

# A Study of Academic Procrastinators at the Affiliated High School of National ChengChi University

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## ABSTRACT

Academic procrastination of students of all ages can cause stress, anxiety, mental breakdowns, and many more psychological conditions. This study aimed to discover the degrees of procrastination on different types of schoolwork; revealed the impact of procrastination on students' mental health; determined the main causes of procrastination behavior; challenged stereotypes and misconceptions about procrastinators and proposed an intervention plan for high school students.

This research focused on 11th-grade students at AHSNCCU and was conducted through in-depth individual interviews. We designed a questionnaire with 13 questions and analyzed the answers from 6 female procrastinators. Through this research, we concluded that students are less likely to procrastinate on group projects because peer pressure and other people's perceptions of them are influential to their behaviors. As for the causes of procrastination, we identified many reasons including the fear of failure, fear of stepping out of their comfort zones, and the lack of motivation (which is mentioned most). The common stereotype of procrastinators – procrastinators' lack of time managing skills -- is challenged because we spot deeper reasons and fears behind their procrastinating.

Also, our research suggests the belief that procrastinators get bad grades is unreliable as many of our interviewees received decent grades and still procrastinate. To conclude the research, we proposed intervention activities such as journaling, freewriting, and meditating. In addition, we put up posters regarding the causes and effects of procrastination with intervention activities to raise awareness of academic procrastination and provide a helping hand for those in misery from it.

## Introduction

According to APS (Association for Physical Science), more than 1.5 billion people worldwide are possible chronic procrastinators, causing them high levels of frustration, stress, anxiety, depression, low self-esteem, and many more. This behavior is common among adults as well as students at the high school and college levels (Wolters, 2003). An article published on SLATES suggests that Japanese and Taiwanese students are recorded to have the highest scores on tests about their inclination to procrastinate (Smith, 2008). Both articles indicate that we must look further into the situation.

Many students suffer to get things done because of academic procrastination, and that can lead to worse academic performance, worse emotional well-being, and worse mental and physical health (Shatz, 2018). Some students procrastinate on tasks that they find are difficult, boring, or just stressful. More and more students are aware of this problem, and they are searching for ways to deal with it.

At AHSNCCU, we discovered that many of our classmates often rush to get their assignments done on time and had to finish them during class time or even skip lunch to make time for it. Some individual

presentations are more complicated and time-consuming, so students couldn't finish them in time and had to postpone them to next week or even later. As finals week approaches, some students going to cram schools struggle to keep up with work from both sides. Students start to watch videos filmed by cram schools during class time and couldn't pay attention in class. All the behaviors mentioned above prevented students from gaining better academic performances and caused more stress and anxiety in the process.

## Significance of the Study

The significance of this study is to raise awareness and let AHSNCCU students pay attention to this problem. Through this research, we are determined to clear the false stereotypes of procrastination and provide an intervention program to students who are affected by it often. As high school students interested in psychology and behavioral science, this problem is extra appealing and even more meaningful for us to find ways to avoid procrastination. Procrastination can be a lifetime problem for chronic procrastinators, and by researching it through in-depth individual interviews, we will not only gain a much more profound understanding of procrastination but also introduce productivity to people in distress.

## Definition of Terms

Academic procrastinator: A person who delays completion of course assignments and test preparation cited in Uzun Ö zer, Bilge R, 2005. (Beck, Koons, & Milgrim, 2001).

Term paper: It refers to the final individual research papers from all semesters.

Exam: It refers to the mid-term and final exams only.

Weekly assignments: It refers to the practice questions in workbooks that are due weekly.

Individual presentation: It refers to presentations that are done individually.

## Statement of the Problem

This research aimed to answer the following five questions: 3

1. What is the degree of academic procrastination on
  - 1.1 writing a term paper,
  - 1.2 studying for an exam,
  - 1.3 keeping up with weekly assignments, and
  - 1.4 preparing for an individual presentation?
2. What is the effect of academic procrastination on procrastinators' mental state?
3. What are the main causes of academic procrastination?
4. What are some common stereotypes and misconceptions about academic procrastinators?
5. What intervention plan may be proposed?

## Scope and Limitations

Our study only covered the academic procrastination of students studying at AHSNCCU. Therefore, people outside of AHSNCCU or other types of procrastination (relationship or work-related, for example) were not discussed in this research. The subjects of our interview were only limited to 11th graders at AHSNCCU.

## Related Literature and Studies

This section is meant to explore the research gaps, common mindsets of procrastinators, causes and effects of academic procrastination, stereotypes and misconceptions about procrastination, and ways to avoid academic procrastination.

### *Research Gap*

There is a lot of research on academic procrastination, but most of the respondents are college students and none of the research was conducted on senior high school students in Taiwan. Even though researcher Shu-Shen Shih performed an investigation on Taiwanese adolescents' procrastination, it was conducted with a self-reported survey instead of an individual interview. Besides, the participants of the research were 8th-grade junior high school students, and no intervention plan was proposed.

Another qualitative research published by Dahlia Novarianing Asri, Punaji Setyosari, Imanuel Hitipeuw, and Tutut Chusniyah explored the possible factors and causes of academic procrastination through questionnaires, observations, and in-depth interviews. However, it is only focused on mathematics learning while our research discusses all subjects in general and divides academic procrastination by the types of assignments.

### *The Cycle of Procrastination*

There is a cycle to procrastination in *Procrastination: why you do it, and what to do about it now* written by Jane Burka and Lenora M. Yuen. The duration of the cycle can differ according to the procrastinator and varies from weeks to years. The first stage of procrastination is the belief that it will be different this time. The procrastinator is filled with hope and determination that they will start early and nail the task they've been wanting to avoid, but never actually take action and do it. Then as time slowly goes by, they will realize that they haven't started yet, and they remind themselves that they have to start soon but still fail to make a move. Time continues to pass, and now it is obvious that this time will be no different than the numerous times before. They could start to regret not starting sooner, but still doing everything but what they are avoiding. Preoccupied with stress and time pressure, they lose pleasure in everything that they used to love and start to hide from the people around them, hoping that no one would find out. As they enter the next phase of procrastination, they try to persuade themselves that there is still time, but as their avoided task remains untouched, they begin to wonder if there is something wrong with themselves. They feel like they are lacking something fundamental that everyone else has. Finally, it comes to the last choice -- to do or not to do.

There are multiple scenarios when it comes to the final decision. If they choose not to do it, the reason behind it may be that the pain of trying to finish is too great and they decide to flee. Another reason may be that no matter how much effort they put in now will never result in what they initially envisioned, so why bother trying? They give up. If they choose to do it, it may be because the consequence of not doing it is too great and they simply couldn't wait any longer. Then they will realize that it isn't as bad as they imagined and experience tremendous relief as they ask themselves why didn't they start sooner. However, the amount of time they have left themselves does not allow them to achieve what they have visualized, and they can only focus on getting it done. After the final decision, they promise themselves that they will never procrastinate again, and when the next task arrives, they carry on believing that this time will be different, completing the cycle.

### *Common Mindsets of Procrastinators*

Based on the book *Procrastination: why you do it, and what to do about it now* written by Jane Burka and Lenora M. Yuen, the following are some common mindsets of procrastinators, and we believe these statements can assist us in spotting chronic procrastinators and developing intervention plans.

1. I must be perfect.
2. Everything I do should go easily and without effort.
3. It's safer to do nothing than to take a risk and fail.
4. I should have no limitations.
5. If it's not done right, it's not worth doing at all.
6. I must avoid being challenged.
7. If I succeed, someone will get hurt.
8. If I do well this time, I must always do well.
9. Following someone else's rules means that I'm giving in and I'm not in control.
10. I can't afford to let go of anything or anyone.
11. If I show my real self, people won't like me.
12. There is a right answer, and I'll wait until I find it.

### *Causes and Effects of Academic Procrastination*

There are many causes of academic procrastination according to *Procrastination: why you do it, and what to do about it now* by Berka and Yuen, the fear of failure is one of the four reasons. People can only know how well they can do under last-minute pressure instead of their true ability, and they fear that their best work will be judged inadequate.

Many procrastinators who are afraid of failure see their self-worth as their ability and performance, and it equals how lovable they are. With procrastination, they can break the equation because ability no longer equals performance, and they will never need to confront the limits of their ability. It is more tolerable to blame themselves for being disorganized, lazy, or uncooperative than to view themselves as inadequate and unworthy—the failure they fear so deeply.

Another reason is the fear of success, Clarry Lay, a researcher in academic procrastination defined success as: "the timely pursuit of your intentions. "Procrastinators feel like failures every time they let themselves down, and they criticize themselves for their lack of success and hope to free themselves from academic procrastination. They are afraid of being successful and use procrastination to avoid the perils of success. There are three common reasons for avoiding success, one is that they are afraid of winning because there is something wrong with being competitive itself. They use procrastination to hide their ambition and vulnerability. They believe that success demands too much and they are afraid that they may lose their control or choices in life after succeeding. Another reason to be afraid of success is that success is dangerous and someone always gets hurt, many of them downplay their success to protect others' feelings. They are also concerned that someone will challenge or criticize them for their success and they don't feel strong enough to fight back. The last reason to avoid success is that they believe success is off-limits for them. Some people experience survivors' guilt and consider procrastination a sort of punishment for their wrongdoing, while others have such a low opinion of themselves that they don't expect to succeed and won't even bother to try.

The third cause of academic procrastination is the fear of losing battles. Some people are particularly sensitive to feeling controlled and will rebel against every rule to feel that they are independent. This type of procrastination is especially common in situations involving a formal hierarchy or power, including corporations and academies. When there is an authority right above them, they feel small and helpless, and by procrastinating and delaying work, they are able to prove that the authorities do not have complete control over them. Others procrastinate in seeking revenge. Through procrastination, they can inflict some pain on those who hurt them.

The last possible cause for academic procrastination is the fear of separation and fear of intimacy. We have to make choices about how many relationships to maintain, and how much time we need to be alone. Moving out of their comfort zone can be very uncomfortable and people go to great lengths to stay within it. People that are afraid of separation rely on procrastination when they are not sure how well they can stand on their own two feet, and when people feel unsure about their work ideas, they depend on the ideas of others.

Some receive too much help from others that when at a time they had to figure things out by themselves, they did not feel prepared and the confusion and isolation led to academic procrastination and poor grades. People who procrastinate feel that they get motivated and full of ideas when working in a group, they need someone to provide the spark that gets them thinking because they will have no thoughts when left on their own. Another reason is that they feel more comfortable in a secondary position under someone else's wings, so they will avoid doing things that propel them into the number one position.

In accordance with the book *Procrastination: why you do it, and what to do about it now*, a lot of procrastinators are actually perfectionists, maladaptive perfectionists. They usually put unrealistic demands on themselves and then feel overwhelmed when they are unable to meet them. Discouraged, they retreat from the demands by procrastinating. Here are six common beliefs of perfectionist procrastinators.

First, mediocrity breeds contempt. Some procrastinators believe that mediocrity is so intolerant that they make sure all their works are last-minute rush so they can continue to believe that their ideal result could have been reached when they give an ordinary performance. In this case, procrastination helps them avoid contempt for themselves. Second, excellence is without effort. This type of perfectionist believes that when someone is truly outstanding, difficult things should also be achieved with little effort. When they realize that they are not able to get it done easily, they start to procrastinate and avoid facing it. Procrastinating is a way to stop them from feeling stupid and useless. Third, going it alone. They are sure that receiving any kind of help is a sign of weakness, and when they can't do everything by themselves, procrastination becomes a source of relief. Fourth, there is a right way. They are of the opinion that there is one correct answer to a problem, and they will not take any kind of action to the problem until they find the only solution. They would rather do nothing than make the wrong choice, so when they are uncertain of the solution, they resort to procrastination. Fifth, I can't stand to lose. Many perfectionists hate losing so much that they avoid any activity that would bring them into direct competition with others. To them, no winning equals failure equals how worthless they are. By using procrastination as a method of self-handicapping, they create an excuse for not winning, preventing them from feeling worthless and unlovable. Sixth, all or nothing. As many perfectionists put it, "It's either gold or garbage." They are only satisfied with perfection, but it is almost impossible to reach and they are doomed to be disappointed. That's why a lot of perfectionists give up in despair and begin to procrastinate when they are only halfway there.

### *Stereotypes and Misconceptions about Procrastination*

According to Kervin and Barrett (2018), people unconsciously mirror the stereotype that procrastination is about laziness or disorganization, rather than emotion. Also, Burka and Yuen's research (1983) indicates that the relationship between academic procrastination and time management is weak, and that it is a stubbornly entrenched cultural belief that procrastination is a failure of time management. But several studies have linked procrastination to time management and goal setting (Lay, 1992; Lay & Schouwenburg, 1993). Some also said that the widespread misconception of procrastination is that it can't be understood, but actually it is perfectly logical (Reardon, 2021).

### *Avoiding Academic Procrastination*

Academic procrastination often remains unrealized (Filatova & Tkalia, 2019), and to avoid academic procrastination, you have to recognize it first. In Whol, Pychyl, and Bennt's research (2010), they mentioned that the students who reported a high level of self-forgiveness for academic procrastinating, procrastination in preparing for the subsequent examination was reduced. Therefore, we can know that if you forgive yourself, you can procrastinate less. According to McCown, Petzel, and Rupert, Anxiety may be a cue for task avoidance (1987). In Häfner, Oberst, and Stock's research (2014), they explored time management intervention prevents a serious time management problem. Several studies (Gollwitzer, 1999) indicate that planning behavior is an effective intervention for goal-directed behavior. Verena Oberst and Armin Stock's article talked about a program for training self-regulatory skills, and they randomly assigned 96 students to a treatment and control group. The control group

showed procrastination, they only did the important academic tasks right before the deadline was reached, while the treatment group split their work time more equally and did not show procrastination. Therefore, the explored time management intervention prevents serious time management problems.

Another way to avoid procrastination is to increase emotional resilience. By practicing ways to tolerate negative emotions and modify aversive feelings toward a task, and remind themselves of their capability and strength, people are less likely to procrastinate (Eckert, Ebert, Lehr, Sieland & Berking 2016). They will first think of a task that they are likely to procrastinate on, then be encouraged to tolerate the aversive emotions or the lack of positive effects. According to Berking and Whitely (2014), the toleration of negative emotions towards a task can be increased through steps such as purposely allowing aversive emotions to be present, recalling one's past success and reminding oneself of one's strength, and finally improving one's commitment with a task they used to avoid.

## Methodology

This chapter includes Research Design, Participants, Data Gathering Procedure, and Data Analysis.

### Research Design

Our research is qualitative. We did six in-depth interviews with students from grade 11 at AHSNCCU and analyzed their responses.

### Selecting Participants

The participants consisted of six students from Grade 11 at AHSNCCU. We did an in-depth interview with them in person. The participants volunteered to do the interview.

To select the students, we asked the students themselves whether they are procrastinators or not. We then interviewed them based on our Statement of the problem.

### Data Gathering Procedure

We did an individual interview of the six interviewees on academic procrastination.

We gathered the data by following the steps below.

Step 1. Design guide question.

Step 2. Choose the participants.

Step 3. Invite and make appointments for the participants to interview.

Step 4. Record and transcribe the interview.

### Data Analysis

We used thematic analyses and explanation-building techniques to delve into our five Statements of the Problem. The first one is what is the effect of academic procrastination, the second one is what are the main causes of academic procrastination, the third one is what are some common stereotypes and misconceptions of academic procrastinators, and the fourth one is what are the ways to avoid academic procrastination, the last one is what intervention plan may be proposed.

The codes that we used are AP, and AP stands for academic procrastinator. The numbers stand for the sequence of the interviewees.

## Results and Discussion

This chapter presents the results and discussions of our research.

### The Degree of Academic Procrastination on Different Types of Schoolwork

This section talks about the opinions of six interviewees on the effects of academic procrastination on different types of schoolwork including writing a term paper, studying for an exam, keeping up with weekly assignments, and preparing for an individual presentation.

Based on AP5's experiences, if it's things that are done in groups or things that are related to others then she won't procrastinate. But if it's an individual presentation and the responsibility is all on herself and will only affect her, then she will procrastinate. Another reason why she won't procrastinate on group presentations is that she doesn't want others to think that she is lazy. The same thing goes for AP4, she usually delays when it comes to individual presentations for the same reason too.

The case is different for AP1 and AP6, however. AP1 claims that even though she does procrastinate less on group presentations and assignments, the type of schoolwork she procrastinates the most is her individual research project. Her research topic involves a lot of difficult terminologies and complicated theories that are unfamiliar to her. Therefore, it takes more time and energy to complete required tasks before the deadline and thus causes her to procrastinate. On the other hand, AP6 states that she procrastinates on all types of schoolwork, so matter if it's presentations or assignments; group work, or individual tasks, she procrastinates on them all.

Based on AP2 and AP3's experiences, they will have more pressure in group presentations because they don't want their teammates to think that they don't have any contribution to the team, but if it's an individual presentation, they won't have any pressure except the deadline, so they don't have the motivation to start the work.

In conclusion, we can see that the majority of the participants procrastinate more on individual presentations. Five of them mentioned the difference between individual and group projects, and that they tend to procrastinate more on individual presentations. Four of them mentioned the influence other people have on them. Only one participant procrastinates on all types of schoolwork.

Through observation, we think the reason why the participants procrastinate less on group presentations is because of the influence other peoples' perceptions have on them, as they don't want others to think that they're lazy or don't have any contribution and that they don't want to be a burden to other people in the group.

### The Effects of Academic Procrastination

This section discusses the effect of academic procrastination on procrastinators' mental state.

As stated by AP5, she feels empty and often looks back on the things that are undone, or the things that she hands in time but didn't have the time to perfect. Looking back at the things she procrastinates on, she often regrets how much better the work can be if she didn't procrastinate, but still does the same thing next time and couldn't feel the urge to do so.

According to AP2, sometimes she feels overburdened and can't sleep well at night, and as well as AP4, she often lays on the bed feeling anxious, but she falls asleep eventually. For AP3, she only feels the pressure once the deadline is in about two days or so. AP1 describes that the physical and intuitive part of her feels pleasure and relaxation while procrastinating but the inner rational part of her feels guilty and anxious. She often

procrastinates until the inner anxiety is so great that she ends up unable to enjoy the activity she was doing to procrastinate, and finally get to work.

As for AP6, she feels preoccupied, and stressed out, and often blames herself after procrastinating. The anxiety is so serious to her that she sometimes feels like her life is a complete mess, and the pain of letting herself down, again and again, causes mental breakdowns from time to time. Procrastination caused a severe decrease in her self-confidence and is probably the culprit of her irregular sleeping schedule. Such symptoms intensified her urge to procrastinate and made it even more difficult for her to break the cycle.

In conclusion, most of the participants feel stressed or overburdened when they procrastinate, and also have trouble falling asleep; the amount of anxiety that they have is huge and because of that the cycle is harder to break and they keep on procrastinating.

Therefore, we speculate the reasons behind these emotions is because they care. They care so much that they can't even fall asleep at night, can't stop thinking about the things that are left undone. They are afraid of starting because of the anxiety they have inside and keep understate their own abilities.

## The Main Causes of Academic Procrastination

According to AP2, she thinks that she doesn't have the motivation to start working, the same as AP3, and she also underestimates the time she needs to finish her schoolwork.

As for AP5, she fears that the results are not good enough, feels empty if she won't get any results, or the results are not being recognized, and she thinks that it's why she procrastinates. Another reason why she procrastinates is that she doesn't have the urge to do schoolwork, as she sometimes thinks that some of them are meaningless.

And for AP4, she thinks that the reason why she procrastinates is that she is scared of failing, so she just doesn't do it and won't be disappointed by the outcome or won't feel like she is less smart and capable than other students when it comes to grades.

After informing AP1 of the many possible reasons why people procrastinate (which are listed in our related literature), she believes the cause of procrastination is "the fear of losing battles" in her case. When her parents ask her to go study, she feels like she is controlled by them and is required to do so. Even if she didn't have any aversive feelings towards those assignments originally, being told to complete them by someone dominant causes her to develop reluctant emotions. Therefore, she uses procrastination as a silent protest and proof that she is still in control of her actions as well as decisions.

As for AP6, she believes that laziness is the main cause of her procrastination behavior. If the deadline is still far away, she simply does not see the need of starting earlier and falls for the immediate award of procrastination. Even when she is making study plans, she usually estimates the minimum time needed to complete a task and tries her best to finish it on time. This often causes her to feel stressed especially when her estimation is not realistic enough. Aside from that, she also suffers from the all-or-nothing mindset. She believes that there is a correct answer or the best choice for everything, and before she finds it, she is not going to make any progress on the assignment. This causes her to wait for a "perfect timing" to finally start working but that timing is never going to arrive.

In conclusion, there are a lot of reasons that cause academic procrastination, three of the six participants mentioned the same thing. They think one of the reasons why they procrastinate is because they lack motivation. Other reasons the participants mentioned are that they underestimate the time, are scared of failing, feel like the results are not being recognized, are scared of losing the battle, and laziness.

Based on the response of our participants, we think that academic procrastination is caused by multiple reasons, and might be different for everyone.

## The Common Stereotypes and Misconceptions About Academic Procrastinators



According to AP5, she thinks the common stereotypes about procrastinators are that they often have bad grades, are not hard-working, don't make any progress, and take credit even though the work is done by someone else. On the other hand, AP4 thinks that there aren't any stereotypes and misconceptions about procrastinators that she knows of, and she stated that she thinks there is nothing "wrong" with being a procrastinator.

For AP2, she thinks that procrastinators often have trouble handing in their work on time, and AP3 thinks that procrastinators can't manage their time well or can't follow the schedule they make for themselves.

AP1 believes that people often describe procrastinators as lazy and undisciplined, while AP6 feels that as a procrastinator, her work is often underappreciated and people are more likely to doubt her capabilities.

In conclusion, two of the participants stated that the common stereotypes and misconceptions about academic procrastinators are that they're not hard working. Also, two of them think that the procrastinators can't manage their time well and fall behind the schedule they make for themselves. One out of the six participants thinks that procrastinators often have bad grades. One of them does not think that there aren't any stereotypes and misconceptions about procrastinators and also thinks that there's nothing wrong with a person who procrastinates.

Through observation, we think that the idea that procrastinators are bad at time management is not true. Procrastination isn't always caused by time management. For example, in AP4's case, she procrastinates because she is scared of failing. Out of all the six participants, only one of them procrastinates because they are unable to manage time well. The stereotypes that procrastinators have bad grades is also wrong, not all procrastinators have bad grades. For instance, AP2, AP4 and AP3, they have better than average grades.

## The Intervention Activity

We plan on making a poster that includes our Statement of the Problem and also our intervention activities. We put them up at the entrance of AHSNCCU, hoping that students can know more about procrastination and perhaps find a way to stop procrastinating by reading our poster. First, we encourage procrastinators to keep a journal. Based on research done by Lauren C. Hensley and Karleton J. Munn (2020), journaling tools designed for self-monitoring and reflective writing bring greater awareness to students' behaviors. In addition, journaling also helps students in various aspects such as understanding procrastination, making changes at the moment, motivating actions, and finding directions for changes. Furthermore, journaling can help people observe the patterns in their thinking and emotional responses. Monitoring the attempts and reactions can give procrastinators valuable information that won't get lost or distorted in memory (Burka & Yuen, 1983).

Second, we suggest procrastinators make time for some freewriting from time to time. Freewriting is writing down whatever you have in mind without stopping, judging, or editing for a limited period of time. This writing technique can help procrastinators discover ideas that are not at the forefront of their minds. Through free writing, procrastinators can explore their fears, understand their resistance, identify their values, and examine their responses to change (Burka & Yuen, 1983).

Finally, we recommend procrastinators try meditation. According to Miriam Thyea, Katharina Mosena, Ulrich Wegerb, and Diethard Tauschel (2016), procrastination is associated with low self-regulation capacities and struggling through the process of controlling one self's actions. In the study, they proposed that meditation can increase self-related capacities among students, and thus reduce their procrastination behavior. Also, it is suggested that meditation can increase the acuteness of thoughts, focus of attention, and self-regulation.

## Conclusions

Through this research, we confirmed that academic procrastination can cause high school procrastinators to feel stressed, anxious, experience insomnia, feel overburdened, and suffer from mental breakdowns. As for the different types of schoolwork, high school students tend to procrastinate more on individual presentations and research essays as they are done alone and more difficult to complete. The main causes of procrastination for students at AHSNCCU are lack of motivation, fear of losing control, fear of failure, lack of validation, etc., and these reasons can be present simultaneously. We also discovered that the common stereotypes and misconceptions about academic procrastinators include beliefs regarding incapability of time management, bad grades, and laziness. However, our research indicates academic procrastination behavior and the qualities presented earlier does not share a strong correlation. The intervention plan that we proposed at the end of the research is to put up a poster that includes how to journal, free write and meditate, as well as guiding such activities at school.

## Recommendations

We recommend procrastinators to take advantage of peer pressure by creating study groups with classmates or friends and also they can spend some time meditating, journaling, free write and if the situation gets worse, we hope that they can seek professional help from therapists. We also recommend procrastinators to set a reward system to motivate them to finish each small steps from a task and change mindsets by listing questions and ask themselves why. Along with that, we hope that procrastinators can trust themselves and don't believe baseless assumptions.

We also plan on spreading our poster around the school to raise awareness of the procrastination behavior, the possible cause, and the effects of it. Lastly, future researchers should consider focusing on lower graders, as there is already much research on university students.

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