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# Academic Procrastination: The Thief Of Time And An Enemy Of Success

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## Abstract

Procrastination is the thief of time it steals away the magnificence of what time brings us. Time is a inflexible conception of life for humans, something that is immune to our system. Negligent events in our lives do not lend a hand anyone or anything. The thief of time is most certainly procrastination. Procrastination is the prevention of doing a task that needs to be proficient by a certain deadline. It could be more stated as a usual or deliberate impediment of starting or finishing a task in spite of knowing it might have depressing consequences. Procrastination means to put off or delay for another day. Procrastination affects the behavioral, psychosomatic, wellbeing of students Milgram Batin & Mower (1993) reported that a common form of academic procrastination among students is waiting until the last minute to turn in paper or to study for an examination. This article throws light on academic procrastination, causes of procrastination and different strategies to overcome academic procrastination. The purpose of this review of literature was to present research findings and records on Academic Procrastination as a thief of time and an enemy of success , as well as to look into how procrastination badly effects Academic Performance of students and their learning behavior in their educational carrier, 4416 entries were found in the databases Scopus, Web of Science, Google Scholar, and ERIC, with 30 studies fulfilling the requirements for inclusion. This paper presents a review of the studies that have been published about Academic Procrastination as a thief of time and an enemy of success. We analyze the concept of Academic Procrastination as well as its prevalence, psychological features and associated psychiatric co morbidities. Research in this field of study has usually evolved from a global view of the Academic procrastination as a thief of time to its analysis via theories and contents. Thing not done in time are rarely done right. If a person trapped in the routine of procrastination allows an opportunity to slip, he may not get another opportunity of doing the task. Hence, it is true that 'procrastination is the thief of time

**Key words;** Academic Procrastination, Thief, Enemy, Time, Review, Success.

## **Methodology**

### **Search Strategy**

A comprehensive search for relevant systematic reviews was carried out in the following electronic databases **Scopus, Eric, Web of Science and Google Scholar**. For selected databases, we used the following search terms: (**“understanding Procrastination OR The effect of Procrastination on Academic Performance” OR Academic Procrastination Critical Issue for Consideration OR “Academic Procrastination A Critical Issue for Consideration”, “causal Attribution and Styles and Behavioral Postponement”, Intentional delay” “Procrastination as a thief of time” “Academic Procrastination as an enemy of success”, “Prevalence of Academic Procrastination”; “Psychological Features “**). Specific search terms were modified according to the database requirements. There were no limits applied to the search and the reference lists of the included reviews were searched. The search was conducted by team of authors, during October- December 2021.

### **Introduction:**

The wise saying ‘procrastination is the thief of time’ should ring a bell for everyone. Time is an indispensable aspect of life for each human being. Time once lost, is lost forever. If unluckily, you will never acquire opportunities again and maybe fortunately, you will get better opportunities in life, but the same chance that you get in that particular moment will be lost forever. Usually, our time slip away because we are either late or we put off doing things. The more we bottleneck or procrastinate, the more we are likely to mislay out on many things of life. After all, time is wealth. Time is fortune that is insoluble a obscurity we must set out to figure. By procrastinating, we are putting off the things in our lives that shouldn’t essentially be unnoticed. Time gone, is a trouncing forever and it can’t be retrieved. Therefore the proverb ‘procrastination is the thief of time’ is one adage whose words are effective and truthful in real life. If you are punctual and do things on time or before time, you are a respected member of society. The ability to remain consistent with your choices is a proficiency that necessitates a lot of will-power. Not procrastinating requires prodigious values, self-discipline and vigorous determination to do a task on hand at once. One who does not procrastinate will be more successful in life emotionally, physically and mentally. An example of this proverb in modern day society would be: An employee who reports to work on time and does not adjourn doing things will have an enhanced chance of being promoted than the ones who does procrastinate. Life offers you many opportunities and we must seize them before they disappear into the midst of lost opportunities. Procrastination is our enemy as it is the stealer of time.

## Academic Procrastination

Academic Procrastination, is a permanent and pervasive desire by a learner postpone academic activities due to anxiety. For instance, a student differing studies a day before an exam because of anxiety suffers from academic procrastination. Academic procrastination is a common behavioural problem affecting most students in both schools and universities (Badri Gargari, R., Sabouri, H. & Norzad, F. 2011). Academic Procrastination is a dilatory behavior which has made a significant students percentage to suffer in our institutions. For instance, the association of poor academic performance and academic procrastination (Beswick, Rothblum, & Mann, 1988). According to Burka and Yuen (2008), the time required to evaluate and synthesize information is underestimated by academic procrastinators. The procrastinators fail in attaining academic goals because of avoiding task and fearing failure (Ferrai, 2001).

### Causes of Academic Procrastination:

Burka and Yuen (2008) pointed out that procrastination causes are; fear of failure, self-deception, perfectionism, fear of success, inappropriate commitments, rebellion, revenge and a feeling of being overwhelmed.

Cause	Description
Fear of Failure	The ability of not doing the task at hand because one fears that she will fail hence leading to procrastination
Self-deception	Rationalizing your unwillingness to do unpleasant task. It is an art of deceiving oneself, for instance, making statements such as "I will do it later."
Perfectionism	Having demands which are unrealistic to be perfect. Extreme belief in perfection makes one a procrastinator.
Fear of Success	The fear of doing too well may make one delay or postpone her paper because the people

	around her will always expect perpetual results with less room for mistakes
Inappropriate Commitments	The inability of a person to establish her priorities right and giving more concentration to less important things hence procrastination
Rebellion	When one feels a pressure of being dominated and controlled, She/he becomes procrastination to stop the dictator
Revenge	Ability of one getting back to a boss or professor by not turning n the task at hand on the required time just because it is too much work given within a short period hence procrastination
Overwhelming feeling	Too much work encourages procrastination. For instance, writing of a research paper for some students may appear too much hence making the students to postpone or delay in doing the work.

### **Effects of Academic Procrastination**

Steel (2007) carried out a meta-analysis of procrastination and its potential causes and effects, by looking at 216 different works regarding procrastination (Seven book chapters, seven conference proceedings, three unpublished papers, five electronic sources, 141 journal articles, and 53 theses) for a total of 691 correlations across student, general, and adolescent/child populations. The Hunter and Schmidt psychometric meta-analytic procedure was used to analyze the data. Steel concluded that procrastination is correlated with low conscientiousness and self-regulatory failure. This indicates that procrastination largely accounts for the relationship of conscientiousness to performance, and that procrastination is strongly associated with distractibility, poor organization, low achievement motivation, and an intention-action gap. Additionally, agreeableness and sensation seeking traits generated low correlations with procrastination. One possible way to decrease procrastination for tasks is to increase expectancy of success, or self-efficacy by oral point of view, expressive arousal, and modeling. Steel (2007) also concluded that task

aversiveness, or lessening the worth of a task, increases the occurrence of procrastination. Procrastinators tend to be spontaneous, distractible, and lacking in self-discipline. Due to procrastination's correlation with distractibility and organization, two potential methods of reducing distractions include stimulus control and automaticity. Stimulus control may help prevent distractibility by helping people surround themselves with cues that confirm their goals and deport signs that remind them of persuasion. Automaticity may help people maintain goal pursuit and stay away from procrastination, because it limits decision making to only the relevant tasks at hand

Solomon and Rothblum (1984) studied 291 college students and their frequency of procrastination on academic tasks, along with their reasons for procrastination behavior. The researchers administered the Procrastination Assessment Scale - Students (PASS) and self-paced quizzes. Self-reported procrastination was positively correlated with the number of self-paced quizzes students took late in the semester, and with participation in an experimental session offered late in the semester. A larger heterogeneous group of participants consisting of 19% to 47% of participants reported procrastinating as a result of the aversiveness of the task; this factor did not correlate with anxiety or assertion, but did significantly correlate with depression, irrational cognitions, low self-esteem, and delayed study behavior. This indicates that procrastination is not solely a deficit in study habits or time management, but involves a complex interaction of behavioral, cognitive, and affective components.

Rothblum et al. (1986) evaluated 379 university students enrolled in introductory psychology. The researchers administered the PASS, the Test Anxiety Scale, the Causal Dimension Scale, the Rosenbaum Self-Control Schedule and self-paced quizzes to examine the relationship between academic procrastination and academically related trait measures. Results showed that more than 40% of the students reported a high level of procrastination. Finally, weekly behavioral measures showed that most students, including low procrastinators, had a low frequency of study behavior in the weeks before exams due to their fear of failure, task aversiveness, and view that exams were difficult.

Ackerman and Gross (2005) studied 198 undergraduate college students from two large public universities in the southwestern United States. The researchers administered a self-report measure where participants were asked about their own overall proclivity to procrastinate, an assignment-related measure that included questions about task importance (norms, deadlines, rewards, and interdependence, task appeal (interest level and skill variety), and task difficulty (knowledge required, scope of task, and clarity), and a behavioral measure of procrastination which measured actual procrastination behavior on a previous class assignment. They found that participants who were low on procrastination reported more interest in the assignments compared to those who procrastinated more. This

supports the idea that interest is an important motivator, and that if instructors were to develop and use assignments perceived by students as being interesting, procrastination could possibly decrease. Additionally, tasks that require students to use a greater variety of skills to complete an assignment may also be perceived as being interesting, which may motivate students to start earlier. Therefore, while it may be difficult to create assignments that appeal to all students, if the assignment allows the use of a variety of skills, the perceived interest is thought to be greater. Clarity of instructions was also a factor that was found to be significant. The researchers also found that unambiguous instructions that enabled students to understand exactly what was expected and required to succeed on an assignment could reduce the fear of starting. Procrastination was also found to decrease when there were rewards or incentives for starting early. Ackerman and Gross (2005) also found that building interdependence into the structure of a course, such as breaking assignments down into small interdependent parts, can reduce procrastination. Finally, they found that social norms had 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 other students, whether it was positive or negative.

To summarize, procrastination is associated with low conscientiousness and self-regulatory failure. Additionally, reasons for procrastination include factors such as fear of failure and aversiveness of the task, with no difference in study habits or time management. Additionally, individuals who procrastinate report more test anxiety, weekly state anxiety, and weekly anxiety-related physical symptoms. Future interventions for procrastination should look at reducing anxiety levels

### **Prevalence of Academic Procrastination**

Academic procrastination is a prevalent problem among many college students who are faced with a multitude of examinations, term papers, and projects during their scholarly career. Research indicates that high percentages of undergraduate college students self-report that they engage in academic procrastination with approximately 75% of college students considering themselves as procrastinators (Potts, 1987), and almost one-half do it consistently and problematically (Day, Mensink, & O'Sullivan, 2000; Haycock, 1993; Onwuegbuzie, 2004; Solomon & Rothblum, 1984). Steel (2007) cited research in his metaanalysis that estimates 80% to 90% of undergraduate college students report they experience procrastination (Ellis & Knaus, 1977; O'Brien, 2002). More specifically, Solomon and Rothblum (1984) found that approximately one quarter of 342 undergraduate American college students who were enrolled in an introductory psychology course reported problems with procrastination. In addition, Clark and Hill (1994) found that between 30% and 45% of 184 undergraduate American college students who were enrolled in an introductory psychology course reported problems with procrastination, and between 55% and 60% of these students wanted to decrease their procrastination. Thus, academic procrastination is

a significant problem for undergraduate students in America. In addition to researchers examining academic procrastination in regard to American undergraduate students, this issue also has been examined internationally. Schouwenburg (1992) conducted research in the Netherlands with 278 participants and found that over 70% of undergraduate college students reported academic procrastination and about 20% reported chronic academic procrastination. Özer, Demir, and Ferrari (2009) investigated prevalence of academic procrastination with 203 Turkish undergraduate college students. They reported that 32.52% of students self-reported frequent academic procrastination. More recently, Özer (2011) found that 53% of 150 undergraduate Turkish college students reported experiencing academic procrastination. In addition, student age was found to be related to procrastination types where younger undergraduate students who are procrastinators, were more likely to engage in active procrastination, while the older students tended to engage in passive procrastination (Chu & Choi, 2005). Thus, there is a likely difference between students' age and academic prevalence because as people age, intrinsic self-control should be developed, and thus, people should procrastinate less.

### **Psychological Features of Academic Procrastination**

Academic procrastination is usually understood as a troublesome emotion balancing practice related to poor mental health. Earlier studies have linked it to higher levels of psychological inflexibility, defined as the inflexible supremacy of certain psychological reactions over personal values in guiding actions. In order to realize the exact role of psychological flexibility in procrastination, [Nikolett Eisenbeck](#), [David F. Carreno](#), [Rubén Uclés-Juárez](#) carried out study on a sample of 429 university students accomplished measures of academic procrastination, psychological hardness and wide-ranging psychological distress, including depression, anxiety and stress. As predicted, higher levels of procrastination were related to high psychological distress. Both procrastination and psychological distress were related with psychological rigidity. Moreover, psychological inflexibility mediated the relationship between general psychological distress and procrastination. This mediator role was observed in the case of each negative emotional state (depression, anxiety and stress) that make up general psychological distress. These results indicate that negative emotional states and academic procrastination may be linked through the problematic self-regulation pattern of psychological inflexibility. The findings thus support the scope of interventions that target both psychological distress and academic procrastination by decreasing psychological inflexibility and promoting values-based actions. [Piers Steel](#) & [Katrin B. Klingsieck](#) Carried out studies on 167 students of an undergraduate introductory psychology course. It was designed as a self-directed computerized course enabled considerable amounts of procrastination. Students filled out a Big Five Inventory and wrote a short essay detailing: (a) what reason they saw as causing them to procrastinate, and (b) what activities they pursued while procrastinating. The reasons and activities were coded according to their fit to the personality traits. The results

of the study shows that Conscientiousness and its facets were the strongest correlates with procrastination. Moreover, in regression analyses, the other personality traits did not incrementally predict procrastination. However, the reasons ascribed to procrastination and the off-task activities pursued reflected the other personality traits. [Rahim Badri Gargari](#), [Hossein Sabouri](#), and [Fatemeh Norzad](#), This research was conducted to analyze the relationship between attribution and academic procrastination in University Students. The results revealed that there was a meaningful and negative relation between the locus of control and controllability in success context and academic procrastination. Besides, a meaningful and positive relation was observed between the locus of control and stability in failure context and procrastination. It was also found that 17% of the variance of procrastination was accounted by linear combination of attributions.

We expect that causal attribution is a key in understanding procrastination in academic settings and is employed by those who have the knowledge of Causal Attribution styles to organize their learning.

### **Conclusion:**

The present paper has explored previous research on procrastination in order to give a theoretical and Psychological understanding of its occurrence and characteristics. In essence, different perspectives of Academic Procrastination its main causes like fear of failure, self deception fear of success perfectionism and inappropriate commitment etc and Psychological features like Problematic emotion regulations practice related to poor mental health and exact role of psychological flexibility in procrastination & extant range of interventions that mark both psychological misery and academic procrastination by decreasing psychological rigidity and promoting values-based actions.

Procrastination is a intentional illness that can steal from you your success both in studies and in your career. It's for all time better to err on the side of carefulness than to regret for the rest of your life. Starting work early will not cost you anything but rather can help you in doing your job better and more efficiently. Submitting an assignment or job before the due date may give you chance to change your work based on feedback from your trainer or supervisor. People can forgive you better if you allow them time to make suggestions for corrections than if you cause them more problems due to your mediocre work. Dilatory work does not benefit anyone and in fact could harm everyone. If something needs to be done, even if the target is still far away, it is finest to act rapidly to accomplish it. This will not only reduce the number of assignments that you have to complete, it will also decrease your worries. Too much worrying over things can lead to a whole host of mental and emotional issues. If you are prompt and finished things on time, you improve up your own self-worth and people will respect and trust you. A person who works hard and does not procrastinate will be superfluous successful in their career, studies, relationship and life.



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