

EXAMINING STRATEGIES FOR OVERCOMING PROCRASTINATION IN
COLLEGE AND UNIVERSITIES

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Abstract: This study includes the main reasons for college and university students to procrastinate and complete assignments at the last minute during their studies, its consequences, and measures to be taken to prevent this situation. The work of Dominic J. Voge, Itamar Shatz, Jane Wild and other researchers was also analyzed as part of the study. The results showed that the main reasons for procrastination in the study process are: dislike of work, inability to properly allocate time, and fear of making mistakes.

Keywords: research, procrastination, methodology, approach, strategy, mindset

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Annotatsiya: Ushbu izlanish kollej va universitet talabalarining o'qish davomida vazifalarga sustkashlik bilan yondashish va berilgan topshiriqlarni oxirgi daqiqalarda bajarishning asosiy sabablari, uning oqibatlarini va bu holatning oldini olish bo'yicha qilinishi kerak bo'lgan choratadbirlarni o'z ichiga oladi. Izlanish doirasida Dominic J. Voge, Itamar Shatz, Jane Wild va boshqa izlanuvchilarning ishlari ham tahlil qilindi. Natijalar shuni ko'rsatdiki, o'qish jarayonidagi kechiktirishning asosiy sabablari: ishyoqmaslik, vaqtni to'g'ri taqsim qila olmaslik va xato qilishdan qo'rqish kabilardir.

Kalit so'zlar: tadqiqot, sustkashlik (procrastination), metodologiya, yondashuv, strategiya

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Аннотация: В данном исследовании рассматриваются основные причины прокрастинации студентов колледжей и университетов, которые склонны откладывать выполнение заданий в последний момент во время учебы, последствия этого и меры по предотвращению этой ситуации. В рамках исследования также были проанализированы работы Доминика Дж. Воге, Итамара Шатца, Джейн Уайлд и других исследователей. Результаты показали, что основными причинами прокрастинации в учебном процессе

являются: неприязнь к работе, неумение правильно распределять время и страх совершить ошибки.

Ключевые слова: исследование, прокрастинация, методология, подход, стратегия, образ мышления

INTRODUCTION: Procrastination is a very typical and persistent problem among college students-as it results in increased stress, decreased academic performance, and lower self-efficacy. We were also one of the students who always wait until the last minute to complete the given assignments. Especially with the advent of technology, environmental distractions have grown. Such distractions are due to digital devices and online platforms. This case study seeks to unpack the inhibiting factors of procrastination and learn applicable interior strategies, meaning strategies that come from within the students themselves that work against the problem. Although time management and motivation have been studied extensively, there remains a dearth of evidence that assesses how such students work against procrastination using more traditional means, and interestingly, digital means too in genuine academic settings.

Research Questions:

1. What are the common triggers or situations that lead to procrastination for students?
2. What strategies do college students perceive as most effective in overcoming procrastination and how do they implement these strategies in their academic lives?
3. How do students use technology to manage their time, plan their work, and avoid procrastination?

Objective

The objective of this case study is to explore the common triggers of procrastination among college students and to identify effective strategies they use to overcome it.

Background and personal context:

It is not just about laziness when the matter is procrastination. We realized much was in there: emotional and mental factors. For example, sometimes we put off work because we are afraid, we would not be able to render it sufficiently well. Sometimes We are just too tired or distracted to focus. And then there is the issue of time being sucked away by technology-a worthy term here-the likes of YouTube, Telegram, or Instagram.

This case study will capture both my journeys as well as my friend Barno's. She used to be a chronic procrastinator, starting her assignments just one hour before the deadline. But one day she decided to change. She started learning time management tips on YouTube and began to get her life organized in her daily activities. Her story has always inspired me to support my studies using articles, videos, and other academic resources. For instance, in the video by Elyssa Smith (2024), explaining the reduction of procrastination through mindset change and habit-building. It was also studied the work of Itamar Shatz (2025), who outlined several psychological causes of procrastination and elaborated on the false belief that individuals function better under pressure when, in truth, they do not.

Literature review

Procrastination among college students is quite prevalent and is mostly tied to emotional and cognitive problems, contrary to just being lazy. Some studies explain that procrastination is not just a bad habit but an emotional issue on a deeper level. One of the well-known researchers named Voge (2017) explains how many students procrastinate just because of perfectionism, fear of failure, or even feeling overwhelmed. He even stressed the importance of recognizing these emotional triggers before any change can take place.

Shatz (2025) gives more weight to the argument, stating that students delay their tasks because they believe they work better under pressure. Honestly, this is one of the shocking facts among

the articles we have read. He assumes the fact that this belief ends in harm: When students procrastinate and leave things for the last minute, they do not get ample time to either review their work or fix any problems arising from technical issues, be it poor electricity supply or internet.

According to research done by Kausar et al. (2022), it was found that students with high self-efficacy, or who believe in their capability to succeed, tend to procrastinate less. These individuals are better planners and are more confident carrying the academic tasks placed before them.

However, Smith (2024), in her video, states that mindset change and formalized habits are the forerunners to doing away with procrastination. She also talks about how modern distractions-digital-might either help or hamper.

Kausar et al. (2022) tried to bring about some empirical evidence in support of the theory that students with low self-efficacy may be at an increased risk for procrastination. It therefore infers that students confident in their abilities are the ones practicing time management and are active in proactive coping. Moreover, dividing big projects into smaller pieces, avoiding multitasking when it comes to academic work helps us to “beat procrastination” in a traditional way. Also, one of the students’ biggest mistakes is planning everything in detail, like: at 12 am – doing biology lessons, at 1pm - doing literature lessons. Jane Wild (2024) said “Your planner as a weapon against procrastination” and he explains that the enormity of the assignments can be daunting so before we should set clear goals with its time to complete everything on time.

Overall, literature reviews show that there are many core reasons for procrastination, such as: emotional, cognitive, and environmental factors, lack of motivation, not having interest towards the subject, fear of failure, and others. But as Itamar (2025) said, we should find the core reasons for procrastination to overcome it. Without knowing the actual reason while fighting against procrastination, it looks like trying to find something at nighttime. However, there are also many strategies to overcome procrastination: like digital apps: Foster, Rescue time, Freedom which helps to manage our time wisely and meaningfully.

Methodology:

It was used mixed methods for this research, combining both qualitative and quantitative data sources to give a comprehensive understanding of procrastination in college.

Qualitative Component: Case Interview

It was decided to choose a semi-structured interview with a friend Barno as the main qualitative method was. She was selected because she is the only person that we really know well and had long struggled with procrastination, then had recently begun to change her behavior. She was asked open-ended questions to learn about her challenges, thought processes, and strategies she employed for improvement. The interview lasted for about an hour and was conducted in person. Sample questions are below:

"What types of tasks do you usually delay?"

"How do you feel when you procrastinate?"

"What helped you change your behavior?"

"Do you use any tools or apps to manage your time?"

In the end of the interview, it was felt satisfied as her answers gave detailed insights into the emotional and behavioral origins of procrastination, along with some practical methods she found useful.

Apart from the interview, we wanted to do an experiment in order to know if Itamar’ research (2025) is reliable or not. As it was already mentioned, the group of students think that procrastination helps their brain to work better, and it can bring successful results to their

academic performance. In order to get more clear data about this data, we procrastinated our work until the deadline, like one hour ago it was started to work. And as a result, we ended up getting a lower degree. Because: unexpected technical issues with my laptop and Internet connection, did not have enough time to check my work and correct my mistakes. So, at the end of my experiment, it can be concluded that there is no possibility of getting a higher score, because of procrastination!

Quantitative component: secondary data review

In order to supplement the interviewing component, it was also investigated the existing studies regarding procrastination in college settings. For example, Kausar et al. (2022) conducted a mixed-method study with 100 university students, analyzing how self-efficacy affects procrastination. Most of them were melding interview data with literature-based research, a richer view of procrastination unfolded.

Result and findings:

Key triggers of procrastination:

According to both the interview which was conducted with Barno and the literature which was reviewed, the said main causes came out to be:

1. Fear of failure and perfectionism. Barno said, just like me, that she had a lot of time weeping herself into delaying a task because it needed to be "perfect." Voge (2017) states this fear sometimes inhibits even the beginning.
2. Emotional discomfort and avoidance. Barno stated: "When I felt like the task was boring or too long, I'd just open YouTube or go to sleep." This also follows Shatz's (2025) argument that students avoid tasks that feel unpleasant.
3. Time mismanagement. Both my experiences and those of Barno's showed that we often underestimate how long it takes to complete a task. Kausar et al. (2022) pinpointed poor time awareness as a common reason for procrastination.
4. Digital distractions. Social media, especially Instagram and YouTube, was mentioned often during interviews. Smith (2024) has this to say: "Technology certainly helps when aided by right usage; otherwise, it can be a few hours of wasted time."

Barno shared many strategies to fight procrastination, many of which found literature support:

- a) Time Blocking and Pomodoro Technique. She started to block her days and take a break after 25 minutes of work. "I started using the Pomodoro timer on my phone, and it really helped me focus," she said.
- b) Formation of habits and identity shift. She sought to change her self-image by telling herself, "I am a responsible student." Smith (2024) calls mindset the foundation of action.
- c) Digital tools and applications. She had been employing Forest to stay off her phone; notion for task planning; Google Calendar for visual scheduling
- d) Environmental control. Barno would study in quiet places with fewer distractions. Generally, she would leave her phone in another room to avoid temptations.
- e) Learning from failures. She told me: "I once missed a very important deadline because they had taken off the electricity that night; it made me realize that I shouldn't wait until the last minute."

Further recommendations:

Based on this case study, it can be suggested the following actions for students and educators who are struggling with procrastination and want to overcome:

1. Teach time management skills – should be taught students practical strategies such as the "Pomodoro technique", time blocking, and goal setting.

2. Digital well-being promotion - teachers should help their students to manage the digital environment by using apps or browser blockers.
3. Reflection and self-compassion - students should be trained to observe their feelings without judgment. Either reflection journals or peer-sharing time can facilitate this.
4. Peer accountability systems- motivation is served by study group meetings or “silent Zoom sessions” with peers.
5. Faculty support - teachers should support their students by breaking large projects into smaller parts with earlier deadlines.
6. Further studies in different settings - further studies must be done in exploring procrastination in diverse cultural or rural settings, especially locations with limited access to the internet and electricity.

Conclusion

This case study explored the causes of procrastination and how the condition may be cured, both from personal and academic perspectives. It is an intricate issue of procrastination: it is not time alone. The major findings were that emotional avoidance, fear of failure, and digital distractions are the causes, while time blocking, digital apps, and identity-based habit changes form the solutions. One way does not fit at all, but there are tools and mindsets one could choose for anything they want to move ahead.

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