



Exploring the Five Influential Action Factors to Unravel Procrastination

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Abstract

The voluntary delaying of work completion in the face of potential drawbacks is known as procrastination. It has substantial effects on personal, academic, and professional spheres. In order to better comprehend procrastination's underlying mechanisms, contributory elements, and potential mitigation measures, this paper aims to present a thorough and multifaceted investigation of the procrastinatory behaviour. This paper highlights a detailed examination of the cognitive, affective, and motivational elements of procrastination by synthesising the available literature from the psychology and cognitive science domains. There are five potential reasons as to why people procrastinate: when goals are too big, when goals are too small, and issues with respect to belief, attitude, as well as skill deficits. The paper also highlights a mitigation model basing analysis of chunking and Neuro-Linguistic Programming to end the vicious cycle with respect to procrastinatory behaviour.

Keywords: Affective · Chunking · Goal · Neuro-Linguistic Programming · Procrastination.

Are you trapped in the minutiae of a project or do hold an excellent plan but cannot decide where to begin? But what exactly drives this supposedly innocuous practise of delaying? Why do we deliberately put off jobs that need our attention, which causes stress and anxiety when deadlines get near? Understanding procrastination involves more than just noticing the behaviour; it also involves examining the underlying causes of it as well as practical methods for overcoming it.

The negative effects of procrastination go beyond missed deadlines and incomplete tasks. It can have a detrimental effect on a person's self-esteem and general well-being, as well as cause greater tension, less productivity, harmed relationships, and increased stress.

Chunking may help one to progress because one can tailor this strategy to an assortment of circumstances. Information clusters are the focus of Chunking. The phrase is derived from computer jargon. Depending on our thought patterns, tastes, affiliations, life experiences, etc., people will generate our information pieces in different ways.

Chunking Up is when we enlarge our view to get a better perspective, being aware of the situation's whole picture (and potentially beyond). People get direction, meaning, and

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motivation when they can relate to our objectives, the things that are important to them, and the things they want to do. One zooms in by chunking down and pay attention to the specifics and become ever-more-specific.

One of the most common reasons of procrastination is when a task is either too difficult or too unclear. When that happens, the lower self-starts to come up with all kinds of justifications and offers more enticing options like checking social media, responding to emails, or watching amusing cat videos on YouTube.

Everyone puts off doing things. We postpone tasks because we do not want to complete them or because we already have too much on our plates. It is human nature to put things off, no matter how big or minor. However, it is likely that your procrastination is bothering you if you are reading this paragraph. You have a sneaking suspicion that you could write much better if you did not wait until the last minute to complete assignments. You discover that it is always too late to thoroughly rewrite or proofread a document because it is due right after you have really gotten started on it. You enjoy the surge of adrenaline you experience when you finish a paper just before the deadline, but you (and your body) are growing weary of working all night. While at college, you do not feel bad about putting things off, but you are concerned that this behaviour will carry over into your professional life.

By looking at its effects, you can determine whether you need to do something about your procrastination. Internal repercussions of procrastination include feeling anxious frequently, even when doing something you enjoy. External costs include getting a zero on the paper because you never turned it in.

Contrary to popular opinion, the Internet did not invent procrastination. Chronic reluctance

has been a problem for humanity from the beginning of time. Hesiod, a Greek poet, cautioned readers in the year 800 B.C. not to "put your work off until tomorrow and the day after." As a method of business administration, procrastination was deemed "hateful" by the Roman consul Cicero. They are just examples from historical records (Stodala, 2015).

Procrastination is not only abhorrent but also extremely harmful, as has been amply demonstrated since Cicero's time. In research settings, people who postpone report feeling more stressed out and less well-adjusted. In the real world, unexpected delays are typically attributed to missed doctor appointments and insufficient retirement savings (Jaffe, 2013).

Over the past 20 years, procrastination has drawn more empirical attention. With all due deference to Hesiod, psychologists now recognise that there is much more to it than simply putting something off till tomorrow. The deliberate postponement of an important task that we want to do while being aware of the consequences is the fundamental definition of procrastination, according to experts. A poor grasp of time may make the problem worse, but it seems that the basis of the problem is an inability to control one's emotions (Jaffe, 2013).

One common misconception concerning procrastination is that it is, at worst, an obnoxious habit, and, at best, it could be extremely helpful. Procrastination advocates frequently claim that if a task is completed, it does not matter when it is completed. Even some of us believe that we perform better under pressure. John Perry, a Stanford philosopher, and the author of *The Art of Procrastination*, has claimed that people can use procrastination to their benefit by reorganising their to-do lists such that they are always completing worthwhile tasks. This perspective poses a

severe challenge to psychologists. They contend that it conflates the negative, futile practise of actual procrastination with helpful, proactive behaviours like contemplating (which strives to solve an issue) or prioritising (which organises a succession of problems). In addition to about a hundred additional features that all show how closely the two parts are related in terms of activation and causation, achievement motivation is a perceived trait that is connected to this link (Perry, 2012).

A procrastinator's credo is "Never do today what you can put off until tomorrow." Procrastination is an issue that may be so serious for some people that it affects their life and their work, even though many of us have cracked a joke or two about our procrastinating friends. Procrastination is assumed to be common trait among students when it comes to doing their homework and preparing for exams. It is important to comprehend what procrastination is and what causes it in order to comprehend why people do it.

Take comfort if you believe you, are a hopeless procrastinator! No one is unreachable. You are not automatically lazy or ineffective just because you put off things. The beast of your procrastination can be tamed. It is a behaviour that has a definite cause, but you can break the habit. This guide will give you some ideas for changing your procrastination habits while also assisting you in starting to understand why you do it. There are no easy remedies, though, for the majority of procrastinators. You will not wake up tomorrow and never put off doing something. However, you can decide to get up the following day and take one or two quick steps that will enable you to finish that draught a little sooner or with less stress.

The fact that procrastinators frequently have self-critical tendencies may not surprise you. Try to be kind to yourself while you reflect on

your procrastination and seek to change your work habits. Punishing yourself every time you remember something you put off will not make you more change-resistant. It will be by rewarding yourself when you achieve success. The cycle of committing vehemently that you will never procrastinate again only to find that the next time you have a paper due, you are up until 3 a.m. trying to finish the first (and only) draft—without knowing why or how you got there—might be broken if you take the time to learn about why you procrastinate.

Perfectionism and procrastination frequently coexist. Because they have such high expectations of themselves and are anxious about whether they can live up to them, perfectionists frequently put things off. Some perfectionists believe that it is preferable to put forth a half-hearted effort while still holding onto the hope that they may have written a fantastic paper than to put forth a full effort while running the danger of producing a poor paper. Although it ensures failure, procrastination supports perfectionists' idea that they could have succeeded if they had worked harder. The tendency of perfectionists to overlook advancement towards a goal is another danger. They do not realise that each paragraph brings them closer to a result because as long as the writing project remains unfinished, they feel as though they are not making any progress.

Regrettably, procrastination spawns on itself. We can escape the unpleasant work of writing by engaging in enjoyable activities instead, such watching TV, socialising with friends, etc. It makes sense that many of us would opt to put things off when faced with such a decision. We feel even more pressured to put off writing a paper the following time when we write it at the last minute and still manage to achieve a good score.

Understanding how one Procrastinates

Once the understanding of how one procrastinates is clear, understanding why one indulges in it will become comprehensible. Until it is too late, we all frequently are not even aware that we are engaging ourselves in the act of procrastination.

- *Avoiding Responsibilities:* Ignoring assigned tasks in the hope that they will disappear on their own.
- *Misjudging Effort:* Overestimating or underestimating the difficulty of the work at hand.
- *Downplaying Consequences:* Minimizing the negative impact of current actions on future outcomes.
- *Substituting Tasks:* Replacing important tasks with less significant ones, like cleaning instead of working on an essay.
- *Time Escalation:* Letting short breaks extend into long periods or planning to take an entire evening off from work.
- *Partial Focus:* Concentrating solely on one aspect of the work, such as writing the introduction and postponing the body and conclusion.
- *Excessive Preparation:* Spending too much time choosing a topic or conducting research.

Procrastination seems comparable to a drug in a way since, if one starts engaging in it occasionally, it adds up to a dependency that becomes ingrained in their routine. There are certain advantages to procrastination, even though this is how we all view it as being negative. It may improve one's capacity to handle pressure or respond effectively under time constraints.

Just two metaphors used by poets to depict procrastination are "procrastination is the thief of time" and "procrastination is the art of keeping up with yesterday" (Ferrari et al.,

1995). There are still literal connotations when it comes to time management. Procrastination is defined as inaction, postponing, delaying, or putting off a decision according to the Latin roots of the words "pro-," meaning "forward, forth, or in favour of," and "-crastinus," meaning "tomorrow" (Klein, 1971). Time delay is merely a reflection of behaviour; underlying causes of procrastination include character traits, thought and motivational processes, and environmental circumstances. Procrastination could be viewed as a wilful and unjustifiable delay used to miss deadlines (Akerlof, 1991; Schraw et al., 2007).

Despite being aware of the possible drawbacks of putting off starting or finishing tasks, procrastination is a common behavioural trait. Researchers from a variety of fields, including psychology, neurology, and behavioural economics, have been fascinated by this occurrence. A complex psychological phenomenon, procrastination is influenced by several internal, external, and task-related variables. Individuals can be empowered to manage procrastination tendencies and achieve higher success and well-being in both the personal and professional spheres by comprehending the underlying mechanisms and putting into practice appropriate treatments. This paper aims to chalk out the five most important reasons of procrastination.

The five reasons of procrastination are as follows-

- **Goals being too big-** People frequently procrastinate when they create goals that are deemed to be overly difficult or daunting. An essential component of human motivation and achievement is setting goals in mind. However, setting too ambitious or unrealistic goals might result in a feeling of overwhelm and slow down the process of reaching those goals. The pursuit of

significant objectives can suffer from procrastination. Missed chances, more stress, and poorer performance all may result. The delay in acting could lead to a loss of time and momentum, making the initial objective much harder to accomplish.

- **Goals being too small-** Setting too low of a bar or easily attainable goals can also lead to procrastination. Small goals are alluring because they seem simple to achieve and provide rapid victories and a sense of accomplishment. However, if these objectives lack real meaning or are not in line with one's long-term goals, they may cause underperformance and a vicious cycle of procrastination. Small goal procrastination can impede long-term success, skill development, and personal advancement. Consistently falling short of expectations can cause stagnation and discontent, which reduces chances for career progress and self-improvement.
- **Belief Issue-** Procrastination frequently results from underlying cognitive variables, including beliefs that affect how people view work and goals. Procrastination is also influenced by automatic thoughts, which are quick judgements that come to mind in reaction to particular circumstances. Negative automatic thoughts, such as perfectionistic thinking or fear of failure, can cause avoidance behaviours and prevent task

commencement. Extreme viewpoints, in which activities are either perfect or useless, can encourage procrastinators to delay starting until they are certain they can complete it perfectly. Procrastinators may intensify their fear and avoidance by exaggerating the negative effects of task failure. People who procrastinate could believe things such, "I work better under pressure," which encourages them to put off activities until the very last minute.

- **Attitude Issue-** Individuals' evaluative judgements towards specific things, occasions, or tasks are represented by their attitudes. Attitudes towards tasks are developed in the context of procrastination based on cognitive and emotional links. While negative attitudes encourage procrastination, positive attitudes frequently result in quick action. Cognitive dissonance, a feeling of mental discomfort brought on by opposing attitudes or ideas, can also have an impact on procrastination. Even if they are aware of how important it is to finish the activity, this dissonance may cause people to put it off in order to escape the discomfort of having to confront opposing thoughts. Essential behavioural predictors include attitudes. Negative attitudes can result in avoidance and procrastination, whereas positive attitudes increase the likelihood that people will start and finish projects.

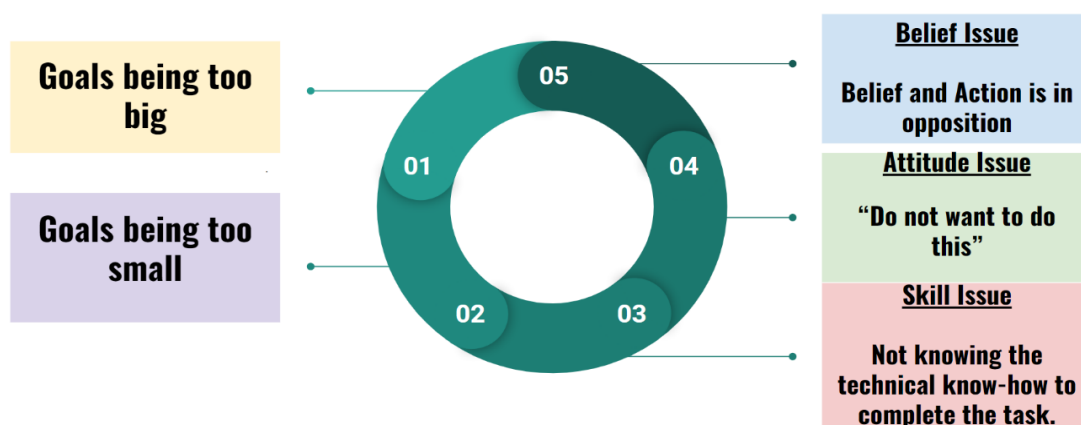


Figure 1 Five Reasons of Procrastination

- **Skill Issue-** People may become anxious or fear failure when they lack the abilities essential to do a task, which causes them to put it off and procrastinate. A perceived barrier to task beginning caused by skill deficiencies might obstruct the achievement of goals. A cycle of skill avoidance might develop as a result of procrastination. When people put off jobs that call for specialised knowledge or abilities, they pass up chances to hone those abilities and contribute to skill deficiencies and procrastination.

Review of Literature

In the Western world, procrastination seems to be a widespread issue, particularly among college students when it comes to academic-specific work compared to regular individuals with everyday tasks. Procrastination study has been approached from a variety of angles, and some researchers have drawn findings about its nature and causes. There is an association between procrastination and self-esteem, according to indirect data. The research suggests that having a high sense of self-worth is associated with less procrastination and less conflicting procrastination-related outcomes. According to research, the relationship between procrastination and self-esteem may be influenced by accomplishment motivation. In addition to about a hundred additional features that all show how closely the two parts are related in terms of activation and causation, achievement motivation is a perceived trait that is connected to this link (Solomon & Rothblum, 1984) (Rice, 1998).

However, it is abundantly obvious that short-term mood repair and emotion management play a significant role in this self-regulatory failure. According to Tice and Bratlavsky (2000), "we give in to feel good," and one way to do this is to put off doing the task. Yes, this is correct. In fact, the data backs up a claim

made in a study by Tice and Bratlavsky (2000) that characterises procrastination as an inability to control one's behaviour: The impacts of inhibition, unpleasant emotions, and gender were investigated. The first had strong prepotent response inhibition and proactive interference resistance capacities, the second had stronger proactive interference resistance but weaker prepotent response inhibition capacities, and the third had stronger prepotent response inhibition but weaker proactive interference resistance capacities (Tice & Bratlavsky, 2000).

Procrastination behaviour study has advanced beyond cognition, emotion, and personality in recent years, entering the field of neuropsychology. The frontal systems of the brain are known to be involved in several activities that overlap with self-regulation. Executive functioning includes tasks like making plans, exhibiting self-control, and other related tasks. Strangely, no one has ever investigated whether procrastination and this region of the brain are related. According to Kane (2018), it takes time to reflect on life's most significant questions. It is essential to have an emotion and personality present when carrying out duties in order to act effectively. Self-control should also be considered when planning and thinking attentively. According to the studies conducted, procrastination, conduct, and personality should all be examined for emotional components (Miyake, 2022).

Activities with costs and benefits that occur in close temporal proximity will appear to have a larger net benefit when imagined being completed in the future than when completed today. This leads to procrastination for both unpleasant and enjoyable activities because people discount time costs more than benefits (Zauberman and Lynch, 2005).

Understanding a situation's reality is crucial; assuming that a situation is not what it first appears to be will not fix the issue. Realists understand what to anticipate in any given circumstance. Reality for a person is the capacity to identify their own advantages and disadvantages. It is important to set and work towards realistic goals. It was concurred with Steel's (2010) concept of reality, which states that when you are conscious of your reality and understand that procrastination benefits an individual, you are prioritising, sometimes just for the motivational rush of finishing everything at the last minute.

Adopting a fresh perspective, a study revealed that academic procrastination has more positive aspects than the ones that other studies had highlighted. The researchers proposed passive and active procrastinators as two distinct categories of delays. Because they were unable to decide to complete their assignments in a timely manner, passive academic procrastinators delayed them. Active procrastinators, on the other hand, made the choice to put off things, thrived under pressure, and were able to do them successfully. Their findings were interesting in that active procrastinators showed attitudes, coping mechanisms, and academic achievement that were comparable to those of non-procrastinators (Chu & Choi, 2005).

Although changes in motivation were not specifically assessed in this study, it would seem logical to suggest that this is one-way self-forgiveness reduces procrastination. As previously mentioned, self-forgiveness is characterised by a decline in the desire to avoid the offending stimuli and an increase in the desire to seek self-reconciliation (e.g., Hall & Fincham, 2005). Any changes in procrastinatory behaviour as a result of self-forgiveness are logically related to a shift in motivation because procrastination is

characterised by avoidance (at least in the short-term). This shows that those who self-forgive will be able to overcome the unpleasant aspects of doing a task and less likely to concentrate on immediate mood improvement (Blunt & Pychyl, 2000; Lay, 1986).

Such a methodology is in line with studies that link procrastination to guilt (e.g. by Fee & Tangney, 2000). According to Lewis (1971) and Tangney & Dearing (2002), guilt is fundamentally a negative self-evaluation based on a specific occurrence. We are motivated to undo the harm we have done when we feel guilty, which is significant. Reducing or eliminating study-related procrastination prior to the second midterm (thereby improving the likelihood of getting a good mark) is the academic equivalent of repairing the harm done to oneself by study-relevant procrastination prior to the first midterm (a poor grade). The findings presented suggest an alternative method such as Pomodoro technique for helping people cut back on their procrastination during their studies (Lewis, 1971) (Tangney & Dearing, 2002).

Despite the fact that procrastination has been associated with a number of different potential causal factors, such as temporal discounting (e.g., Pychyl et al., 2000; Steel & König, 2006), task aversiveness (e.g., Blunt & Pychyl, 2000; Lay, 1992), fear of failure (e.g., Schouwenburg, 1992), self-handicapping (e.g., Lay, Knish, & Zanatta, 1992) or personality (e.g., Watson, 2001), each perspective on procrastination clearly defines it as a self-defeating behaviour and a failure of self-regulation. The fact that Baumeister and his colleagues (1996), have identified procrastination as one example of a class of self-defeating behaviours (such as overeating, overspending, problem gambling, and sexual promiscuity) that result from self-regulation failure (Baumeister et al., 1994; Gailliot, Mead, & Baumeister, 2008)

emphasises this point. Findings from a meta-analysis indicate that procrastination may be the ultimate example of a self-control failure (Steel, 2007).

Procrastination has been proven to have certain advantages in another research as well. According to studies, procrastinating students were more likely to cram, and those who did so outperformed those who did not by employing more effective study techniques (Vacha & McBride, 1993). The high ability of the students, on the other hand, made the most of their study time by engaging in a meticulously planned cycle of procrastination and cramming. Additionally, studies investigated the connection between cramming and peak performance. They claimed that cramming increased flow since it upped the task difficulty and raised the bar for the student's achievement (Vacha & McBride, 1993).

In actuality, the research backs up another hypothesis put forth by author Jessica Stillman (2012) that there are five different procrastinators. The perfectionist comes first. In her experience, this procrastinator subtype is very prevalent. The imposter is the second. This sort of procrastinator suffers from severe imposter syndrome, which is the basis of the issue. Third, the terrifying, this type of person is the sensible procrastinator who avoids doing things because they lack the practical know-how. Fourth, the overwhelmed, a very modern subset of procrastinators. It is when people have so much on their plate that they do not where to start, and therefore do not start at all. Fifth, the fortunate, these are the people who have mastered the art of procrastinating fearlessly. It is a simple reality that various procrastinators exhibit procrastination in different ways. As a result, researchers have provided adequate data to support their claims (Vacha & McBride, 1993).

Burka and Yuen (1983) suggested that behavioural procrastination was caused by apprehension over performance evaluations. Because people would think that their self-worth would suffer if they did not accomplish their activities correctly, this anxiety may be the root cause of behavioural procrastination.

Procrastination has been recognised by Steel (2007) as an essential component of conscientiousness and was found to be adversely correlated with health, income, and happiness in a meta-analytic evaluation of the theoretical and empirical research on this subject. Additionally, the strongest associations were found between the task features of aversiveness and delay as well as the individual traits of impulsivity, self-efficacy, and need for achievement. However this meta-analysis suffered from three significant generalizability problems. The validity of the meta-analytical result that men procrastinate marginally more than women is contested by Ferrari and Diaz-Morales (2007). The connection between sex and the outcome is modest (.08), needing more than 1000 participants to be statistically significant (i.e., $p < .01$, two-tailed), and more than 2000 to have a 95% probability of detecting it (i.e., power). Second, the United States, which represented 65% of the results, and other English-speaking nations provided most of the procrastination data. The robustness of the results would be demonstrated by reproducing certain fundamental findings in another nation. Third, college students formed the bulk of the findings. Although it is improbable that correlations among fundamental characteristics will differ significantly from those of the overall population, it is possible. For instance, it seems that procrastination has a greater impact on financial achievement than it does on scholastic performance.

According to Steel and König (2006), the temporal motivation theory (TMT) affirms the value of goal planning in lowering procrastination. TMT summarises the main reported meta-analytic findings on procrastination and is based on merging well-validated fundamental principles from other important motivational formulations (e.g., expectancy theory, personality, and psychobiology). It is made up of the following four main constructs: expectancy, value, delay, and sensitivity to delay. TMT suggests that goal setting should be an effective strategy for combating procrastination because committed, difficult, proximate, and precise objectives all have positive effects on the various components of TMT. Committed objectives should be more motivating since goal commitment is specifically recognised in terms of anticipation and value (e.g., Locke & Latham, 2002; Higgins et al., 1997).

Goal complexity and demanding goals boost motivation because they allow for a trade-off between value and expectation. Although expectations for success may drop, this is matched by a rise in worth (Bandura, 1997; Eisenberger, 1992). Goal proximity refers to delay and suggests that attainable goals that are close by tend to boost motivation. As TMT emphasises, an incredibly well-researched conclusion across a variety of fields is that motivation increases as delay decreases (Steel & König, 2006).

Goal specificity establishes an obvious "finish line," which amplifies the significance of proximity. This is in accordance with the temporal construal theory (Trope & Liberman, 2003), which emphasises how far-off goals frequently tend to be abstract (high construal) and accounts for temporal discounting. For events that will happen soon, precise concrete reasons frequently outweigh abstract goals (low construal). As a result, goal planning aids

in boosting motivation and decreasing procrastination since it elevates the importance of a task and reduces the apparent delay by breaking it up into smaller, more manageable chunks.

How unpleasant, and particularly boring, we find tasks to be, it has a strong correlation with procrastination. As a result, those who are able to raise their own level of interest in an activity ought to require less goal setting. The most autonomous of motivational states, interest augmentation is what Ryan and Deci (2000) refer to as intrinsic regulation. The procedure, however, has not been well studied (Green-Demers et al., 1998; Wolters, 2003). However, they emphasise ways that others rather than the self might promote interest (Hidi & Renninger, 2006; Schraw & Lehman, 2001) despite some research in the educational profession confirming its value.

Positive affect, encompassing aspects of energy, excitement, attention, and joyful involvement, can be employed to more widely group energy and interest (Barnett & Klitzing; Depue & Collins, 1999). Furthermore, task aversiveness is associated with low energy, which makes commencing tasks difficult when weary, as reported by Steel (2007). Therefore, we think that boosting one's energy for the activity can be one way that interest augmentation reduces procrastination. In other words, the impacts of self-interest on procrastination are at least somewhat mediated by energy.

The intention-action gap, which is the primary indicator of procrastination, suggests that although procrastinators frequently have good intentions, carrying them through is difficult (Dewitte and Lens, 2000). As a result, according to Wolters et al. (2017), procrastination has historically been viewed as a self-control or time management issue. Self-

regulation is one of the keys to understanding procrastination because a large body of research indicates that lower levels of self-regulating behaviours are associated with higher levels of procrastination. However, procrastination is a complicated habit, according to Visser et al. (2018), that includes both cognitive and emotional components as well as assessments of one's own competence.

Recent studies suggest that procrastination is not just a self-control or time management issue, but is also strongly influenced by psychological factors, such as low self-esteem and difficulty managing negative emotions that arise in difficult circumstances (Steel, 2007). These studies highlight the importance of psychological flexibility in understanding procrastination (Dionne, 2016).

Time and effort management abilities have often been identified as one of the most important elements in research on how university students progress in their studies (e.g., Ariely and Wertenbroch, 2002; Entwistle, 2009; Haarala-Muhonen et al., 2011; Pintrich, 2004). In the context of higher education, time and effort management skills refer to a student's capacity to prioritise their work, set objectives for themselves and study in accordance with those goals (Entwistle et al., 2001). Further research has indicated that time and effort management abilities, which are related to how much a student is willing to put into their learning (Appleton et al., 2008; Fredricks et al., 2010), serve as a foundation for cognitive engagement and student accomplishment.

Many students fail to adhere to study schedules and end up failing their courses because they lack enough time to prepare for tests, for example (Asikainen et al., 2013). As a result, several procrastination-reducing programmes (e.g., Ariely & Wertenbroch,

2002; Häfner et al., 2015) have emphasised strengthening time management abilities.

According to Chawla and Ostafin (2007) and Hayes et al. (2006), psychological flexibility is the capacity to be consciously present, confront unpleasant experiences, emotions, and thoughts, and act to achieve one's own goals in spite of these feelings and thoughts. It also refers to the capacity to respond to unpleasant feelings and thoughts from a different angle. As a result, it plays a key role in determining how students respond to a demanding and stressful scenario. In challenging circumstances with high levels of stress and cognitive workload, procrastinators frequently struggle to control their behaviour and avoid the unpleasant feelings the scenario causes. One of the main characteristics of psychological rigidity is this experiential avoidance, or the unwillingness to confront unpleasant sensations, such as worry (Sutcliff et al., 2019). According to Blaunt and Pychyl (2000), Sirois and Pychyl (2013), and Steel (2007), people tend to delay and avoid tasks that are perceived as tough and hard and do not immediately provide rewards.

Eisenbeck et al. (2019) discovered that psychological inflexibility was related to both procrastination and psychological discomfort. In addition, psychological inflexibility mediated the association between procrastination and overall psychological distress. University students' procrastination has been studied in relation to psychological flexibility's sub-processes, and it was discovered that committed actions were moderately negatively correlated with procrastination, indicating that committed action may be a promising variable in the study of procrastination (Gagnon et al. 2016).

According to a recent study by Jeffords et al. (2018), psychological flexibility and self-efficacy are closely associated. Procrastination

has been the topic of numerous studies on self-efficacy, with the findings indicating that procrastination has an unfavourable relationship with self-efficacy (Howell & Watson, 2007; Steel, 2007; Wolters, 2003). Academic self-efficacy beliefs refer to students' confidence in their ability to pick up new skills and successfully complete assigned activities (Bandura, 1997). In contrast to students who reported greater psychological inflexibility, those who reported greater psychological flexibility felt more effective in their abilities to complete their studies, according to the study by Jeffords et al. (2018). Similar findings regarding students' time and effort management abilities have been recorded.

Low motivation to begin work or commit to necessary action should accompany low academic self-efficacy views, leading to avoidance behaviour and ultimately procrastination (Grunschel et al. 2013). Students who are confident in their ability to succeed, on the other hand, are more likely to be motivated to self-regulate, persevere, and engage in academic activity. The additional elements like autonomy and mastery might impact work engagement and forecast improved performance results. Therefore, more involved people might be more inclined to feel intrinsic motivation and a feeling of purpose,

which makes it simpler to resist the want for instant pleasure and maintain focus on long-term objectives. This theory is in line with research linking impulsivity and procrastination, which shows that people tend to prefer smaller incentives sooner rather than larger ones later. Somehow, people may purposefully delay doing routine activities, such as when they believe the impending deadline would motivate them and make them more productive.

1. **Chunking-** Chunking is a robust strategy that can aid in overcoming procrastination. When a task appears to be too difficult or overwhelming to complete all at once, procrastination frequently results. The chance of procrastination is decreased by splitting the activity into smaller, more manageable sections, which makes it easier to approach and complete.

Chunking can be used to beat procrastination in the following ways:

- **Breaking down work into manageable steps.** Avoid trying to finish a project or task in one sitting; instead, divide it into manageable chunks. Celebrate success as one goes along and concentrate on finishing one section at a time.

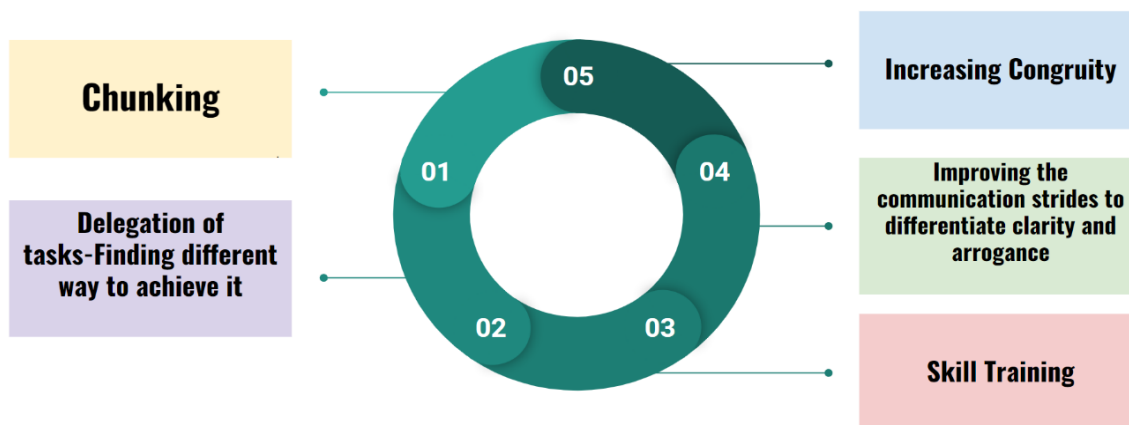


Figure 2 Model for Overcoming Procrastination

- **Set precise objectives.** Setting definite, attainable objectives for each segment. Having a specific goal makes it simpler to track progress and maintain motivation.
- **Prioritise the chunks by putting them in a logical sequence** or ranking them by priority and due dates. By tackling the most important components first, one may build momentum for the others.
- **Utilise the Pomodoro Technique in conjunction with chunking.** Spending a certain amount of time (for instance, 25 minutes) working on a task before taking a short break. By repeating this procedure, each session can concentrate on finishing a certain section of the assignment.
- **Do not multitask; focus on one task at a time.** Procrastination may increase as a result of multitasking because it might reduce focus and productivity.
- **Track one's progress as you finish each chunk to visualise progress.** This tangible evidence of an individual's development can boost their confidence and inspire one to keep going.
- **Reward yourself** by doing something one like after finishing each segment or a sizable piece of the task. Procrastination can be fought with encouragement.
- **Seeking accountability:** Discussing the chunked-down goals with a friend, relative, or coworker who can help one to stay on track and hold one accountable.

By using the chunking strategy, one may break down difficult activities into manageable chunks, lessen feelings of overwhelm, and eventually beat procrastination by moving steadily and methodically towards completion.

2. **Delegation of tasks; finding different ways to accomplish the task in hand-** Procrastination can be effectively avoided by delegating duties and considering alternative

methods of completion. How these tactics can be useful is as follows:

- **Delegate tasks.** When one has a heavy workload or job that call for specialised knowledge, delegation can be a useful tool. Choosing tasks that others can complete and assigning them to the proper team members, coworkers, or experts. By delegating duties, one not only free up their time but also make sure that people with the right expertise are handling them.
- **Investigating several time-management strategies to increase productivity and decrease procrastination.** For instance, the Pomodoro Technique, which includes working in brief, concentrated bursts and breaking for brief periods, can help keep things moving and minimise fatigue.
- **Clear deadlines and milestones should be established for the tasks.** These deadline-based goals instil a sense of urgency and motivate one to act now rather than putting things off.
- **Accept inventiveness and adaptability.** If one finds it difficult to finish a task or find oneself putting it off, thinking of other options is the need of an hour. Thinking beyond the box and investigating alternative strategies or techniques might be more appealing or fun to see the task getting accomplished.
- **Seek assistance and cooperation.** Working with others can occasionally lead to greater accountability and motivation. Working together on projects that both have in common with friends or coworkers, coming up with ideas together, and keeping each other motivated.
- **Address the underlying causes of procrastination.** Procrastination can occasionally be a sign of other problems, such as perfectionism, fear of failure, or lack of interest. Consider the potential reasons behind your procrastination and make an

effort to resolve any underlying problems that might be behind the behaviour.

- **Embrace positivity and self-compassion.** Being gentle to oneself and understanding that procrastination happens to everyone occasionally. Focusing on accomplishments and using positive reinforcement to motivate oneself and to act rather than criticising for procrastinating.

3. **Increasing congruity-** Enhancing congruity can be a beneficial strategy for avoiding procrastination. Congruity is the relationship between your ideals, objectives, and behaviour. You are less prone to delay if you are more invested in your work and can understand how they relate to your larger goals. The following techniques can help you become more congruent and stop putting things off:

- **Connect tasks to our values.** Understanding how each activity adds to the broader aims or is consistent with our personal values in order to connect tasks to values. It is simpler to stay motivated and resist procrastination when one understands the significance and worth of what one is doing. Be reasonable about your workload and refrain from taking on too much at once to prevent overloading yourself. When you have too many chores on your plate, procrastination can become a coping method.
- **Eliminate or reduce distractions in the environment,** such as social media, notifications, or pointless chores, by identifying them. One may be able to focus more clearly on the current task by designing a concentrated workstation.
- **Engage in Positive Self-Talk.** Being aware of what one is telling oneself can help increase confidence and motivation, replace unfavourable ideas with uplifting remarks and affirmations.

- **Create a visionary board.** Creating a vision board is used to help one to visualise the objectives and desires. Placing it somewhere that people can see it and include phrases and images that express the goals. This could be used as a daily reminder of one's goals.

Developing congruity and combating procrastination are ongoing processes. We need to be kind to ourselves and acknowledge our advancements as we go. Procrastination may be greatly reduced with commitment and a focus on matching our activities with our goals, which will lead to increased productivity and fulfilment.

4. **Enhancing communication and reducing arrogance-** Combating procrastination can be significantly aided by enhancing communication and reducing arrogance. Let us examine how these two elements might aid improve motivation and clarity, which will reduce procrastination:

- **Clarity of Expression-**
 - **Clarifying expectations-** Being sure to request explicit instructions and guidelines when given duties or assignments is validated. For instance, asking for specifics regarding the tasks that must be completed, the due dates, and any other resources or assistance that may be offered.
 - **Getting assistance-** One should never be afraid to ask colleagues, managers, or mentors for clarification or help if one runs into difficulties while working on a task. We can solve challenges more quickly and avoid postponing activities out of uncertainty or confusion by communicating effectively.
 - **Sharing progress updates-** When working on larger projects, provide pertinent stakeholders regular updates on the progress. This routine not only exhibits accountability but also enables one to get insightful criticism and support, which keeps one on track.

- **Reducing arrogance-**
- **Openness towards feedback-** Arrogance can impede development and education. Accepting feedback, even if it is negative, and utilising it as a chance to do better. Recognising that there is always a space for improvement and that one might not have all the answers.
- **Lean towards a growth mindset-** Development of a growth mentality so that one can perceive hurdles as chances to learn and progress rather than as insurmountable problems. One can approach projects with a positive attitude and lessen the possibility of procrastinating out of fear of failure by adopting a growth mentality.
- **Develop humility-** Recognising our limitations and be willing to absorb new information. Promoting a more constructive and encouraging work atmosphere by placing more emphasis on collaboration and teamwork than on individual achievement.

One may conquer procrastination by increasing communication and lowering arrogance, which will foster productivity and personal development. Reduced arrogance enables one to approach obstacles with a desire to learn and adapt, and clarity in communication ensures that one can comprehend tasks and expectations. Combining these traits can enhance drive, self-assurance, and attention, which makes it simpler to complete activities and prevent procrastination. Keeping in mind that overcoming procrastination is a continuous process, and that making even little progress in these areas over time can have a big impact.

5. **Skills Training-** Procrastination can be fought with the help of skills training. You may improve your productivity, time management, and focus by learning specialised skills, which will make it simpler for you to stop procrastinating.

The ability to manage your time well is key to overcoming procrastination. Study efficient time management techniques, realistic deadline setting, and work prioritisation. You may maintain your concentration and productivity by using methods such as time blocking or the Pomodoro Technique.

Indecisiveness and procrastination are frequently associated. By obtaining pertinent information, weighing our options, and making quick decisions, one may sharpen their decision-making abilities. Uncertainty and procrastination can be decreased by having confidence in their decisions.

A well-organized workstation and digital environment can cut down on interruptions and foster a more productive setting. Development of organisational abilities to keep a clean, productive workplace is very important to accomplish the tasks in hand.

Developing problem-solving skills will help to overcome barriers and challenges in an efficient manner. Instead of putting off or putting off unpleasant activities, taking proactive measures to overcome obstacles is the key

Development of self-control and self-discipline to fend off distractions and finish the work on time is crucial. Avoiding instant gratification activities that can cause procrastination and learn to delay gratification when it is required needs to be considered notable.

Setting boundaries and controlling one's time with confidence is a great skill that we all need to master. To avoid the feeling of getting overwhelmed and putting things off, one must learn to say "no" to extra chores when one is already overburdened, thereby combating procrastination.

Learning new talents requires patience and practise. It is important to start by concentrating on one or two abilities that one think will have the biggest influence on helping you overcome procrastination in your life. One may develop momentum and become more proactive in the approach to projects with consistent effort and development in these areas, which will decrease procrastination and boost productivity.

Conclusion

The act of delaying or postponing obligations to complete tasks or activities is referred to as procrastination. It frequently happens for a variety of reasons, including being overburdened, lacking motivation, fear of failing, or just not knowing where to begin.

Chunking is a cognitive method in which difficult tasks or information are divided into smaller, easier to handle bits. A task can be made less frightening and easier to handle by breaking it up into smaller components, which can assist prevent procrastination.

The field of Neuro-Linguistic Programming (NLP) studies the connections between language (linguistics), behavioural patterns (programming), and the neurological mechanisms that shape our experiences. The goal of NLP techniques is to rewire mind and behaviour patterns in order to accomplish objectives and get around constraints.

One can change how one view the tasks in hand and the act of starting them by using NLP approaches. For instance, NLP can assist in reshaping a large job into several smaller, more manageable portions if you frequently find oneself putting off starting it. The task may seem less daunting and more manageable after this viewpoint change.

Happy emotions can be anchored and that is one of the NLP strategies is "anchoring," which

involves connecting happy emotions to behaviours or mental states. Linking the act of beginning or finishing a task to good sentiments of accomplishment or motivation is vital. One can use this anchor whenever one feels the impulse to put off anything in order to access those empowering feelings and go over reluctance.

Eliminating the limited thoughts that cause procrastination with the aid of NLP is very much possible. For instance, one might put off a task if one feel overtly pressurized to accomplish it properly every time. These ideas can be transformed via NLP into ones that are more powerful, such as "progress is more important than perfection."

Future pacing and visualisation exercises are a common part of NLP approaches. One might picture them fully engrossed in a task, relishing the experience, and being inspired to finish it. This method, together with chunking, can assist in mentally practising and preparing for action.

Our behaviour can be affected by the language we choose to use, both internally and outwardly. In order to inspire ourself, NLP advises adopting motivating and uplifting language. Instead of stating the obvious, "I can't do this," try reframing it to "I am capable of taking small steps and making progress."

We can reprogram our thought patterns, emotions, and behaviours to fight procrastination more successfully by combining NLP techniques with chunking. Organising work into digestible pieces and incorporating NLP techniques can result in a potent strategy for boosting output, motivation, and goal achievement.

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