

Antecedents of Procrastination in Children: A Qualitative Analysis by Interpretive Phenomenological Approach

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Abstract

Procrastination is a common phenomenon that is usually supposed to link with negative consequences regarding the subject well-being and performance of a child. In an attempt to understand procrastination, the aim of this paper is to explore the antecedents of procrastination among children. A qualitative study was carried out. The sample consisted of two kinds of participants. Sample 1 was 16 parents 30-50 years of age (Male=6, Female=11) having 9-12 years of children. Sample 2 was comprised of 36 children in 5-8 years range (Male=17, Female=19). An interview guide was prepared and semi-structured interviews were conducted with both parents and children. The sample was collected by using a purposive sampling strategy from Punjab. The data was analyzed by Interpretive Phenomenological Approach (IPA) and emerged into a superordinate theme. These themes were considered as seven major factors psychological, physiological, social, tasks-oriented, technology-oriented, institutional-oriented and parental role behind procrastination among the children identified by both parents and children. The study is highly recommended for the home setting, educational setting, and health setting. The future directions suggested concerning the development of an integral intervention to understand procrastination by evaluating the factors behind this phenomenon.

Keywords: Procrastination, Exploration, Children, Parents, Interpretive Phenomenological Approach.

Introduction

Procrastination is to voluntarily delay an intended course of action despite expecting to be worse off for the delay (Steel, 2007). A manifestation of procrastination in the school context is deliberately suspending the study or other activities without concerning the worse off for the delay is called academic procrastination (Steel & Klingsieck, 2016). It might be included a child's poor management of time skills or another personality trait of laziness (Kim & Seo, 2015). In a study on emerging adults, life satisfaction was found a negative predictor of procrastination. However, family unity and control were explored a partial mediator between both of the study variables (Uzun et al., 2022). Literature indicated the different consequences of procrastination. Especially academic procrastination appears as a major problem in academic performance among graduate students (Cao, 2012; Nordby et al., 2017). It is not only

academic performance that is affected by procrastination (Batoool, 2020) but also caused many negative consequences such as anxiety about exams and academic tasks (Goroshit & Hen, 2021; Wang 2021; Wang et al., 2021). Several researches revealed that academic procrastination is significantly related to externalizing problems like problematic internet usage and damage the students' academic development and success (Tezer et al., 2020; Zakeri et al., 2013). Intrapersonal as well as interpersonal factors also associated with academic procrastination. Chen et al., (2019) investigated in Chinese college students, the indirect role of authoritarian parenting between academic procrastination and different dimensions of perfectionism. One dimension of perfectionism, only concern over mistakes mediated the association between perceived authoritarian parenting and academic procrastination. Academic procrastination is not only common phenomenon among college students but also among the students of vocational education. Xu et al., (2022) conducted a study in China on higher vocational college students to seek the relationship between relative deprivation and academic procrastination. The findings indicated that relative deprivation had a significant negative predictive effect on academic procrastination.

Human biology and health is also linked with procrastination. A study on Japanese older adults revealed that procrastination in childhood causes oral health issues in old age (Shimamura et al., 2022). Hu et al. (2018) observed that the procrastination has a positive correlation with grey matter (GM) in the Para hippocampus gyrus and the orbital frontal cortex have a negative correlation with grey matter volume of bundles in the lower frontal gyrus and the middle frontal gyrus, and the MFG and OCF, these are the basic areas of self-regulation and mood control, this leads to procrastination. In another study related to sleep problem among adults found that bed time procrastination indirectly effected the relation of anxiety and sleep challenges (Campbell & Bridges, 2022). Some of the studies revealed that creative and math related tasks should be included in the curriculum particularly the students with learning disabilities to overcome procrastination. Doosti Deilami et al., (2022) investigates that brain-based mathematical activities reduces the academic procrastination increased comprehension and learning speed among the students with Attention deficit Hyperactivity disorder.

In an indigenous study factors behind academic procrastination were explored among university students. Task aversiveness, poor time management, laziness, rebellion against control, lack of decision making, and lack of assertion were more common reasons behind it among the university natural and social sciences students (Afzal & Jami, 2018). In another study from India factor behind procrastination at workplace were explored. Availability of alternate, level of anxiety, and cyberslacking were the three major factors behind low productivity at workplace by the employees (Sandhu & Gautam, 2022).

Previous studies on academic procrastination and many other phenomenon's' like emotional intelligence, teacher's role, student's satisfaction, parenting style have conducted and have mostly focused on college students, middle school students' performance, specifically (Chen et al., 2019; Naseer & Rafique, 2021; Ali et al., 2021). However, the procrastination among children is also very significant phenomenon. Therefore, exploring the influencing factors of academic procrastination and its internal mechanisms with children has theoretical and practical significance for improving academic performance and maintaining student mental health. Hence, Exploration and detail study is very important to fill this gap. Exploration will provide basic direction to screen out the factors behind procrastination in children. After understanding the antecedents of procrastination in children, we will be able to develop screening tools and then interventions to overcome procrastination.

Methods

Sample and Sampling Strategy

The sample was based on parents and children (middle and late) to seek the antecedents of procrastination among children. 16 parents were included having 5-8 years children (Males =6, Female=11, N=17). 36 children were comprised having 9-12 years age (Male=17, Female=19, N=36) both middle and late childhood. Qualitative research design was used. The sample was recruited through purposive sampling strategy from Punjab, Pakistan.

Assessment Measures

An interview protocol was prepared for collecting the data both for children (the schedule for children in Table 1) and parents (the schedule for parents in Table 2). This interview protocol had three phases. Initial phase was based upon participants' demographic information and initial rapport building with the participants. Middle phase was based upon the actual questions to collect the data for evaluating the factors behind procrastination. Final phase was consisted to summarize the interview. The original interview guide was prepared in Urdu according to the cultural need but translated into English for non Urdu readers. (See Table 1 and table 2).

Table 1 *Semi-Structured Interview Schedule for Children*

Initial Phase					
Opening and Bio Data					
Name	Age	M/F	Siblings	Birth Order	Region
Class					
How are you?					
Self-Introduction					
Express Appreciation					
Thank you for having me/ thank you so much for letting me ask you some questions.					
Reason of interview					
I am interested to understand how child procrastination.					
I am very curious about your opinion/experience/ Observation.					
Goal of interview					
In the end with your collaboration, I hope I will understand better.					
Duration					
We required 45 to 60 minutes.					
Do you okay for you to be right?					
Increase Confidence					
A false answer does not exist. You just have to share your opinion.					
Confidentiality					
Everything will stay confidential.					
Permission for writing/recording					
I will be making some notes and have to capture them in my voice recorder only for me to remember everything if you are okay. Are you okay with it?					
Results					
Results will generalize and so that you are anonymous.					
Inform consent					
I need your signature/agreement if you are okay with it.					
Check for Questions.					
Do you have any questions?					
Middle Phase					

Q-1 What do you understand by delaying/postponing tasks?

Probing

Clarification

Q-2 How do you Postpone/delay tasks?

Probing

Clarification

Q-3 What are the kind of behaviors you tend to get involved in while delaying the task?

Probing

Clarification

Q-4 Why in your opinion, do you tend to postpone/delay tasks?

Probing

Clarification

Q-5 When do you think you most often do that?

Probing

Clarification

Q-6 Parents' role?

Probing

Clarification

Q-7 Self Role?

Probing

Clarification

Appreciation

I appreciate the time you took for this interview. Is there anything else

Do you think would be helpful for me to know so that enhances my understanding?

End Phase

a. Summarizing.

It has been a pleasure finding. Let me briefly summarize the information.

b. Feed Back

c. Action to be taken

I should have all the information I need. Would it be alright to call you at home if I have any more questions?

Table 2 Semi-Structure Interview Schedule for Parents

Initial Phase

Opening and Bio Data

Name M/F

How are you? Region

Children Age

Self-Introduction

Express Appreciation

Thank you for having me/ thank you so much for letting me ask you some questions.

Reason of interview

I am interested to understand how child procrastination.

I am very curious about your opinion/experience/ Observation.

Goal of interview

In the end with your collaboration, I hope I will understand better.

Duration

We required 45 to 60 minutes.

Do you okay for you to be right?

Increase Confidence

A false answer does not exist. You just have to share your opinion.

Confidentiality

Everything will stay confidential.

Permission for writing/recording

I will be making some notes and have to capture them in my voice recorder only for me to remember everything if you are okay. Are you okay with it?

Results

Results will generalize and so that you are anonymous.

Inform consent

I need your signature/agreement if you are okay with it.

Check for Questions.

Do you have any questions?

Middle Phase

Q-1 What do you understand by delaying/postponing tasks?

Clarification

Q-2 What is delaying tasks in children?

Probing

Clarification

Q-3 How do children Postpone/delay tasks?

Probing

Clarification

Q-4 What are the kind of behaviors children tend to get involved in while delaying the task?

Probing

Clarification

Q-5 Why in your opinion, do children postpone/delay tasks?

Probing

Clarification

Q-6 When do you think children most often do that?

Probing

Clarification

Q-7 Parents' role?

Probing

Clarification

Q-8 Children Self Role?

Probing

Clarification

Appreciation

I appreciate the time you took for this interview. Is there anything else

Do you think would be helpful for me to know so that enhances my understanding?

End Phase

a. Summarizing.

It has been a pleasure finding. Let me briefly summarize the information.

b. Feed Back

c. Action to be taken

I should have all the information I need. Would it be alright to call you at home if I have any more questions?

Procedure and Ethical Compliances

The prepared interview protocol was used to collect the data for both kind of sample separately. Semi-structured interviews were conducted at their decided location and collect the data from both parents and children. The interview guide was based upon the questions searching the answer about How, What, Why, and when children used to procrastinate and why they procrastinated in their life, etc. Their consent and assent from parents was obtained. They were assured that their information would be used for study purpose and not be disclosed. Anonymity and confidentiality of the data was maintained. The data was recorded by their verbal and written permission and analyzed by using interpretive phenomenological approach.

Results

The study was conducted to seek the antecedents of procrastination among children. The collected audio data was transcribed and verbatim were drawn. Further super ordinate theme was generated. It was additionally incorporated into master themes and emergent themes. The similar codes were labels in one theme. All the themes were presented in Table 3 (by parents) and Table 4 (by children).

Table 3 *Antecedents of Procrastination among Children by Parents (n=17). Asset*

Super ordinate Themes	Master Themes	Emergent Themes
Antecedents of procrastination among Children	Psychological Factors	Unhealthy Emotions
		Lack of Interest
		Unwillingness and Mood Dependency
		Anger
		Tension
		Laziness
		Stubbornness
		Lack of Excitement
		Lack of Attractiveness
		Pressure for Work
	Physiological factors	Personal hygiene
		Lack of Energy
		Physical illness
		Inappropriate sleep pattern
		Unhealthy food
		Delay to take food
		Physical Weakness
	Social Factors	Physical tiredness
		Social gatherings/functions
		Social Influence
		Lack of accountability by concerned authority
		Lack of appreciation form others
		Lack of desired outcomes/reward
Task-Oriented Factors	Play with siblings and cousins	
	Irresponsibility and rely on their siblings, depend on one another	
	Disliking and Boredom tasks	
	Effort demanding tasks	
		Time taking task

	Lack of Understanding
	Complicated Task
	Focused demanding Tasks
	Being a Perfectionist in any skill
	Hesitation to Initiative for New Task
	Bulk of tasks at one time
	Unawareness about Importance
	Use of Mobile and tab
	Watching Television
	Games and Videos on Mobile
	Watching cartoons and animated movies
	Poor parental training
	Lack of attention from parents
	Home environment
	Overprotection
	Working parents
	Un availability of stationary
	Waiting for the turn in huge class
	Lack of teachers' attention
Technology-Oriented Factors	
Parental-Oriented Factors	
Institution-Oriented Factors	

Table 4 *Antecedents of Procrastination among Children by Children (n=36).*

Super ordinate Themes	Master Themes	Emergent Themes
		Unhealthy Emotions
		Lack of Interest
		Unwillingness and Mood Dependency (for particular subject)
	Psychological Factors	Anger
		Tension
		Laziness
		Stubbornness
		Lack of Excitement
		Lack of Attractiveness
		Pressure for Work
		Personal hygiene
		Lack of Energy
		Physical illness
	Physiological Factors	Unhealthy sleep pattern
		Unhealthy food pattern
		Physical Weakness
		Physical tiredness
		Social gatherings/functions
		Peer Influence
		Lack of accountability by concerned authority
	Social Factors	Lack of appreciation from others
		Lack of desired outcomes/reward
		Play with siblings and cousins

	Disturbance of others
	Disliking and Boredom tasks
	Effort taking tasks
	Time consuming task (lengthy task)
	Lack of Understanding
	Tough Task
Task-Oriented Factors	Focused demanding Tasks
	Being a Perfectionist in tasks
	Hesitate to Initiate new Task
	Bulk of tasks
	Multiple tasks at one time
	Use of Mobile and tab
	Watching Television
Technology-Oriented Factors	Play games and Videos on Mobile
	Watching TV
	Watching cartoons and animated movies
	Un availability of stationary
Institution-Oriented Factors	Waiting for the turn in huge class
	Lack of teachers' attention

Antecedents of Procrastination among Children

Major super-ordinate theme was antecedents of procrastination incorporated the master themes as psychological, physiological, social, task-oriented, and technological-oriented and Institution oriented factors in all kinds of activities particularly in academic tasks.

Psychological Factors of procrastination

Psychological factors play a very significant role in procrastination among children explored in the current study. Both parents and children reported that unhealthy emotions, lack of interest, unwillingness, mood dependency, anger, tension, laziness, stubbornness, lack of excitement, lack of attractiveness and pressure for completing some particular task are major psychological factors of procrastination. As participant 1 in sample one said "If the children' task is not interested for them they will delay it and look for excuses not to complete that task". Another participant (parent 4) stated that "most of the time kids have no mood to study so they avoid talking about it and intentionally delaying it". Another parent 8th participant told that when some activity is not attractive for them they said "Mama I'll do it latter, you don't worry" She further said "I have to ask more than one time to complete it but they ignore it because they said this is very boring mama". Similarly, another parent 16 claimed that "my children often said mama I want to play than I'll do my homework, but then they spent lot of time on playing and try to complete their work in little time and become angry and stressed". The second sample children also reported the similar sub-factors behind psychological factors of procrastination. As participant 6 (male Child) reported that "when I do not want to do anything, I don't engage myself in any activity" He further said "When I am tensed due to some issue I often delay my task". Another participant 15 (female child) described that subject is very important in such scenario as she told "History subject is very boring and I often avoid to learn it and become lazy and meanwhile I delayed it". She further said "every subject should teach in some attractive way so the students get interest and mood for those subjects". Participant 23a male child narrated that "I often forget the task asked by my mother when I am very excited

or angry due to some other reason". Another participant 9 told "whenever I felt tens then I postpone my task".

Physiological Factors of Procrastination

Physiological factors as personal hygiene, lack of energy, physical illness, inappropriate sleep pattern, and unhealthy food, delay to take food, physical weakness, and physical tiredness also play an important role in procrastination reported by both samples as parents and children. One of the parent's participant 1 reported health-related problems as "my daughter said, I don't want to do homework or another task right now, because I am tired", "illness impact on children's health, such as cough, throat pain, or fever, which leads to them toward postponing their tasks". Participant 4 a male parent said basic needs are very important for children "my kids are physically weak because they do not eat properly and I have not enough resources, so they do not work on time and postpone due to tiredness". Another female parent 18 reported that "mostly my kid initiates his/her work and suddenly starts cough, and it detracted his/her attention from the main task and delayed it". In sample 2 children participants also reported some physical related issues as one of the participants said (child 4) "my routine is very tough so I delay my task because of physically tiredness", "Because I did not take milk, that is why I am weak and get tired easily and used to delay tasks". Moreover, another participant reported, "I went to sleep at late night, that is why my task of other next day's often get delayed", "sometimes I often delay to take food on time".

Social Factors of Procrastination

In-depth analysis of the social factor's category extracts and formularizes the reasons behind the procrastination. Majority of the participants from the both samples narrated that social gatherings, functions, peer influence, lack of accountability from the authority, lack of appreciation from others, lack of desired outcomes and arrival of cousins and friends were the main emergent factors of social factors caused procrastination. A male parent participant 3 told "when the cousins of my children arrival at our place, they play with them and avoid to complete any task related to school or home, each time when I try to say them they just said Ok papa I'll do it latter, just 10 minutes etc". Another female participant 4 said "when the parents do not ask about the children's performance they also do not take it seriously, as my children do not take responsibility when they know mama will not ask them, so parents accountability is very important". A female participant 8 narrated that students prefer to work when they get some reward from authority figures as she said "when I ask my kids if you people will complete this task I'll give your favorite food; they quickly complete their task". Another female parent reported that "when a guest came at our home, my children delay to obey us, even my children did not go to school, they always try to excuse". Sample 2 also reported the same sub factors

Participant 4 from the children told "I am used to play with friends and cousins on weekend and often delay my work even with a holiday". Participant 9 a male child described "I often used to delay my task when my favorite uncle came to my home; I spend time with him that is why I postpone my tasks for the next day". Additionally another male kid 14 participant reported that "when there is a family gathering in my home, I spend all the time with my cousins and friends and postpone all my home and academic task for the next days". Participants 23 reported as "children used to delay their tasks when they have not proper motivation", "if children did a task once and they did not get desires output then they used to delay in the particular task" and "I often put off my mom's tasks and said I will do after some time, but when she gives some money then I do it on the spot".

Task-Oriented Factors of Procrastination

The factors related to task also play a significant role in procrastination among the children. The sample of parents and children both reported that the nature of the task as disliking or boredom, effort demanding, time taking, lack of understanding, complicated task, focused demanding task, to be perfect in a task, to be hesitated to initiate any task and multiple task at one time cause procrastination among the children. Participant 2 from the parent's sample told "My daughter delay a task which requires a focus or long time attention". Female participant 23 from the parents reported "children feels a lot of burden from the tough routine of academic activities, so at one time different tasks and multiple home works from school and tuition cause to delay they tasks". Another female participant told "my daughter used to write slowly, she thinks that her hand-writing and tasks must be good and perfect" Majority of the parents and children reported that children often delay their work because of tough and complicated task. As participant 12 from children sample narrated that "I often avoid from difficult tasks". A male child participant 19 told multiple tasks at one time cause procrastination. He said "I have to do many tasks this leads me to delay others, such as my mom said me to do any household chore on the same time my father said my other tasks, such like the other tasks got delayed", "I used to delay tasks which takes times" and "when teacher give me a lengthy question, then I often used to delay it".

Technology-Oriented Factors of Procrastination

The factors related to technology also cause procrastination among the children reported by the majority of the parents and children. They highlighted the usage of mobile and tablet, watching television (cartoons and animated movies), play games on mobiles are the major potential forces cause procrastination. Parents reported most of time children remain busy in mobile phones to watch videos and playing game as Parent 3 told "my daughter ignored what her parents said, she remains busy to watch poems and play games on a mobile phone", "when I call to my daughter, she said I am watching the cartoon, after cartoons, I will come". Moreover, participant 13 a female parent also described that "when I ask some academic or household core to my daughter she simply said mama i am watching my favourite cartoon please wait 10 minutes and that 10 minutes never come". Parent 23 a female told "my daughter often delay her tasks, for instance when I ask her now do not watch the TV and do your some study, she says mama i am watching just for few time then I'll do my work, she just ignore what I have said".

A female child participant 6 reported "I refused to complete my task when I play games on mobile". A male child participant 9 also reported the same as he said "I delay because of playing game on mobile". Participant 7 (a female child) narrated "when i am watching some interesting movie on television then i delay my work 10-15 minutes".

Parental-Oriented Factors of Procrastination

The factors related to parents only discussed by the parents. They consider their own role also causes children 'procrastination. To them poor parental training, lack of attention from parents, home environment, working parents and over protection are the potential parental factors. In-depth analysis informed children often delay due to parents or sometimes for the attention of parents. As 1st participant told (a female) "when we do not pay attention to our children they intentionally ignore their home work so they can get our attention". She further said "we should make a proper schedule for their different activities so they can also spend time with us". Another female parent 8 reported that "parents did not pay attention toward children that is why child learned unhealthy behaviour", and "my husband and I are doing a job; we are unable to pay proper attention to our children, that leads toward procrastination". Similarly another female participant 16 told overprotection to the children a also create lack of

responsibility among the children as she reported “I am very possessive about all the activities and task of my kids so most of time they do not show responsibility unless I indulge and dictate them to do those tasks”.

Institutional-Oriented Factors of Procrastination

In-depth analyses of the content obtained from the parents and children also indicated that role of institution and the facilities provided by school are also very significant to produce procrastination among the children. The institutions-oriented factor was emerged by lack of availability of stationary and resources, waiting for the turn in the huge class, and lack of teachers' attention. In children sample participant 14 reported “when I go for Holy Quran, there were many students, and I have to wait for my turn, so that is why I often get late to go to the academy on time” and “I postpone my task because sometimes my pen stops working”. Participant 5 a female parents told class environment is very important as she said “My daughter prefer to do color which are her favourite” she further said “she likes drawing and school should provide proper environment where they can work and draw her favourite things properly because she often complaints other students spoil my work and i have to re do it”. The sample of the children also reported the same findings as one of the male child reported “the strength of my class is very large, so I do not complete my work in time and cause delay”. A male participant of 14 described that “before start my school work I sharp my pencils, and I waste a lot of my time to make a proper shape of lead pencil and very little time is saved for completing the task so i get delay”. Another female participant 17 told “My teacher often busy to mark the lesson of the other students and i just wait for my turn and sometimes time is over and I do not complete my work”.

Discussion

Procrastination is a widespread phenomenon that has been associated with a host of cognitive, emotional, and motivational factors (Rebetez et al., 2015). Most of the studies dealt with the sample of college and university students but a clear and integrated picture about children was still lacking. So the aim of current study was to explore the specific factors of procrastination among children. The super ordinate theme as antecedents of procrastination included of different master themes which publicized that potential factors like psychological, physiological, social, task-oriented, technology-oriented, parental-oriented, and institutional-oriented lead a child towards procrastination. These master themes also integrated several emerged themes. In previous studies it has been explored that psychological factors as personality traits, emotional intelligence, elevated stress, and perceived stress and life satisfaction are positively or negatively linked with procrastination among the young adults and adults (Sirois et al., 2003; Aziz & Tariq, 2019; Khalid et al., 2022). In current scenario the psychological factors were found among the children of procrastination which indicated that unhealthy emotions, mood, lack of interest, stubbornness, lack of attractiveness, tension, and pressure of work to complete in time are the major factors of procrastination among the children which are dissimilar as compare to adults or young adults.

Physiological health is also very important among children along with psychological health in procrastination. In current paper personal hygiene, lack of physical energy to perform a task, physical ailments, inappropriate sleeping pattern, unhealthy food and physical fatigue have been explored as physiological factors which leads the children towards procrastination by parents and children. In a previous study role of physical health was also studied in procrastination. Sirois and Tosti (2012) found that perceived poor health among the students

cause procrastination. The students who perceive they are not well tend to delay their tasks. However, mindfulness and well-being was negatively related to this phenomenon.

Koppenborg and Klingsieck (2022) claimed personal factors (psychological and physiological) are also important but situational and social factors always less emphasized which can be played a significant role to this phenomenon. Particularly in their study it has been discovered that social interdependence causes procrastination as compare to individual task in German bachelor students. This finding is in line with the current one as in social factors parents and children reported when cousins and friends are present in family gathering they simply depend on each other and delay their tasks. Comparatively when they alone they try to complete it without any delay. Peers appear to increase procrastination when distracting from academic tasks (Chen et al., 2016; Nordby et al., 2017; Koppenborg & Klingsieck, 2022). In a similar vein, a qualitative study indicated that significant others' attitudes can have an influence on procrastination (Klingsieck et al., 2013). As it has also been found in the current study that others behavior especially lack of appreciation from the others and no accountability form authority cause procrastination among the children.

According to Afzal and Jami (2018) properties of a task is very important for the students. As they explored task aversiveness is the main cause of procrastination among university students. When the task is unpleasant and unenjoyable they prefer to postpone. In the same way in current study conducted on children revealed a very important factor as named task-oriented factor of procrastination which indicated that nature and characteristic of the task is the one of major factor in procrastination among children. Both parents and children claimed that disliking task, effort and time demanding, as well as no understanding of the task are the sub-factors which produce procrastination among children. In A factor analysis by Solomon and Rothblum, 1984, concluded two major factors, “Fear of Failure” (evaluation anxiety, perfectionism, and lack of self-confidence) and second factor “Task Aversiveness” (aversiveness of the task and laziness). These findings are in line with the present one as most of the children try to be perfect in their skills and anxious to initiate a new one task and delay that new task or activity.

Shi et al. (2021) found insufficient physical activity and mobile phone addiction is positively associated with high levels of irrational procrastination. So in the current findings parents and children claimed when they (children) are busy to use mobile phone or other kind of technology to watch movies and videos they avoid completing their home work or any other sort of chores. Cui et al (2021) in a longitudinal research design also highlighted the problematic mobile phone use as a predictor of bedtime procrastination and depressive symptoms among Chinese college students. Parental role is very important in children training. In present study the sample of parents reported about the significant role of parents in procrastination among children. To them poor training by parents, no proper time for the children (especially working parents), home environment and overprotection on behalf of the parents are the main sub-factors which come under parental-oriented factors leads towards procrastination in children. In terms of parental role the findings are to some extent similar as the previous one which revealed that parental style is very important among university students as “acceptance-involvement” and “psychological autonomy-granting” styles were significant and negative predictor of the academic procrastination, whereas the “behavioral strictness-supervision” style had a significant predict power for the academic procrastination (Zakeri et al., 2013). In another study the correlation between procrastination and perceived stress & parenting styles of Chinese medical students was also explored (Khalid et al., 2022). The children where they are performing their activities, its environment is very imported as in the present study most of the parents and children claimed that institution facilities, teachers role

on a huge class and unavailability of stationary cause academic procrastination among the children which is labeled as institution-oriented factors. A study was conducted by Rabin et al. (2011) on academic procrastination in college students and they found that executive functions including organizational ability, self-regulation, planning, and monitoring significantly predict academic procrastination. Evidence further suggested a link between procrastination and certain situational characteristics, such as classroom climate (Corkin et al., 2014), lecturers' teaching skills (Patzek et al., 2012; Grunschel et al., 2013) or the degree of external structure of the study program (Nordby et al., 2017).

Conclusion, Implications, Limitations, and Recommendations

The present study for the first time explored the major factors of procrastination among children. The super ordinate theme as antecedents of procrastination included of different master themes which publicized that potential factors like psychological, physiological, social, task-oriented, technology-oriented, parental-oriented, and institutional-oriented lead a child towards procrastination. The study is highly recommended for the home setting, educational setting and health setting. The future directions suggested concerning the development of an integral interventions to understand procrastination by evaluating these factors behind this phenomenon. In current paper only data was collected from the children and parents the future studies can be conducted to seek the factors of procrastination by collecting the data from teachers, and child experts in order to get the more standardized and valid information.

Conflict of Interest

There is conflict of Interest.

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