprised of 405 students of the secondary section (standards V to IX) of a private -aided English-medium school in Mumbai, affiliated to the S.S.C Board of Education, selected by the convenience sampling technique.

4.2 Data and Sources of Data

The Students' Procrastination Perception Scale was explained to the students and then administered. They were given a time period of 30 minutes to fill the same. It was a 3 point Likert scale comprising of 30 items related to 3 categories of factors responsible for Academic Procrastination, namely, Personal Factors (PF), Social Factors (SF) and Life Style Factors (LF). Each category comprised of 10 statements. The results were then scored and tabulated. Based on the total scores obtained on the scale students were categorized into 4 groups:

- High procrastinators: Those obtaining a score between 41-60
- Medium procrastinators: Those obtaining a score between 21-40
- Low procrastinators: Those obtaining a score between 1-20
- Non-procrastinators: Those obtaining a NIL score

The most predominant class of factors responsible for Academic Procrastination in Middle and High School students was also identified based on the category (i.e. Personal Factors, Social Factors or Lifestyle Factors) in which each student in the 2 school sections had obtained the highest total.

4.3 Theoretical framework

Academic Procrastination was the variable studied and it had 3 dimensions namely, Personal Factors, Social Factors and Life Style Factors. The operational definitions of the key terms included in this study have been given below:

1. **Academic Procrastination**: The tendency, act or habit of unnecessarily or voluntarily delaying or postponing working on a task or assignment which requires immediate attention at school.
2. **Student Perception**: The understanding a student has about what determines his/her tendency and likeliness to procrastinate over the completion of tasks and assignments at school.
3. **Personal Factors**: An innate belief, feeling or attitude held by a student about assignment completion or a given academic task/activity.
4. **Social Factors**: Any interpersonal reason which causes the student to delay completion or submission of an academic task or activity.
5. **Lifestyle Factors**: A student's disposition, approach or way of life when it comes to submission of school assignments or completion of academic tasks.
6. **Middle School**: A school for children between the ages of 10 and 12 which usually includes grades five to seven.
7. **High School**: A school for children between the ages of 13 and 15 which usually includes grades eight to ten.

4.4 Statistical Analysis

The scores were tabulated and then analyzed using descriptive and inferential statistics

- **Descriptive analysis** included the summary of the Mean Percentage of the three categories of factors responsible for Academic Procrastination, namely, Personal Factors (PF), Social Factors (SF) and Life Style Factors (LF). The magnitude of these variables in Middle/High School students and the Total Number of Students was also computed and tabulated.
- **Inferential statistics** included computation of Partial Correlation Coefficients between the 3 different categories of factors responsible for Academic Procrastination, considering any 2 given categories at a time and controlling the effect of the other one for calculation of First Order Partial Correlation Coefficients. When P value was less than 0.05, the difference was considered statistically significant and highly significant when P-value was less than 0.01and 0.0001.

V. RESULTS AND DISCUSSION

5.1 Results of Descriptive Statistics of the Study Variables

Table 1 shows the magnitude of the variables of the study.

Table 1: Magnitude of the Variables of the Study

VARIABLE	GROUP	MEAN	PERCENT MEAN	MAGNITUDE
PERSONAL FACTORS	Middle School	6.54	32.7	LOW
	High School	6.29	31.45	LOW
	Total number of students	6.42	32.1	LOW
LIFESTYLE FACTORS	Middle School	6.7	33.5	LOW
	High School	7.3	36.5	LOW
	Total number of students	6.99	34.95	LOW
SOCIAL FACTORS	Middle School	5	25	LOW
	High School	4.62	23.1	LOW
	Total number of students	4.82	24.1	LOW

From Table 1 it can be concluded that the Percentage Mean of all the 3 different categories of factors responsible for Academic Procrastination were found to be low in both Middle School and High School students. However, a closer look at the data reveals that the values of both Lifestyle and Personal Factors were higher in comparison to Social Factors, thereby indicating that these 2 dimensions deserve more attention when seeking to transform student procrastinators into prompt and punctual learners. More importantly, healthy study habits and work schedules developed early in life could have a significant role to play in helping students imbibe the right attitudes and skill sets needed to complete course work and assignments making it a way of life as they grow older and more responsible. The higher Mean Percentage of Lifestyle Factors in High School students could well be explained by the fact that they are older in age and hence faulty study habits and a lack of punctuality if not rectified in their earlier years by parents, teachers and significant others, could have led to a buildup of Procrastination in the later years.

Table 2 shows a percentage-wise comparative summary of the different procrastination levels in the 2 groups of students selected for the study.

Table 2: Comparative Percentage-Wise Summary of the Different Procrastination Levels in Middle and High School students

GROUP	LEVELS		
	High Procrastinators	Medium Procrastinators	Low Procrastinators
Middle School	1.4%	35.88%	62.67%
High School	1.02%	40.30%	55.61%

As revealed by the data in Table 2, the percentage of students falling in each category for both sections showed a similar trend negating the possibility of an age-related connection. This observation is also supported by a study by Steel (2007), which proposed that demographic features such as age are not significant predictors of procrastination. In the present study, the highest percentage of students was observed to be Low Procrastinators, followed by Medium Procrastinators with only a negligible percent falling in the High Procrastinator category. The justification for this finding could well be the fact that this research was carried out in an ‘all-girls’ school. Females by their very nature are more sincere in their completion of homework and assignments and take school work and academic commitments more seriously in comparison to their male counterparts. They seldom delay submissions as they are more docile, submissive, obedient in dealings with their teachers as well as more fearful of school failure and punishment. This finding is supported by prior research evidence too. Many researchers have opined from their findings that females completed assignments and spent more time working on assignments than males (Mau and Lynn 2000; Núñez et al. 2013; Xu 2010). Other researchers (Steel, 2007) provided the correlation between procrastination and other psychological features, and discovered that task aversiveness, task delay, self-efficacy, impulsiveness, conscientiousness, self-control, distractibility, organization, and achievement motivation are strong predictors of procrastination. It could well be possible that there are gender differences when it comes to these psychological constructs, thereby making males more prone to procrastination. Research in the area of Academic Procrastination has suggested that females show a fear of strangers and unfamiliar events at an earlier age than males (Archer, 1991). In addition, female students do not procrastinate in their academic tasks because of a fear of achieving low course grades (Özer et al., 2009). On the other hand, male students more frequently reported that they procrastinated in their studies due to risk taking and resisting control (Lippa, 2002). Besides, male students are more impulsive than adults, suggesting that they may be more inclined to delay academic tasks (Steinberg et al., 2008; Duckworth et al., 2013). Another significant reason for a vast majority of the students being low procrastinators could be that it was a religious minority institution more popularly referred to as a ‘convent-school’. The focus on discipline, work ethics and character is much more emphasized in these types of schools ensuring that students emerging from their portals are trained in being

responsible, showcase good caliber and have integrity of character.

5.2 Results of Inferential Statistics of the Study Variables

Table 3 shows the significance of 'r' for the original correlations between the 3 categories of factors responsible for Academic Procrastination.

Table 3: Original Correlations between the 3 Categories of Factors Responsible for Academic Procrastination

Variables	r	r^2	t	df	P	Level of significance
P.F x L.F	0.5903	0.3484	14.68	403	< .00001	0.01
L.F x S.F	0.4193	0.1758	9.27	403	< .00001	0.01
P.F x S.F	0.5230	0.2735	12.32	403	< .00001	0.01

From the above data it is seen that the obtained 'r' values for different combinations of the 3 categories of factors responsible for Academic Procrastination in Middle and High school students are positive, moderate in magnitude and significant at the 0.01 level. Of all the interrelationships analysed, the 'r' values between Personal Factors and Lifestyle Factors, as well as between Personal Factors and Social Factors were considerably higher i.e. 0.5903 and 0.5230 respectively, thereby implying that Personal Factors have a predominant role to play in Academic Procrastination.

Table 4 shows the First Order Partial Correlations between the 3 Categories of Factors Responsible for Academic Procrastination.

Table 4: First Order Partial Correlations between the 3 Categories of Factors Responsible for Academic Procrastination

Variables	r	r^2	t	P
X.Y.Z	0.479	0.23	10.95	<.0001
X.Z.Y	0.376	0.141	8.13	<.0001
Y.Z.X	0.161	0.026	3.26	0.0012

Where,

X: Personal Factors
Y: Lifestyle Factors
Z: Social Factors

The First Order Partial Correlation coefficients summarised in Table 4 also highlight that the highest 'r' value of 0.479 is observed for the interrelationship between Personal Factors and Lifestyle Factors when Social Factors are controlled.

Interpretation: Thus, from Tables 3 and 4 it can be concluded that the 'r' value between Personal Factors and Lifestyle Factors is the highest and is significant at the 0.01 level. The null hypothesis is therefore rejected. This implies that there is a significant difference in the interrelationship between the 3 categories of factors responsible for Academic Procrastination, of which the relationship between Personal Factors and Lifestyle Factors is the strongest.

5.3 Discussion: An analysis of the results obtained in Tables 3 and 4 indicate that there is a positive and moderate relationship between all the 3 categories of factors responsible for Academic Procrastination. The highest correlation is observed between Personal Factors and Lifestyle Factors, followed by that between Personal and Social Factors. This finding suggests that the role of Personal Factors as a determinant of Academic Procrastination cannot be denied, placing a special responsibility on parents, teachers, trainers and significant others who nurture children in their early years of life. It becomes increasingly important to help young learners imbibe healthy study habits, create and follow well-planned and constructive work schedules to complete school tasks, homework and assignments on time. The values of promptness and punctuality as work ethics need to be inculcated in them, so that the tendency to procrastinate does not set in, let alone become a way of life. Besides, if students are not personally convinced about the importance of time management and avoiding unnecessary delays in work completion, they develop a lackadaisical attitude and lethargy which predisposes them to turn into procrastinators. Instilling the right mindset in students at a tender age about the very concept of schoolwork and its significance, could bring about a positive transformation in students' attitudes and approach towards completing tasks assigned to them. Learners need to be persuaded of the invaluable worth of time management and multi-tasking, not only as a determinant of their academic progress but more importantly, as a contributor towards making them more disciplined, organized and responsible in the journey of their own education.

Previous research studies have found that individuals with higher emotional intelligence tend to procrastinate less than those who score lower on this construct (Deniz et al., 2009), and that individuals with higher self-efficacy procrastinate less than those with lower self-efficacy (Hen and Goroshit, 2014). Research has also shown that parenting style plays a role in procrastination in adolescents (Ferrari and

Olivette, 1993; Pychyl et al., 2002). Frost et al. (1991) in a study with 63 female undergraduate college students found that high perceived parental expectations and criticism are directly connected with perfectionism, and perfectionism in turn was found to be positively correlated with procrastination. This probably indicates the need for parents and teachers to avoid setting unrealistic goals and placing unachievable demands on learners.

Steel (2007) concluded that procrastination is correlated with low conscientiousness and self-regulatory failure. This further indicates that procrastination is strongly associated with distractibility, poor organization, low achievement motivation, and an intention-action gap. Procrastinators tend to be impulsive, distractible, and lacking in self-control. Solomon and Rothblum (1984) in a study of 291 college students and their frequency of procrastination on academic tasks, along with their reasons for procrastination found that procrastination did not correlate with anxiety or assertion, but did significantly correlate with depression, irrational cognitions, low self-esteem, and delayed study behavior. Ackerman and Gross (2005) found that procrastination was directly related to the level of interest students show in a particular task/activity. This supports the idea that interest is an important motivator, and that if instructors were to develop and use assignments which appeal to students' interest, procrastination could possibly decrease. Additionally, tasks that require students to use a greater variety of skills to complete an assignment may also prove to be interesting, which may motivate students to start working on them earlier. Clarity of instructions was also a factor that was found to be a significant determinant of procrastination. The researchers noted that clear and explicit instructions that enabled students to understand exactly what was expected and required to succeed on an assignment could reduce the innate fear of starting it. Procrastination was also found to decrease when there were rewards or incentives for starting early. Breaking assignments down into small interdependent parts was found to reduce procrastination. Janssen and Carton (1999) in a study of 42 undergraduate students measured procrastination by calculating the time it took for the participants to begin, complete, and return the assignment. Findings revealed that students with an internal locus of control began working on the assignment earlier than those with an external locus of control. Also, students with an internal locus of control completed and returned the assignment sooner than students with an external locus of control. This supports the belief that having an external locus of control is related to poor time-management skills. Social norms too exhibited a large impact on procrastination. For example, normative influence coming from other students who either set a standard for promptness or procrastination influenced the behavior of peers, either positively or negatively (Ackerman and Gross, 2005). Placing students in groups for task completion so that they have a strong support network, assigning them peer buddies who can act as mentors, modeling good assignments to set quality standards for them to follow could all ensure that students feel socially secure and motivated to complete school tasks rather than feel threatened by those peers who do better than them.

A review of the findings of previous research studies along with those of the present study indicate that Academic Procrastination is not solely caused by a deficit in study habits or time management, but involves a complex interaction of behavioral, cognitive, and affective factors. Hence, the key take-away is that imbuing the right kind of behavior, attitudes, habits, values and ideals in children at an early age could help pave the way for them to be groomed into responsible and productive learners.

VI. CONCLUSION

The old adage 'Prevention is better than cure' certainly holds true with respect to Procrastination. It would be well its worth if parents, academicians and all who form an integral part of children's early years focus on the development of good habits and emphasized the importance of them learning to be prompt and punctual not only in the submission of school work but in their lives at large. Providing them with the scaffolding they need as young learners, will help them establish the requisite skill sets to multitask efficiently, never get bogged down by task completion and to achieve their goals by working towards them consistently. Overcoming procrastination calls for a complete overhauling of one's mindset, so as not to be overwhelmed by overloaded work schedules and fear of deadlines. Hidden deep within each procrastinator is a productive learner, waiting to be released from the confinement to his/her self-defeating thoughts resulting in undue delays in their academic work. Every problem can have a plethora of solutions and procrastination is no exception. All it takes is self-determination, emotional intelligence and a healthy blend of the right psycho-social constructs to help students emerge into empowered 21st century learners.

In the light of the findings of the present research endeavor, the following recommendations can be put forth:

1. Training given to children in the early years forms an integral part in helping them develop right study habits and prevents them from falling prey to the vice of Academic Procrastination.
2. Parents and teachers must convince children about the importance of planning their study schedule, setting realistic and achievable goals and work targets from an early age.
3. Extrinsic rewards for completion of school work on time serve as good motivators for young learners, but slowly and steadily children must be made to realize and experience the immense worth of intrinsic motivation and self-determination to stay focused on academic tasks.
4. Enhancing psycho-social constructs such as academic self-concept, self-efficacy and an internal locus of control have a role to play in averting Academic Procrastination.
5. Teachers and tutors must explain tasks and assignments clearly leaving no scope for confusion and doubts in the students' minds.
6. Adequate scaffolding must be provided to students who need assistance and guidance in the completion of academic tasks and assignments, in order to motivate them to begin working without putting things off.
7. Realistic deadlines for submission should be set for task submission keeping in mind the capacity and competence of all the students in the class and not just those who are outstanding and exceptional.
8. Avoid making comparisons based on the quality of work turned in as it could demotivate those who are less proficient.
9. Teachers should not adopt a 'one-size-fits-all' attitude and must design tasks based on the learning styles of the students in question for assignments to be appealing and interesting.
10. Initiate a buddy system where peers can mentor each other and seek social support in the completion of an academic task.
11. Provide specimens of the work expected to be turned in so that students have a concrete idea of how to go about it.

12. Size tasks down into smaller parts and set viable timeframes for students to submit part by part of a complex assignment, so that they do not bite off more than they can chew.
13. Do not overemphasize perfectionism as it is one of the biggest forerunners of procrastination resulting in undue stress and anxiety.
14. Accept individual differences and design tasks to nurture different skills that are innate in students, so as to draw out their own unique creativity through the assignment. Avoid evaluating different learners through the same lens as in ‘square peg in a round hole’ philosophy.
15. Above all, remember no learner was born a procrastinator. So every educationist has a responsibility to set these victims free. It just takes an iron will, mindset and the skill to transcend the barrier of Academic Procrastination!

VII. ACKNOWLEDGMENT

This work is based on the Action Research Study carried out by the B.Ed. batch 2021-22 of St. Teresa's Institute of Education, Santacruz, Mumbai, India.

REFERENCES

1. Ackerman, D. S. and Gross, B. L. (2005). My instructor made me do it: Task characteristics of procrastination. *Journal of Marketing Education*, 27(1), 5–13.
2. Alivernini, F., Lucidi, F., and Manganelli, S. (2008). Assessment of academic motivation: A mixed methods study. *International Journal of Multiple Research Approaches*, 2, 71-82.
3. Archer J. (1991). The influence of testosterone on human aggression. *Br. J. Psychol.*, 82, 1–28.
4. Brabeck, M., Jeffrey, J. and Fry, S. (n.d.). *Practice for Knowledge Acquisition (Not Drill and Kill)*. American Psychological Association. Retrieved November 23rd, 2018, from <https://www.apa.org/education/k12/practice-acquisition.aspx>
5. Cooper, H. and Valentine, J.C. (2001). Using research to answer practical questions about homework. *Educational Psychologist*, 36:3, 143-153.
6. Deniz, M., Tras, Z. and Aydogan, D. (2009). An investigation of academic procrastination, locus of control, and emotional intelligence. *Educational Sciences: Theory and Practice*, 9(2), 623–632.
7. Duckworth A. L., Kim B., Tsukayama E. (2013). Life stress impairs self-control in early adolescence. *Front. Psychol.*, 3:608.
8. Epstein, J.L. and Van Voorhis, F.L. (2001). More than minutes: Teacher's roles in designing homework. *Educational Psychologist*, 36:3, 181-193.
9. Ericsson, K.A., Krampe, R.T. and Tesch-Römer, C. (1993). The role of deliberate practice in the acquisition of expert performance. *Psychological Review*, 100:3, 363-406.
10. Ferrari, J. R., and Olivette, M. J. (1993). Perceptions of parental control and the development of indecision among late adolescent females. *Adolescence*, 28(112), 963–970.
11. Frost, R. O., Lahart, C. M. and Rosenblate, R. (1991). The development of perfectionism: A study of daughters and their parents. *Cognitive Therapy and Research*, 15(6), 469–489.
12. Garett, H.E. 1985. Statistics in Psychology and Education. Bombay: Vakils, Feffers and Simons Ltd.
13. Hen, M. and Goroshit, M. (2014). Academic procrastination, emotional intelligence, academic self-efficacy, and GPA. A comparison between students with and without learning disabilities. *Journal of Learning Disabilities*, 47(2), 116–124.
14. Janssen, T. and Carton, J. S. (1999). The effects of locus of control and task difficulty on procrastination. *The Journal of Genetic Psychology*, 160(4), 436–442.
15. Lippa R. A. (2002). Gender-related traits of heterosexual and homosexual men and women. *Arch. Sex. Behav.*, 31, 83–98.
16. Mau, W.C. and Richard, L. (2000). Gender differences in homework and test scores in Mathematics, Reading and Science at tenth and twelfth grade. *Psychology, Evolution and Gender*, 2, 119-25.
17. Núñez, J.C., Natalia, S., Rebeca, C., Julio, G.P., Pedro, R., Rosa, ., and Antonio, V. (2013). Homework and academic achievement across Spanish Compulsory Education. *Educational Psychology: An International Journal of Experimental Educational Psychology*, 35, 726-46.
18. Özer B. U., Demir A., Ferrari J. R. (2009). Exploring academic procrastination among Turkish students: possible gender differences in prevalence and reasons. *J. Soc. Psychol.*, 149, 241–257.
19. Pychyl, T. A., Coplan, R. J. and Reid, P. A. (2002). Parenting and procrastination: Gender differences in the relations between procrastination, parenting style and self-worth in early adolescence. *Personality and Individual Differences*, 33(2), 271–285.
20. Ryan, R.M. and Deci, E.L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55:1, 68-78.
21. Solomon, L. J. and Rothblum, E. D. (1984). Academic procrastination: Frequency and cognitive-behavioral correlates. *Journal of Counseling Psychology*, 31(4), 503–509.
22. Steel P. (2007). The nature of procrastination: a meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychol. Bull.*, 133, 65–94.
23. Steinberg L., Albert D., Cauffman E., Banich M., Graham S. and Woolard J. (2008). Age differences in sensation seeking and impulsivity as indexed by behavior and self-report: evidence for a dual systems model. *Dev. Psychol.*, 44, 1764–1778.
24. Xu, J. (2008). Models of secondary school students' interest in homework: A multilevel analysis. *American Educational Research Journal*, 45:4, 1180-1205.
25. Xu, Jianzhong. (2010). Gender and homework management reported by African American students. *Educational Psychology*, 30, 755-70.
26. Xu, J. (2011). Homework completion at the secondary school level: A multilevel analysis. *The Journal of Educational Research*, 104:3, 171-182.
27. Xu, Z. (2016). Just do it! Reducing academic procrastination of secondary students. *Intervention in School and Clinic*, 51:4, 212-219.
28. Zarick, L., and Stonebraker, R. (2009). I'll do it tomorrow: The logic of procrastination. *College Teaching*, 57:4, 211-215.