INTERNATIONAL JOURNAL OF SOCIAL SCIENCES BULLETIN
ISSN: (E) 3007-1917 (P) 3007-1909
Volume 4, Issue 3, 2026

ACADEMIC PROCRASTINATION IN UNDERGRADUATE STUDENTS: A PHENOMENOLOGICAL STUDY OF SOCIO-CULTURAL FACTORS

Imran Ali Gadehi[*1], Rifat abbas khan[2]

[*1]*Research Scholar, Department of Education, Sukkur IBA university, Sindh, Pakistan*
[2]*Faculty, Department of education, Sukkur IBA university, Sindh, Pakistan*

[*1]imranaligadehi.bedf18@iba-suk.edu.pk, [2]riffatabbas@iba-suk.edu.pk

[*1]ORCID 0009-0001-0229-0131

Corresponding Author: *
Imran Ali Gadehi
DOI: https://doi.org/10.5281/zenodo.21389287

Received	Accepted	Published
01 January 2026	17 March 2026	31 March 2026

ABSTRACT

Academic procrastination is common phenomenon among students in higher education. Research indicates that a large number of higher education students procrastinate. Procrastination causes many problems in students like low grades, anxiety, stress, guilt, pressures, mental health issues etc. Most of the studies have explored psychological, behavioural, or personality factors that cause procrastination in students. Very lesser studies have been done on social, cultural, and contextual factors that cause procrastination in students. The aim of present study was to investigate the socio-cultural factors that cause procrastination in higher education students during their academic tasks and activities. To answer the research questions this study applied a qualitative phenomenological design. Through a purposive sampling and semi-structure interviews more insightful data was collected. Participants of the study were enrolled in an undergraduate program of a public sector university. Initially eight participants were selected to participate in the study. However, after six interviews (three male and three female) researchers felt that data was saturated and stopped the process. Data was analysed thematically. The findings of the study show that company matters a lot and friends had a significant impact on putting off academic work. Family involvement in household chores also impacted academic procrastination. Nature of teacher, like lenient teacher behaviour, is another important factor which causes procrastination in students. Other social factors found by this research include group projects, institutional culture and extracurricular activities, all of which play a role in delaying key academic work. Study implies that socio-cultural factors can promote or discourage procrastination habits more than the psychological factors.

Keywords: *Higher Education; procrastination; socio-cultural factors; collaborative tasks; institutional culture; flexible teachers.*

1. INTRODUCTION

Procrastination is a common phenomenon and is often unavoidable because there are many important tasks that we could be doing at any time. However, procrastination has been found to be domain specific. Researchers have identified six different aspects/domains of life where people procrastinate: academic and work, everyday routines and obligations, health, leisure, family and partnership, and social contacts (Hooda & Devi, 2017). However, among them academic procrastination is the most common among

students and highly researched area. It is found that more than 70% of the students procrastinate on daily basis (Schraw et al., 2007). Academic procrastination is defined as "*to voluntarily delay an intended course of academic task despite expecting to be worse off for the delay*" (Seo, 2011).

Academic Procrastination is a common phenomenon among students in higher education (Janssen, 2015). The research indicate that about 70% of the college students have procrastination problem (Li et al., 2021). It is so common among students that it causes a lot of problems for them. For instant, the students who procrastinate usually have low grades (Owens & Newbegin, 1997). Not only this but due to procrastination students' mental health being affected too. The students who procrastinate usually become anxious, pressurized, and guilty (Thakkar, 2009). Other problems like high level of evaluation anxiety, maladaptive perfectionism and low-self efficacy have been found due to procrastination (Mikaeili & Salmani, 2021). Additionally, academic procrastination become reason of stress in students. For example, at first the students enjoy procrastination and feel relax but as deadlines of submitting project, assignment come close it causes extra stress for them.

Most of the studies has explored psychological, and behavioural factors that cause academic procrastination like, failure in self-regulation, fear of failure, lack of motivation, perfectionism, low self-efficacy and low self-esteem, anxiety and depression (KARACAOĞLU & KAPLAN, 2016). Research has also investigated the relationship between personality dimensions and procrastination, demonstrating the closer connection between procrastination and impulsiveness, low conscientiousness, and lack of self-control (Hidalgo-Fuentes et al., 2022). Some research studies on procrastination focuses on dispositional explanation of the problem. Indeed, procrastination has been called as "quintessential self-regulatory failure (Hailikari et al., 2021). A few studies have been done to explore the social factors that cause academic procrastination. Thus, the aim of this study is to explore and analyse the social factors that cause academic procrastination.

As mentioned above the phenomenon of academic procrastination among undergraduates' students has long been a subject of concern for educators, psychologist, and policy makers due to its potential to impede academic achievement and personal development. This study, titled "Lenient Teacher stimulates the academic procrastination: A Phenomenological study of procrastination in Undergraduate students" is conducted with reference to the social factors. Thus, this research seeks to delve into and comprehend the clear ways in which lenient teaching practices affect procrastination behaviours among undergraduate students.

Thus, this study has been conducted because it holds significance. To start with, it contributes to educational psychology. As understanding relationship between teacher leniency and student procrastination can enrich the field of educational psychology. This study provides empirical evidence and theoretical insights into how teaching styles impact student behaviours, particularly procrastination. Second, universities can utilize the results of this study to enhance student support services. Understanding the triggers of procrastination can lead to the development of targeted workshops, counselling services, and academic support programs designed to mitigate procrastination and promote effective study habits among students.

Third, the most significantly, policy makers in the education sector can benefit from the insights gained through this research. The study's finding can inform the creation of policies that encourage effective teaching practices and address issues related to academic procrastination. Thus, it can ultimately contribute to higher academic standards and better educational outcomes. Fourth, understanding procrastination through the lens of teacher-student interactions can help students gain self-awareness and develop better self-regulation strategies. This study can empower students by providing them with knowledge and tools to overcome procrastination. Thus, fostering personal growth and development.

Lastly, this phenomenological study adds to the academic literature by providing qualitative insights into the lived experiences of

undergraduate students dealing with procrastination. It fills gap in existing research by focusing on social factors that add in academic procrastination of the students. Thus, this study can inspire further research and exploration in this area.

Therefore, this study holds significant potential to influence educational practices, support services, policy making, student development and adds significantly in literature. The insights gained can lead to more effective educational strategies and a better understanding of how to support students in achieving their academic and personal goals.

2. Literature Review

Procrastination is a common phenomenon in contemporary world (Ferrari et al., 1995). It is considered as pervasive problem associated with a wide range of negative outcomes. It is common in variety of life domains and it occurs when people are faced with tasks that are seen as aversive (Sirois & Pychyl, 2013). Academic procrastination is defined as voluntary delay of an intended academic work, despite expecting to be worse off for the delay (Steel & Klingsieck, 2016). Research findings indicate that about 30-60% of undergraduate students postpone their academic task to the point of their inconvenience and the task is unlikely to be performed (Rabin et al., 2011).

In academic setting, students are assigned individual task and group task. Mostly students procrastinate more in group tasks than individual tasks. It is because the task that students have done in a group was not clearly and specifically assigned to them. This cause procrastination in students (Gafni & Geri, 2010).The group norms are unwritten rules and expectations, about behaviour/attitude, which people expect from other people in their group (Zimbardo et al., 2013). These expectations can cause procrastinations in group members. Priorities of group members also affect their work in group tasks. Some academic assignments are considered more important than others by some students. Moreover, in general, academic work is more important for some students, whereas, it is not for others (Paden & Stell, 1997). Social norms set by teachers and students can cause procrastination in students (Ackermann & Gross, 2005).

Students' life is surrounded by many social stimulations. They must choose between studying and social activities. Both studying and social activities have attraction. The study has attraction of gaining knowledge and degree, whereas social activities have their own charm. The study is less attractive as compare to sociability because reward of study lies in far future while reward of the sociability is near and effective (Schouwenburg & Groenewoud, 2001). Students are attracted towards social activities when they feel deadline of the assignments is too far (Schouwenburg & Groenewoud, 2001). Therefore, students choose to sociability and procrastinate the academic tasks. Student academic procrastination is significantly caused by the teacher's personality and pedagogy too. Disorganised and careless lecturers cause lack of motivation in students. While teachers who have high expectations, have boosted their students' energy, engaged them in class and decreased their procrastination (Grunschel et al., 2013). Whereas, the teachers who have lower expectations, are more flexible with their gradings, and are prepared to negotiate deadlines with students encourage procrastination(Yang, 2021). It is also the fact that educators lack a thorough understanding of effective study methods (Svartdal et al., 2020). They don't assign tasks to students that would assist them to be completed on time. The students become unable to understand the task. Teachers, therefore, adds to academic procrastination as well.

One of the elements that contribute to academic procrastination is the nature of the tasks (e.g., whether they are seen as engaging or dull, and whether the directions are clear or unclear) as well as the deadline (Nordby et al., 2017).This is particularly noticeable in theses and term papers. Participants in the current study discussed the scope, complexity, lack of clear instructions, trouble choosing appropriate populations for their research, and difficulties producing the final article as major causes of their procrastination. When this factor was analysed according to procrastination levels, it was found that students with low procrastination levels gave the

assignment's difficulty and the advisor's availability more weight than did students with medium and high procrastination levels. This is likely because they are more motivated to complete the assignment and meet the deadline (Visser et al., 2018).

Moreover, inconsistent findings have been found in prior research that looked at the connection between procrastination and internet addiction. Academic procrastination and internet addiction may be positively correlated (Al Shaibani et al., 2020). Some researchers (e.g. Przepiorka et al., 2016) discovered that procrastination serves as a predictor for Facebook addiction.

The majority of students experienced confusion and overwhelm while trying to plan an entire course of study, a semester, or just an exam phase on their own.The research (Grunschel et al., 2013) provides compelling illustrations of the negative consequences of freedom in the learning environment. Students who struggle with organizing and prioritizing their work or other self-management abilities should be particularly perplexed in an environment that grants them a lot of freedom. Students who lack study skills or don't establish good routines and habits are particularly vulnerable because of the autonomy that comes with having a lot of flexibility. These behaviors result in poorer achievement and increased task postponement (Steel et al., 2018).

In addition, students who have extended deadlines tend to view their tasks as more challenging, requiring them to invest more time and effort (Jin et al., 2019). However, the disadvantage of making such high resource estimations is that they may lead to higher abandon rates and longer intention-action gaps (the interval of time before starting the activity).

Another line of research that is being currently developed relates to the family role in this process. According to Bronfenbrenner's ecological system theory, individuals are part of community and they do not exist in or develop in isolation(D. P. Ryan, 2001). Their development does not depend on a singular factor. Bronfenbrenner's ecological system theory argues that family is the primary microsystem which influence adolescent development. As individual transition into adolescence, they become more sensitive to parental relationships, parenting styles significantly impact their growth (Fan et al., 2021).Studies show that psychological control and other negative parenting approaches can exacerbate academic procrastination tendencies (Wu et al., 2024).Such control, according to self-determination theory (R. M. Ryan & Deci, 2000)) and parental socialization models (Grusec & Davidov, 2010) impairs children's self-regulation and encourages procrastination (Lo Cascio et al., 2016). Studies show that psychological control and other negative parenting approaches can increase academic procrastination tendencies (Wu et al., 2024). In addition to impairing academic performance and possibly harming parent-child interactions, high parental expectations have been linked to increased perfectionism, which is known risk factor for delaying of the academic task (Wu et al., 2024).Thus, it affects academic performance and damages parent-child relationship.

Unquestionably, family is crucial for the development of appropriate habits (Gonzalez-Pienda et al., 2006). For instance, (Beswick et al., 1988), proposed that procrastinators overwork themselves and that their behaviour is typically associated with demanding families who have doubts about their child's capacity for success. A type of socially dictated perfectionism that is positively correlated with procrastination is typically linked to parental expectations and high levels of criticism (Batool, 2020).

Also, peer interactions continue to play a crucial role in the healthy development of adolescents and have a growing impact on their development (Bao et al., 2020). Peers encourage one another to engage in negative behaviours such as theft, dishonesty, and aggression. Research has linked these deviant peer affiliations to negative social perceptions, anti-social behaviour, and delayed academic tasks (Chui et al., 2022).The Peer Socialization Model (Gardner & Steinberg, 2005) and Social Learning Theory (Bandura & Hall, 2018) suggest that adolescents adopt attitudes and behaviours through interaction with these peers, learning procrastination through observation. Moreover, the reinforcement within these groups may sustain academic procrastination as a learned

behaviour (Li et al., 2024). Additionally, as per the Dual Systems Model (Shulman et al., 2016), adolescents' reward-seeking tendencies are heightened by the peer context through the activation of the socio-emotional system. This can lead to adolescents favouring risky but immediately gratifying behaviours over the self-regulation needed for timely task completion (Smith et al., 2018).Therefore, academic procrastination as a strategy to prioritise short-term over long-term goals may be reinforced by the presence of deviant peer influences. It is hypothesised that deviant peer affiliation may prospectively predict increases in academic procrastination among adolescents over time, given the reward-oriented peer influences that undermine self-control and the social learning mechanisms that model and maintain procrastination habits. Additionally, the study by Nordby et al. (2017) indirectly supported the idea that students who delay, they are impacted by the behaviour of their peers. Peer distraction is a significant cause of academic procrastination (Chen et al., 2020).

Moreover, according to (Smith et al., 2018), adolescents experience substantial changes in their self-concept, which are indicated by increased self-awareness and perspectival cognitive abilities. Adolescents are highly sensitive to outside judgements due to their metacognitive maturation, especially in situations where notable accomplishments are involved. Procrastination tendencies in academic settings have been found to be associated with fear of negative evaluation, which is defined as concern over possible negative judgements (Watson & Friend, 1969). Based on the Self-Worth Theory (Covington, 1992) people may put off tasks in order to maintain their sense of competence and self-worth by avoiding circumstances that could lead to their weaknesses being seen negatively.

Furthermore, according to self-determination theory (R. M. Ryan & Vansteenkiste, 2023) the intrinsic desire necessary for prompt academic involvement is undermined when fear of receiving a bad evaluation prevents one from meeting the basic requirement for competence. As per the Control Theory (Carver & Scheier, 2012) individuals who place more importance on affect control than task concentration tend to put things off. Anxiety over possible underperformance is increased by fear of a negative evaluation, which encourages procrastination as a coping mechanism to reduce discomfort by delaying immediate engagement in the anxiety-inducing action. Empirically, fear of failure and negative evaluation have been consistently identified as the main causes of procrastination (Abdi Zarrin & Gracia, 2020).Over time, fear of negative evaluation has been shown to predict lower achievement motivation (Halldorsson et al., 2019) which is a risk factor for procrastination that gets worse.

3. Methodology of Research

To answer the research question that 'what are the social factors that cause procrastination in undergraduate students?' this study employed phenomenological approach. According to Creswell and Creswell (Creswell & Creswell, 2017) researchers that use phenomenology attempt to look into subjective phenomena. The aim of present study is to investigate students' lived experiences of procrastination. Our approach is that procrastination is a subjective experience that is influenced by social factors. Additionally, phenomenological research is employed in fields with limited knowledge (Mohajan, 2018). Heidegger's interpretative phenomenology suites more to our study. Interpretative phenomenology is suitable for the investigation of external influences on the individual experiences.

3.1. Data Collection

A semi-structured is one-on-one conversation between researcher and participant (Harrell & Bradley, 2009). Our study used semi-structured interviews to explore the complexities of students' procrastination experience. A semi-structure interview strikes a mix between open-ended answers and guided questions. An interview guide was developed for the purpose which was modified by the recommendations from the experts. One pilot interview was conducted from a student who was not a participant of the study and then

procedures and contents were finalized for the actual interviews. Semi-structured interviews provide a deeper understanding of participants subjective experiences by allowing them to elaborate their experiences. Therefore, these interviews provided us rich and insightful data about student's procrastination experiences.

3.2. Participants

The study's participants were purposefully chosen for the investigation. According to (Onwuegbuzie & Leech, 2007) purposeful sampling is a sampling approach in which specific locations, individuals, or events are chosen on purpose in order to give significant information that cannot be gained from other options. The aim of present study was to identify the social variables that contribute to academic procrastination. As a result, the eighth semester education department students, who were facing procrastination problems with their assignments, were contacted to participate in the study. Initially eight students were identified with procrastination issues, and eventually six volunteers agreed to participate in the study. Three of them were male and three were female.

3.3. Data Analysis

Semi-structured interviews were conducted from the purposefully selected participants. These interviews were recorded with the consent of participants. For the ease of participants, interviews were conducted in their lingua franca. These audio-recorded interviews were transcribed into the text first and then were translated into English using back-to-back translation method. Written interviews were shared with the participants for their approval and cross check. Language experts were consulted following the participants' confirmation of their opinions, and they verified the translation. The data was read, re-read, and codes were generated in the data to provide an answer to the study questions. Subsequently, the coded data was examined for broader patterns, recurrences, and noteworthy points utilizing synthetic and analytical approaches. Our themes sprang from this, and they were subsequently arranged in the form of findings.

4. Findings

Following themes were emerged from the data.

4.1. Friends are Foes

Friends are the main social factor that cause academic procrastination in the students. They act more as foes than friends when it comes to delaying academic work**.** One of the participants P1 complained about his friends:

When I start doing work my good friends come and say, come on let's go outside for something. The condition is that you cannot say no to them. Whenever, I say no, they stop talking to me which leads to social isolation that I cannot handle. In this condition, I must stop studying and wander here and there. In this way, your friends became your foes in terms of delaying the academic tasks.

Friends can be one of the main causes of study barriers. When they are not studying, they cannot let one another study. As a result, they constantly invite their friends to go outside and have fun. In this case, friends who are so close must forsake their work, no matter how important it is. Friends should avoid them if they do not want to go. They feel forced to walk outside even though they do not understand the circumstances. Studying is thus postponed and compromised because of friends. Friends also have an influence. If someone is having fun and not putting much emphasis on their studies, others will naturally begin to imitate them.

4.2. Family Disturbance in Putting off Important Academic Tasks

Family is another social factor that causes academic work delays. The process of buying little home goods is really disruptive. Participant 1 complains about family disruption:

Whenever, I start doing academic related tasks, my mother asks me to go outside and buy accessories such as matches, sugar, salt, potato etc. Like you are putting off the tasks because your mummy needs potatoes. I usually laugh at this behaviour that seems so funny. It has become my routine to leave the study and buy minor things for them.

It is how the experience is interpreted by the students. When it comes to putting off important academic work, family is a big source of disturbance. For example, it may prompt you to conduct household tasks during a study session. This breaks the students' studying tempo and prevents them to continue their study. Though, resuming of the study is possible, but procrastination is preferred by the students. Students find a reason to blame their family for breaking their tempo and delaying their tasks.

4.3. Lenient Teacher Stimulates the Academic Procrastination as Compared to Strict and Non-lenient Teacher

Teacher attitude is another influential factor contributing to students' procrastination. If the teacher is flexible and willing to extend due dates of the assignments then academic procrastination is a sure thing. On the other hand, if the teacher is disciplined who follow his deadlines strictly then then there are lesser chances of students procrastinating behaviours. Participant 3 explained the reasons of his procrastination behaviour as following:

I procrastinate because of the nature of the teacher. For example, if the teacher is lenient and accepts our assignments after the deadline. I do not write his/her assignment on time and keep on delaying. I do take advantage of the leniency of the teacher. On the other hand, if the teacher is strict and demands work to be done on time. I do delay still but submit assignments on time due to their strictness.

Our education systems and our societies don't develop and educate children as responsible individuals of the society. In contrast student life is time when students feel, mostly, free from any responsibility in their life. Students, with this kind of upbringing, don't take responsibility of their learning even at undergraduate and post graduate levels. They don't think that learning at higher education stage is their own responsibility and assignments are part of that learning process. Therefore, leniency and kindness of teachers is considered as weakness of the teacher and system to bind them to their studies. Instead of blaming themselves for their procrastinating behaviour students think that it is the fault of teacher who showed leniency and didn't follow his deadlines. Both teachers and students need to think on the situation. Teachers need to follow their deadlines but students also need to take the responsibility of their learning at least at higher education stage.

4.4. Social Stimulus is More Effective as Compared to Academic One

Compared to completing assignments, projects, and preparing for exams, extracurricular activities serve as a social lure for students to participate. Taking part in the extra-curricular activities has quick rewards whereas academic rewards are long term. Participant-4 is talking about quick rewards and long-term academic reward:

University is a place of temptation where many things run parallel. On one hand, one must perform academic tasks such as doing assignments, preparing for exams, submitting projects etc. And on the other hand, one becomes eager to participate in extra-curricular activities such as sports, debate, declamation contests, video making contests, etc. I do not focus on my academic tasks, but I am more into the extra-curricular activities because these give immediate rewards while academic rewards delayed ones.

Educational institutions are social places in which curricular and extra- curricular activities run parallel. Both activities are important for the students' personality grooming. However, some students give more attention to the extracurricular activities compared to the curricular activities. Though it is part of the personality to get quick rewards or delaying gratification, however, social and culture opportunities play an important role in it. Moreover, the interpretation of this phenomenon by the individuals who prefer quick reward than delaying gratification is important to understand.

4.5. Too Much Dependency on Group Members Lead to Academic Procrastination

In group work some students get too much dependent and rely on their colleagues to complete assignments. It develops procrastination habits in them. That is how participant-1 interpret the situation in a group work:

Often, we are assigned group work in a classroom. Instead of doing assignments on time, we often rely on the other members to start the work and do it for us. What happens is that none of us start the work. We begin when the deadline is so close. It might be challenging for students to choose who will take the lead and where to begin when given group assignments. They rest in that confused state and wait for the most responsible group member who actually cares about getting good grades and finishing tasks on time. It's interesting that nobody begins until the very last minute. The day before the deadline, they get to work. Furthermore, they feel that group work is more likely to result in procrastination than individual work.

4.6. After Hanging Out with male/female Friends, Resuming Academic Task is Difficult

Opposite genders have attraction for each other. It is more prevalent phenomenon at undergraduate level. Students who hang out with opposite gender find it difficult to meet their deadlines of assignments. Participant-4 express his feelings and talk about his hangout experience with the friends:

I will say that co-education is a factor that contributes towards my academic procrastination. For example, whenever I start writing assignments, my fellow calls or messages me to come out and have a cup of tea. Interestingly, it is such a powerful proposal that cannot be refused. I spend many hours in that company and it becomes difficult for me to resume my studies where I have left them.

For men and women to respect each other is traditional in our society. The principle of mutual respect is taken for granted. Similarly, when students go to college, interact with the opposite sex, and get to know each other, they come to rely on each other even for the most trivial matters. For example, if they want to go to a cafe for tea, they don't want to go alone, but they need a companion for chit chat and gossip. So, they call or send a message to their companions and ask them to have a cup of tea. With social norms in mind, they can't say no, so they leave work and join their classmates for tea.

4.7. Social Media Shapes the Behaviour Whether to Study or Delay the Tasks

In present times social media also control our behaviours. With its influence we decide to procrastinate or submit assignments on time. Social media is so entertaining that cannot be avoided. It is fun that is enjoyed at the cost of academic tasks**.** Participant 1-

social media influences and shapes my behaviours. Many social media platforms such as Facebook, Tweeter, and Instagram keep on distracting, disturbing, and triggering my internal motivation to keep surfacing those platforms. It is so entertaining and engaging that you cannot put your smartphone aside to engage yourself in a productive task. Time passes in scrolling up and down the posts and videos without realising the fact that it is a waste of time.

The current issue of students as well as other people is that they spend more time on social media compared to performing purposive assignments/tasks. The reason for this is that doing assignments has no immediate result, but watching a movie for two and a half hours could teach them a lesson and provide entertainment. Therefore, students prefer delaying assignments and engaging on social media.

5. Discussion

One important contribution of our study is to focus on social factors that are causing procrastination in undergraduate students. Whereas, we see that previous research suggests that academic procrastination is a dispositional problem that is related with self-regulatory failure (Zacks & Hen, 2018). A large body of the research has investigated the relationship between personality dimensions and procrastination, demonstrating the connection between procrastination and impulsiveness, low conscientiousness and lack of self- control (Nordby et al., 2017). However, our study stresses more on the social dimension of the procrastination problem. It demonstrates that problem of procrastination can be approached and addressed more broadly in contrast to the previously considered narrower approach.

The study by Nordby et al., (2017) found peer distraction was the reason for increased degrees of procrastination. Our findings are consistent with such studies which shows that friends act as foes when it comes to putting off the academic tasks. It highlights a crucial point that friends love each other's presence and desire to spend more time together. However, not everyone in the company have the same skills, potentials and speed to complete their academic tasks on time. When the quicker ones complete their tasks earlier and they convince their slower friends to have some fun or entertainment currently and complete their tasks later on. This behaviour of friends, most of the time, causes procrastination in the academic tasks of the slower buddies.

Teachers' attitude and personality plays an important role in shaping students' academic behaviour. Findings of our study show that teachers who are lenient in their attitude cause procrastination in students' academic tasks. Whereas, the strictly disciplined teachers encourage and ensure efficiency and regularity in academic tasks. Similar results were found in another study by (Grunschel et al., 2013), where students blamed lecturers' careless attitudes for their procrastinated behaviours. In contrast to that teachers high expectations have boosted the energy of their students', well engaged them in the class and decreased their procrastination (Corkin et al., 2014). Whereas, teachers having lower expectations, more lenient behaviours in grading, and prepared to negotiate deadlines causes procrastination (Schraw et al., 2007).

One of the main factors of distraction and academic inefficiency in todays' world is social media. Social media usage can result in procrastination, time loss, and distraction (Ozer et al., 2014). Findings of our study demonstrate that social media, despite its significant influence in today's world, causes procrastination in academic tasks of undergraduate students. Additionally, it has impacts in shaping students' academic attitude.

Students are drawn to social temptations like extracurricular activities. Compared to curricular activities, extracurricular activities offer immediate rewards, which is why they participate in them. Additionally, social interaction increases their social circle and helps them gain acceptance from others. Conversely, the benefits of completing academic assignments come too slowly. The students' lives are full of social temptations. Similar concerns were noted by Schouwenburg and Groenewoud (2001) about students' disorientation of choosing between studying and social activities. There are benefits to socializing and learning. The appeal of studying is knowledge acquisition and degree attainment, but the appeal of social activities is sociability.

In academic setting students procrastinate more in group tasks as compared to individual tasks (Gafni & Geri, 2010). According to the current study's findings, students in groups tend to put off starting their academic work because they rely too much on one another. They continue to put off the task until the deadline approaches.

Findings of our study show that non-cooperative parenting and family behaviour cause academic procrastination. Our results are in line with the previous research showing that supportive parenting is associated with lower procrastination (Zakeri et al., 2013). Parents with less education, who do not understand the value of education, assign their children to various home chores, which negatively affects their ability to complete their academic tasks on time.

6. Conclusion

A significant amount of research indicates that personality traits are responsible for academic procrastination in students. However, some studies have highlighted the role of social factors in causing academic procrastination. This research has helped to uncover the social influences that cause academic procrastination. The findings of the study imply that social factors have great impacts on academic efficiency and development of undergraduate students. In this regard parents, and teachers' role become vital to provide support to the students to cope up with procrastination challenges. Peers have a significant role in procrastination problems. Students should adopt a company of friends who are encouraging, supportive, collaborative, and cooperative to avoid procrastination problems. Teachers need to be

disciplined and strictly follow their deadlines for the assignments.

Funding source
This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

Declaration of competing interest
There are no competing conflict of interests.

Ethical Statement
A committee approved that all ethical considerations were taken care of.

Data Availability
Data can be shared on request.

7. REFERENCES

Abdi Zarrin, S., & Gracia, E. (2020). Prediction of academic procrastination by fear of failure and self-regulation. Educational Sciences: Theory and Practice, 20(3), 34–43.

Al Shaibani, M. H., Hejab, M., & Shaibani, A. (2020). Academic procrastination among university students in Saudi Arabia and its association with social media addiction. Psychol Edu J, 57, 1118–1124.

Bandura, A., & Hall, P. (2018). Albert bandura and social learning theory. Learning Theories for Early Years Practice, 63.

Bao, Z., Jiang, Y., Zhu, J., & Zhang, W. (2020). School connectedness and deviant peer affiliation among Chinese adolescents: the mediating role of sleep problems. Current Psychology, 1–10.

Batool, S. S. (2020). Academic achievement: Interplay of positive parenting, self-esteem, and academic procrastination. Australian Journal of Psychology, 72(2), 174–187.

Beswick, G., Rothblum, E. D., & Mann, L. (1988). Psychological antecedents of student procrastination. Australian Psychologist, 23(2), 207–217.

Carver, C. S., & Scheier, M. F. (2012). Attention and self-regulation: A control-theory approach to human behavior. Springer Science & Business Media.

Chen, Z., Zhang, R., Xu, T., Yang, Y., Wang, J., & Feng, T. (2020). Emotional attitudes towards procrastination in people: A large-scale sentiment-focused crawling analysis. Computers in Human Behavior, 110, 106391.

Chui, W. H., Weng, X., & Khiatani, P. V. (2022). Associations among bullying victimization, family dysfunction, negative affect, and bullying perpetration in Macanese adolescents. International Journal of Offender Therapy and Comparative Criminology, 66(1), 28–49.

Corkin, D. M., Shirley, L. Y., Wolters, C. A., & Wiesner, M. (2014). The role of the college classroom climate on academic procrastination. Learning and Individual Differences, 32, 294–303.

Covington, M. V. (1992). Making the grade: A self-worth perspective on motivation and school reform. Cambridge University Press.

Creswell, J. W., & Creswell, J. D. (2017). Research design: Qualitative, quantitative, and mixed methods approaches. Sage publications.

Fan, W., Li, M., & Chen, X. (2021). Reciprocal relationship between parenting styles and interpersonal personality in Chinese adolescents. Frontiers in Psychology, 12, 740026.

Ferrari, J. R., Johnson, J. L., & McCown, W. G. (1995). Procrastination and task avoidance: Theory, research, and treatment. Springer Science & Business Media.

Gafni, R., & Geri, N. (2010). Time management: Procrastination tendency in individual and collaborative tasks. Interdisciplinary Journal of Information, Knowledge, and Management, 5(1), 15–125.

Gardner, M., & Steinberg, L. (2005). Peer influence on risk taking, risk preference, and risky decision making in adolescence and adulthood: an experimental study. Developmental Psychology, 41(4), 625.

Gonzalez-Pienda, J. A., Núñez, J. C., Solano, P., Silva, E. H. da, Rosário, P., Mourão, R., & Valle, A. (2006). Olhares de género face à matemática: uma investigação no ensino obrigatório espanhol. Estudos de Psicologia (Natal), 11, 135–141.

Grunschel, C., Patrzek, J., & Fries, S. (2013). Exploring reasons and consequences of academic procrastination: An interview study. European Journal of Psychology of Education, 28(3), 841–861.

Grusec, J. E., & Davidov, M. (2010). Integrating different perspectives on socialization theory and research: A domain-specific approach. Child Development, 81(3), 687–709.

Hailikari, T., Katajavuori, N., & Asikainen, H. (2021). Understanding procrastination: A case of a study skills course. Social Psychology of Education, 24(2), 589–606.

Halldorsson, B., Castelijn, S., & Creswell, C. (2019). Are children with social anxiety disorder more likely than children with other anxiety disorders to anticipate poor social performance and reflect negatively on their performance? Journal of Affective Disorders, 245, 561–568.

Harrell, M. C., & Bradley, M. A. (2009). Data collection methods. Semi-structured interviews and focus groups. Rand National Defense Research Inst santa monica ca.

Hidalgo-Fuentes, S., Martínez-Álvarez, I., & Sospedra-Baeza, M. J. (2022). Autoestima y procrastinación en el ámbito académico: un meta-análisis. Revista Fuentes, 24(1), 77–89.

Hooda, M., & Devi, R. (2017). Procrastination: A serious problem prevalent among adolescents. ZENITH International Journal of Multidisciplinary Research, 7(9), 107–113.

Janssen, J. (2015). Academic procrastination: Prévalence among high school and undergraduate students and relationship to academic achievement.

Jin, H., Wang, W., & Lan, X. (2019). Peer attachment and academic procrastination in Chinese college students: a moderated mediation model of future time perspective and grit. Frontiers in Psychology, 10, 2645.

KARACAOĞLU, K., & KAPLAN, A. (2016). An Examınatıon of the Relatıonshıp between Procrastınatıon and Self-Efficacy: An Empırıcal Study. Editorial Board, 11(3), 41.

Li, X., Zhang, W., Ji, L., & Cao, Y. (2024). Potential Mechanism Linking Peer Relationships and Adolescent Prosocial Behavior: Mediation of Cognitive Empathy and Moderations of OXTR and DRD2. Journal of Youth and Adolescence, 1–15.

Li, X., Zhou, M., & Zhang, X. (2021). Rational and Irrational Beliefs in Understanding Academic Procrastination. The Journal of Genetic Psychology, 1–17.

Lo Cascio, V., Guzzo, G., Pace, F., Pace, U., & Madonia, C. (2016). The relationship among paternal and maternal psychological control, self-esteem, and indecisiveness across adolescent genders. Current Psychology, 35, 467–477.

Mikaeili, N., & Salmani, A. (2021). Investigating the Role of Parenting Styles in Predicting Students' Academic Procrastination. Journal Of Human Relations Studies, 1(1), 13–20.

Mohajan, H. K. (2018). Qualitative research methodology in social sciences and related subjects. Journal of Economic Development, Environment and People, 7(1), 23–48.

Nordby, K., Klingsieck, K. B., & Svartdal, F. (2017). Do procrastination-friendly environments make students delay unnecessarily? Social Psychology of Education, 20(3), 491–512.

Onwuegbuzie, A. J., & Leech, N. L. (2007). Sampling designs in qualitative research: Making the sampling process more public. Qualitative Report, 12(2), 238–254.

Owens, A. M., & Newbegin, I. (1997). Procrastination in high school achievement: A causal structural model. Journal of Social Behavior and Personality, 12(4), 869.

Ozer, I., Karpinski, A. C., & Kirschner, P. A. (2014). A cross-cultural qualitative examination of social-networking sites and academic performance. Procedia-Social and Behavioral Sciences, 112, 873–881.

Paden, N., & Stell, R. (1997). Reducing procrastination through assignment and course design. Marketing Education Review, 7(2), 17–25.

Przepiorka, A., Błachnio, A., & Díaz-Morales, J. F. (2016). Problematic Facebook use and procrastination. Computers in Human Behavior, 65, 59–64.

Rabin, L. A., Fogel, J., & Nutter-Upham, K. E. (2011). Academic procrastination in college students: The role of self-reported executive function. Journal of Clinical and Experimental Neuropsychology, 33(3), 344–357.

Ryan, D. P. (2001). Bronfenbrenner's ecological systems theory. Retrieved January, 9, 2012.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American Psychologist, 55(1), 68.

Ryan, R. M., & Vansteenkiste, M. (2023). Self-determination theory. In The Oxford Handbook of Self-Determination Theory (pp. 3–30). Oxford University Press.

Schouwenburg, H. C., & Groenewoud, J. (2001). Study motivation under social temptation; effects of trait procrastination. Personality and Individual Differences, 30(2), 229–240.

Schraw, G., Wadkins, T., & Olafson, L. (2007). Doing the things we do: a grounded theory of academic procrastination. Journal of Educational Psychology, 99(1), 12.

Seo, E. H. (2011). The relationships among procrastination, flow, and academic achievement. Social Behavior and Personality: An International Journal, 39(2), 209–217.

Shulman, E. P., Smith, A. R., Silva, K., Icenogle, G., Duell, N., Chein, J., & Steinberg, L. (2016). The dual systems model: Review, reappraisal, and reaffirmation. Developmental Cognitive Neuroscience, 17, 103–117.

Sirois, F., & Pychyl, T. (2013). Procrastination and the priority of short-term mood regulation: Consequences for future self. Social and Personality Psychology Compass, 7(2), 115–127.

Smith, A. R., Rosenbaum, G. M., Botdorf, M. A., Steinberg, L., & Chein, J. M. (2018). Peers influence adolescent reward processing, but not response inhibition. Cognitive, Affective, & Behavioral Neuroscience, 18, 284–295.

Steel, P., & Klingsieck, K. B. (2016). Academic procrastination: Psychological antecedents revisited. Australian Psychologist, 51(1), 36–46.

Steel, P., Svartdal, F., Thundiyil, T., & Brothen, T. (2018). Examining procrastination across multiple goal stages: a longitudinal study of temporal motivation theory. Frontiers in Psychology, 9, 353498.

Svartdal, F., Dahl, T. I., Gamst-Klaussen, T., Koppenborg, M., & Klingsieck, K. B. (2020). How study environments foster academic procrastination: Overview and recommendations. Frontiers in Psychology, 11, 540910.

Thakkar, N. (2009). Why procrastinate: an investigation of the root causes behind procrastination.

Visser, L., Korthagen, F. A. J., & Schoonenboom, J. (2018). Differences in learning characteristics between students with high, average, and low levels of academic procrastination: Students' views on factors influencing their learning. Frontiers in Psychology, 9, 336821.

Watson, D., & Friend, R. (1969). Measurement of social-evaluative anxiety. Journal of Consulting and Clinical Psychology, 33(4), 448.

Wu, D., Li, J., Yang, Q., & Ye, B. (2024). Exploring the dynamics of academic procrastination in junior high school students: Examining predictors using latent transition analysis. Personality and Individual Differences, 229, 112750.

Yang, Z. (2021). Does Procrastination Always Predict Lower Life Satisfaction? A Study on the Moderation Effect of Self-Regulation in China and the United Kingdom. Frontiers in Psychology, 12.

Zacks, S., & Hen, M. (2018). Academic interventions for academic procrastination: A review of the literature. Journal of Prevention & Intervention in the Community, 46(2), 117–130.

Zakeri, H., Esfahani, B. N., & Razmjoee, M. (2013). Parenting styles and academic procrastination. Procedia-Social and Behavioral Sciences, 84, 57–60.

Zimbardo, P. G., Johnson, R. L., & McCann, V. (2013). Psychologie, een inleiding. 7e druk. Amsterdam: Pearson.

IEER
Institute for Excellence in Education & Research