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ABSTRACT

When students put off preparing for an exam despite knowing they have a deadline and should do so, this is known as procrastination by examination. Students who are anxious about failing the test may put things off. They may put off doing it if they are having trouble understanding the topic. Students who have bad study habits may put off tasks. Depression, anxiety, low self-esteem, and ADHD (Attention Deficit Hyperactivity Disorder) have all been related to procrastination. A neurological condition known as ADHD can impact both adults and children. Hyperactive tendencies, difficulty focusing on activities, and an inability to regulate impulses are all possible symptoms of ADHD². The disease does, however, also have several advantages and strengths.

Keywords: procrastination, examination, mental health care, attention deficit hyperactivity disorder ADHD, action control, intention, prevention, mental and physical stress. ICSE.

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Research on Procrastination During Exams, Mental Health Care, ADHD, and its Prevention

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ABSTRACT

When students put off preparing for an exam despite knowing they have a deadline and should do so, this is known as procrastination by examination. Students who are anxious about failing the test may put things off. They may put off doing it if they are having trouble understanding the topic. Students who have bad study habits may put off tasks. Depression, anxiety, low self-esteem, and ADHD (Attention Deficit Hyperactivity Disorder) have all been related to procrastination. A neurological condition known as ADHD can impact both adults and children. Hyperactive tendencies, difficulty focusing on activities, and an inability to regulate impulses are all possible symptoms of ADHD². The disease does, however, also have several advantages and strengths. The primary aim of this study in the exam environment is the integration of procrastination findings by examination. The findings can be used to promote improvements in exam scores, writing techniques, academic performance indicators, and the entire exam and learning experience for students. We also expect that our work will encourage more research using materials connected to tests and other texts to help candidates avail themselves of excellent exam-related activities, which are essential to avoiding and are required to receive higher scores on their exams. The investigators chose the ICSE board schools in the sub-urban areas of Mumbai. In 2024, the researchers distributed 1400 questionnaires to the 12 ICSE Board Schools. 624 students, 227 teachers, 228 parents, and 232 guardians from these participating schools 93.64% of respondents were answered. The research reflects that every government must take care of the students and provide effective counseling centres through national, and state representatives it will be required in these digital

environments to take care of the future generation because based on necessity everyone procrastinates using mobile phones for their related studies. The usage of mobile also caused procrastination from elementary to research.

Keywords: procrastination, examination, mental health care, attention deficit hyperactivity disorder ADHD, action control, intention, prevention, mental and physical stress. ICSE.

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I. INTRODUCTION

Procrastination may be overcome to lead a happy and productive life. Students who purposefully put off studying or getting ready for tests until the last minute are said to be engaging in "exam procrastination," which can result in stress, subpar work, and possible academic failures because they won't have enough time to fully understand the content. Burka & Yuen (1983¹⁶), Milgram, Sroloff, & Rosenbaum (1988¹⁷) Van Eerde, (2003¹⁸) revealed that "procrastination can even be distinguished from the intentional postponement of a task because procrastination is unplanned or from logical and necessary delay, due to understandable reasons such as illness or technical problems²⁰". Academic procrastination, which can be called a reflection of daily postponement to school life, is defined as delaying duties and responsibilities related to school or saving them to the last minute (Haycock, McCarthy, & Skay, 1998¹⁹).

II. LITERATURE REVIEW

According to studies conducted in Canada, China, the United States, Europe, Asia, and North America, academic procrastination-defined as delaying or postponing academic tasks despite knowledge of its detrimental effects-is "a widespread issue among students worldwide" (Steel 2007⁴. Klassen et al., 2011⁵; Sirois & Pychyl, 2013⁶). Students and teachers are impacted by a range of behaviours, including social media diversions and thesis delays (Svartdal, Dahl, Gamst-Klaussen, Koppenborg, & Klingsieck, 2022)⁷. This includes behaviours such as avoiding studying by engaging in other activities like cleaning (Van Eerde, 2000⁸), spending excessive amounts of time on other activities before beginning schoolwork (Pychyl, Morin, & Salmon, 2000⁹), and experiencing major project delays (Svartdal, Aamodt, & Schou-Bronstein, 2022¹⁰). Moreover, procrastination among academic professionals is occasionally referred to as "academic procrastination," however this is controversial. According to Patrzek, Grunschel, and Fries (2012¹¹), it might be more reasonable to classify teachers' or faculty members' excessive delays in lesson preparation or grant application draughting as occupational procrastination. Clarry H lay et all 1989¹² in their study conclusions suggest that other factors, such as educational attainment and psychological issues, may be at play and that various tools are not reliable indicators of procrastination levels. We can infer that while ICT is a contemporary tool to help students with their writing, it does not lessen the negative impacts of procrastination on pupils compared to older testing techniques, Seyyede 2021¹³.

III. RESEARCH DESIGN

This study's necessity stems from the findings of researchers, who suggested that more research is needed to examine how ICSE School pupils in Mumbai Suburban, Maharashtra state, procrastinate on exams and their academic pursuits. Finding out about student exams and associated procrastination is necessary for this study to help students write exams without worry, anxiety, or tension. To help different educational

institutions prevent exam procrastination, the researcher investigates exam-related procrastination, adopts appropriate data analytical procedures, and finds trends that follow. This study specifically looked at data on exam procrastination²⁹ in their ICSE board exams, including task completion and completing the Higher Secondary Certificate, which aids in their attempt to enroll in undergraduate courses at universities. Additionally, this study looks for distinct patterns in the time it takes to complete tasks, scores, gender, and academic level as the test goes on.

IV. METHODOLOGY

The survey questionnaire method has been employed to collect the data for the present study. The questionnaire was constructed based on the following elements: personnel profile, frequency of Study, the purpose of study, acceptance of writing exam or test, awareness of the existence of procrastination, publicity to promote the psychological and psychological training, test paper answering methods, Time management, Avoid fears. Deploying good habits, counselling by psychological experts, formal counselling centres deployed by the state government, national counselling centres, free toll-free centres for students, etc. The area of research is in the Mumbai sub-urban area of Maharashtra state. The investigators selected ICSE board schools in the educational jurisdictions of Mumbai's sub-urban. The Joint Director of Higher Education (JDHE) Mumbai office is the regional office for Mumbai and its suburbs. The JDHE's responsibilities include coordinating and controlling government colleges and institutions and acting as a bridge between the Ministry of Higher & Technical Education and the universities and colleges in the region. In 2024-2025, the researchers distributed 1400 Questionnaires to the 12 ICSE Board Schools. From these 12 schools' 624 students, 227 teachers, 228 parents, and 232 guardians were replied. In the questionnaire survey out of 1400 respondents, 93.64% of respondents replied.

V. DATA ANALYSIS

5.1 Distribution of Questionnaires

From Table 1, we easily identify the respondent's replies as classified below. Research analysis survey adopted by direct questionnaire methods. Out of 1400 Questionnaires were delivered to the respondents. 1311 respondents replied. Based on

their replies the respondents are classified based on categories of students, parents, teachers, and guardians, data analysis has been processed. The majority of the respondents are female. Overall, the respondents replied that students 47.59%, Teachers 17.31%, Parents 17.39% and guardians 17.69%. This research reflects that many of the respondents are students 624 (47.59%).

Tab. 1: Total Number of Respondents

Respondents	
Male	Female
556	755
Total	1311

Tab. 2: Distribution of Questionnaire and Sex-wise Respondents Classification

Students		Parents		Teachers		Guardian	
M	F	M	F	M	F	M	F
302	322	89	139	82	145	83	149
624		228		227		232	
Total				1311/1400			

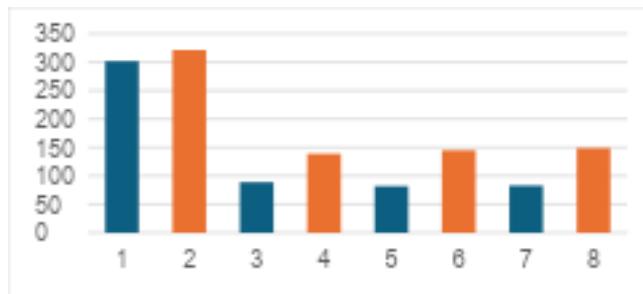


Fig. 1: Total Number of Respondents

5.2 Factors Influencing Area of Academic Procrastination

In tables three and four the data reveals the factors influencing the area of academic procrastination. Procrastination indicators are classified in various styles from constant to extracurricular activity. The majority of students

procrastinate to study for examination purposes, which is 78.26%. comparing to writing assignments is 70.56%. the least number of students agreed to procrastinate through co-curricular activities 6.25% and many of the respondents are not responding to co-curricular activities 56.60%.

Tab. 3: Area of Academic Procrastination Influencing Factors

S. No.	Procrastination Indicators	Agree	Un-Decided	Disagree	No Response
1	Constant	733	46	132	400
2	Writing assignment	925	24	86	276
3	Presentation	894	95	217	105
4	Study for Examination	1026	56	44	185
5	Group Work	753	15	90	453
6	Academic activity	761	251	163	136
7	Library work	320	483	110	398
8	Co-Curricular Activities	82	235	252	742
9	Extra-Curricular Activity	43	117	639	512

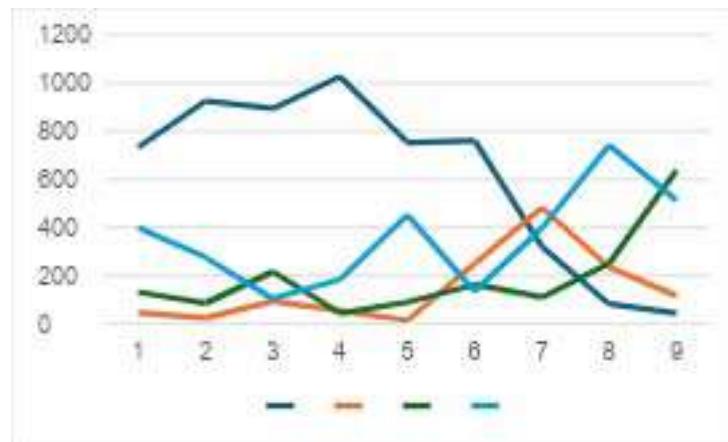


Fig. 2: Factors Influencing Factors Academic Procrastination

Tab. 4: Area of Academic Procrastination Influencing Factors

S. No.	Procrastination Indicators	A	B	C	D
1	Constant	55.91%	3.51%	10.06%	30.52%
2	Writing assignment	70.56%	1.84%	6.55%	21.05%
3	Presentation	68.19%	7.24%	16.56%	8.01%
4	Study for Examination	78.26%	4.27%	3.35%	14.12%
5	Group Work	57.43%	1.15%	6.86%	34.56%
6	Academic activity	58.04%	19.14%	12.45%	10.37%
7	Library work	24.41%	36.84%	8.40%	30.35%
8	Co-Curricular Activities	6.25%	17.93%	19.22%	56.60%
9	Extra-Curricular Activity	3.27%	8.92%	48.75%	39.06%

5.3 Factors Influencing Exam Procrastination

Procrastination influences are influenced by examination classified in 11 factors. From these majority of them procrastinated because of fear of failure 95.05%, 72.69% of them anxiety, and pressure 70.26%. Factors influencing exams are

mainly fear of failure and anxiety. Test anxiety is defined as an emotional reaction²⁶ or a state of stress that occurs before examinations and continues throughout the examination period²⁵. Tables five and six are the evidence of examination procrastinated by the respondents.

Tab. 5: Exam Procrastination Influencing Factors

S. No.	Exam Procrastination Indicators	A	B	C
1	Anxiety	72.69%	21.66%	5.65%
2	Fear of failure	95.05%	3.96%	0.99%
3	Poor time management	60.86%	19.38%	19.76%
4	Lack of Motivation	45.92%	30.21%	23.87%
5	Self-regulation difficulties	35.62%	26.54%	37.84%
6	Task Aversiveness	38.90%	48.21%	12.89%
7	Fear of social disapproval	66.82%	15.18%	18%
8	Aime of the Study	45.15%	35.93%	18.92%
9	Pressure	70.26%	18.07%	11.67%
10	Temptation and distractions	41.18%	26.31%	32.46%
11	Others	23.34%	38.82%	37.84%

Tab. 6: Respondents Replied about Exam Procrastination Influencing Factors

S. No.	Exam Procrastination Indicators	Agree	Un-Decided	Disagree
1	Anxiety	953	284	74
2	Fear of failure	1246	52	13
3	Poor time management	798	254	259
4	Lack of Motivation	602	396	313
5	Self-regulation difficulties	467	348	496
6	Task Aversiveness	510	632	169
7	Fear of social disapproval	876	199	236
8	Aime of the Study	592	471	248
9	Pressure	921	237	153
10	Temptation and distractions	540	345	426
11	Others	306	509	496

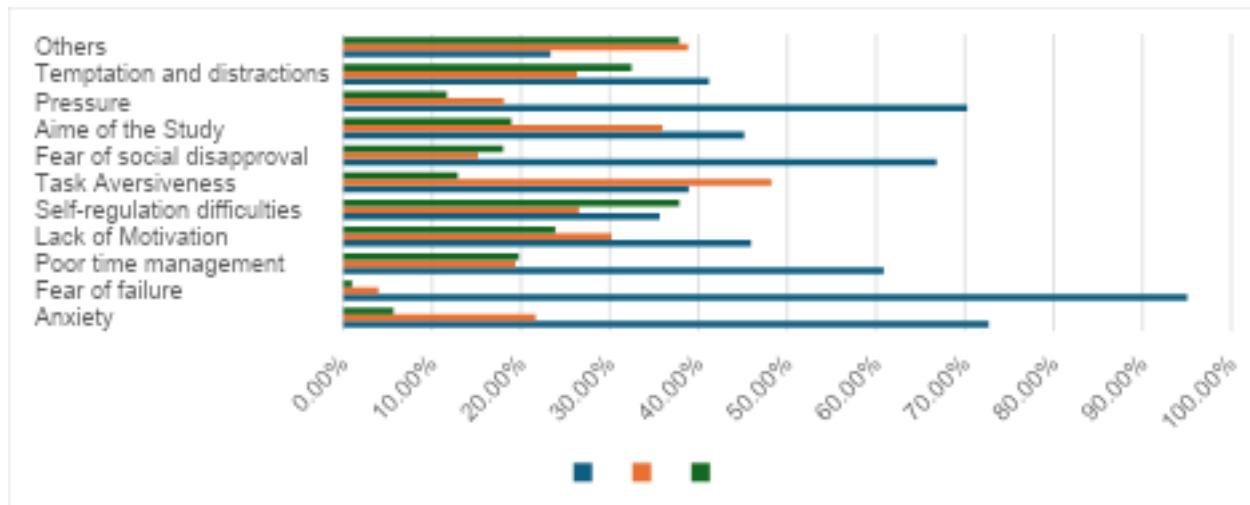


Fig. 3: Factors Influencing Exam Procrastination

5.4 Procrastination Indicators among Pupils Performing at Varying Levels Related to Academic Records

The students' yearly academic records are also considered as the procrastination indicators among pupils' performance at various levels and their performances in Table Seven. 74.21% of

them procrastinated by academic pressure, secondly 65.51% of them were affected by behavioural assessment, and third places were taken by conflict is 58.35%. Many of the respondents are not interested in giving their responses to changing schools, and 1.61% disagree with pressure procrastinated factors.

Tab. 7: Procrastination Related to Academic Records

S. No.	Procrastination Indicators	Agree	Un-Decided	Disagree	No Responses
1	Behavioural assessment	854 (65.15)	257 (19.60)	97 (7.39)	103 (7.86)
2	Change	732 (55.83)	94 (7.17)	26 (1.99)	459 (35.01)
3	Cognitive assessment	594 (45.31)	212 (16.17)	259 (19.75)	246 (18.77)
4	Conflict	765 (58.35)	89 (6.80)	215 (16.40)	242 (18.45)
5	Emotional assessment	632 (48.20)	156 (11.91)	128 (9.77)	395 (30.12)
6	Frustration	420 (32.04)	257 (19.61)	176 (13.42)	458 (34.93)
7	Intrusion	571 (43.55)	256 (19.52)	62 (4.72)	422 (32.18)
8	Physiological assessment	516 (39.36)	265 (20.21)	97 (7.41)	433 (33.02)
9	Pressure	973 (74.21)	69 (5.26)	21 (1.61)	248 (18.92)

5.5 Procrastination Indicators among Pupils Performing at Varying Levels Related to Academic Performance

Table eight reflects the academic performance based on their study behaviors. The majority of

them avoidance of failure is 72.31%, 69.26% are affected by social anxiety and 70.49% of them have laziness in academic activities.

Tab. 8: Procrastination Related to Academic Performance

S. No.	Procrastination Indicators	Agree	Un-Decided	Disagree	No Responses
1	Avoidance of failure	948 (72.31)	112 (8.54)	86 (6.55)	165 (12.58)
2	Challenge	891 (67.97)	15 (1.14)	111 (8.47)	294 (22.42)
3	Frequency of procrastination	796 (60.71)	237 (18.07)	26 (1.98)	252 (19.22)
4	Impulsivity	439 (33.48)	298 (22.73)	37 (2.82)	537 (40.97)
5	Laziness	924 (70.49)	264 (20.13)	16 (1.22)	107 (8.16)
6	Organization	592 (45.15)	217 (16.56)	113 (8.61)	389 (29.68)
7	Poor perfectionism	565 (43.11)	293 (22.34)	15 (1.14)	438 (33.41)
8	Self-control	712 (54.31)	329 (25.10)	56 (4.27)	214 (16.32)
9	Social anxiety	908 (69.26)	179 (13.65)	32 (2.45)	192 (14.64)

5.6 Procrastination Indicators among Pupils Performing at Varying Levels Related to Social Anxiety

Social anxiety indicators are classified as 15 factors, these 75.51% of them procrastinated by

parental pressure, and 65.29% got academic pressure from their work. The least number of them are indicated by social interaction.

Tab. 9: Procrastination Related to Social Anxiety

S. No.	Procrastination Indicators	Agree	Un-Decided	Disagree	No Responses
1	Academic Pressure	856 (65.29)	55 (4.20)	79 (6.02)	321 (24.49)
2	Adapting to a new environment	309 (23.57)	694 (52.94)	49 (3.73)	259 (19.76)
3	Conflict	581 (44.31)	205 (15.63)	73 (5.58)	452 (34.48)
4	Ego-is-tic	473 (36.08)	316 (24.10)	138 (10.52)	384 (29.30)
5	Emotional assessment	628 (47.91)	382 (29.13)	65 (4.96)	236 (18)
6	Frustration	495 (37.75)	245 (18.69)	153 (11.67)	418 (31.89)
7	Parental Pressure	990 (75.51)	42 (3.21)	82 (6.26)	197 (15.02)
8	Physiological assessment	641 (48.90)	270 (20.59)	36 (2.74)	364 (27.77)
9	Psychological Anxiety	504 (38.45)	107 (8.16)	71 (5.41)	629 (47.98)
10	Rational Thinking	633 (48.29)	77 (5.87)	219 (16.71)	382 (29.13)
11	Social Interaction	247 (18.84)	192 (14.65)	149 (11.36)	723 (55.15)
12	Socio-Cultural Pressure	572 (43.63)	391 (29.82)	47 (3.59)	301 (22.96)
13	Societal Pressure	364 (27.76)	311 (23.72)	90 (6.87)	546 (41.65)
14	Social Shyness	456 (34.78)	294 (22.43)	28 (2.14)	533 (40.65)
15	Social Skill	592 (45.15)	482 (36.77)	72 (5.50)	165 (12.58)

5.7 Hypothesis Formation and Findings

A hypothesis test ought to be conducted to ascertain whether a statistically significant correlation exists between the independent and dependent variables. The following hypothesis has been framed based on the data analysis by statistical tools.

H₁: Most procrastinators see their delaying behaviors as inappropriate, problematic, and in need of change²⁴.

H₂: In academic contexts, procrastination occurs for tasks such as learning for an examination or writing an essay²³.

H_3 : Procrastination has a favorable correlation with social anxiety. According to the findings, people with higher levels of social anxiety put things off more. One explanation could be that people postpone avoiding unpleasant situations or uncomfortable states, as well as when they are afraid of failing or receiving a low grade. People with greater levels of social anxiety may try to put off duties that need them to connect with others because they are afraid of being poorly evaluated, falling short of expectations, and receiving rejection.

H_4 : Academic procrastination was predicted to be linked to worse paper grades, lower grades in writing-intensive courses, anxiety about writing a big paper, delayed behaviors on the writing assignment, and reduced pleasure with the writing experience of various exams.

H_5 : Based on academic records, before turning in their work for grading, high academic procrastinators were predicted to be less likely to ask for feedback. However, it was anticipated that receiving writing feedback would mitigate the association between individual differences in academic procrastination tendency and outcomes. This means that individuals who report a high procrastination tendency would benefit more from receiving feedback than those who report a low procrastination tendency.

H_6 : Procrastination can lead to the development of new unpleasant feelings including guilt, humiliation, and frustration. Numerous other problems, including elevated stress, heightened interpersonal disputes, and goal failure, can result from procrastination. So, for academic failure, 72.31% also have an evidential record which may cause problems for students who have academic problems.

H_7 : The association between test anxiety and its aspects and negligence was examined using Pearson's correlation test. According to the findings, procrastination and test anxiety were significantly correlated ($P < 0.01$). In social anxiety, Parental pressure is 75.51% so, the hypothesis is signified. The procrastination indicators are involved in school ICSE school students through this survey²⁸.

VI. DISCUSSION

Procrastination has psychological causes, according to studies, although the impact of environmental and situational factors has been thoroughly studied. In this study, writing was tested using two distinct instruments and in two distinct scenarios. While the other group employed paper and pen tools, the testing group used to compose essays, objective-type questions, and answers, etc. as a testing tool. From a total of 100 students enrolled in the two institutions after the pilot study to reframing the questionnaire delivered to St. Francis ICSE School and Assisi Institution, 96% of respondents were replied.

Through this survey, the researcher selected Mumbai suburban region ICSE affiliated schools in the Dahisar area of Borivali. 1400 Questionnaire delivered directly to the respective school based on students, teachers, parents, and guardians. Out of 1400 respondents, 1311 respondents were replied (93.64%). Based on their responses majority of the students are female 51.60% and male 48.39%. The respondents from teachers are 63.87% and male 36.12%. The parental respondents are segregated as parents 17.39% and guardians 17.69%. Overall, the respondents replied that students 47.59%, Teachers 17.31%, Parents 17.39% and guardians 17.69%. This research reflects that the majority of the respondents are students 624 (47.59%). Furthermore, there was a strong correlation between test anxiety and its dimensions and gender in terms of cognitive error and overall test anxiety, but not between procrastination and gender. Studies have indicated that women are more likely to suffer from higher levels of exam anxiety²⁷.

Seyyed and their investigation in online tests by ICT tool was adopted in German. A Likert scale was used to score the participants' responses to the 20-question standard procrastination test by Lay (1986). No significant difference was seen between the procrastination levels of the two testing groups and their findings ($p < 0.5$) Seyyede 2021¹³, Clary et al (1989)¹². Sub, A., & Prabha, C. (2003)¹⁴ In this study, they looked at how high school boys and girls ($N=200$) interacted with

perfectionism, test procrastination, and test anxiety (and its worry and emotionality) components in connection to their academic achievement. From the previous year's school data, the total of the annual academic scores was calculated. Academic performance was found to be strongly and negatively correlated with self-oriented perfectionism, procrastination, exam anxiety, worry, and emotionality, according to correlational analysis. The most useful factors in this regard were found to be test anxiety and procrastination. Endler 1997¹⁵ examined the interaction model of anxiety in a test setting.

Before a crucial psychology test, 56 undergraduates recorded their pulse rates and answered the self-report Behavioural Reactions Questionnaire (BRQ), which is a gauge of A-state. Two weeks later, in non-stressful circumstances, Ss once more finished the BRQ and took a heart rate reading. They also finished the S-R Inventory of General Trait Anxiousness (S-R GTA), which is a test of A-trait. The interaction model of anxiety's differential hypothesis predicted that the ego-threatening situation (exam) and interpersonal (ego-threatening) A-trait (high vs. low) would significantly affect A-state arousal. However, there was no significant interaction between the threatening exam situation and the other aspects of A-trait (physical danger, ambiguous, and innocuous). 1,629 online exam records over a five-term span at a southeastern US academic institution were included in the dataset. Students were required to complete the online tests, which were available for a week, using the content they had learned the week before. For every extracted record, the task performance window and time were set. According to the study's findings, more than half of students (58%) procrastinate on online tests, while the remaining 42% plan their work to prevent procrastination. But compared to those who staged their work, those who procrastinated seemed to perform noticeably worse. Additionally, distinct patterns were noted according to the students' gender, academic level, and whether they took the tests in the morning or the evening.

The study's findings allowed researchers to identify different levels of procrastination that

could result in poorer scores on board exams. Students' anxiety levels regarding writing exams, tests, schoolwork, pressure, assignments, psychological and physical exercises, and other related programs were found to vary, according to the survey. Since most of the research from various studies conducted in different countries has focused on academic procrastination, it can help everyone address exam-related procrastination at different levels so that they can attend different exams, both online and offline, administered by different boards in different regions at different grade levels (2023)²².

VII. RECOMMENDATION

7.1 *Preventions For Exam Procrastination*

Time Management: Effective time management and organization are crucial while studying several subjects. This is because you want to finish all your study material before the final exam. 1. Make a list of all the subjects you need to study for the test and make a strategy. 2. Give each topic a specific amount of time and set little goals for yourself along the way so you can stay motivated and track your progress. It's better to divide up your studies than to do it all at once. 3. This will maintain everything in your memory when you take the test and lessen the likelihood that you will forget it. 4. Additionally, you should allow time to review the most crucial points so that you are prepared to receive the highest possible mark (2022)¹

Try to keep your phone far away from you: Even while we all adore our phones, they can be a major hindrance to our ability to study for tests: 1. A single glance at social media can soon escalate into a whole evening of putting things off. When studying, we advise putting your phone away to prevent this from happening to you. 2. To prevent overuse, you should establish time limitations for each app if you wish to use your phone as a reward during study breaks. 3. To help you focus on studying, you can also download browser extensions or programs that restrict how much time you spend on non-academic or social media websites.

Utilize the Interval of interim periods: It might be challenging to even find the time to study if you have a full day at school or must juggle part-time work. 1. It is up to you to figure out when you can get in a few minutes of revising throughout the little breaks in your day. 2. Waiting for the bus to university or for your next class to start are two situations where you may simply put on your headphones and listen to some study material. 3. You will avoid the stress of last-minute revisions and see a significant improvement with any modification you can complete.

Remember to take rests or breaks: You cannot work for hours on end and expect to be productive the entire time; you must plan breaks for yourself so that your mind can rest. 1. Before their brains shut down, most people can only concentrate for 25 to 30 minutes. So, divide your study time into manageable chunks of 30 minutes each, and then take a 15-minute break. 2. When taking breaks, you should move from your desk, eat or drink something, and spend a few minutes doing anything that will allow your mind to relax before returning to work.

Dissect the deadline: When you consider all the preparation you must do before a significant test, it can be intimidating. However, there's no need to worry; you may simply divide your work into manageable chunks. 1. Establish manageable objectives for yourself. For instance, you may make it your goal to revise five chapters per week. 2. You'll feel more driven and effective after completing these little objectives, which will help you reach your next one.

Maintain an active lifestyle between continued revision sessions: Spending all day at your desk might wear you out and deplete your energy. When you can, get your body moving and your blood circulating in between revising sessions. If you would like, stay inside and do some stretches or go for a jog or walk around your neighbourhood. Maintaining your physical health is crucial for maintaining your mental clarity and emotional stability.

Make a graphic and visual representation of every task you must complete: Having everything

in your thoughts can make it difficult to remember what you need to do. Everyone should have a visual picture of all the duties they have to finish, according to our recommendation. It is very helpful to have something visible in front of you, whether you use a study journal on your phone or post-op notes placed throughout your room to keep track of everything.

Crucial to switch up the scenery: Even if you have the ideal study space, sitting in the same area every day can make it difficult to maintain motivation. To be productive, try to switch up your location occasionally. Making a change in your surroundings will benefit you, whether you want to go to your favourite park, the local library, or a coffee shop.

You should be rewarded for your efforts: Maintain your motivation and prevent burnout by striking a balance between work and enjoyable pursuits. You deserve a reward for all the hours you're putting in if you're working hard to achieve the grades you desire. Rewarding yourself is a good idea after working for a few hours or reaching a goal. This could be going out to dinner, getting a coffee from your favourite coffee shop, or simply using Netflix to watch a new movie.

Invite your pals or friends to join you for your upcoming study session: Doing your studies alone isn't always necessary. To do assignments together, plan a study session with friends who are preparing for the same course as you. You may stay focused by spending time with other individuals who are studying, even if your buddies are not in the same class as you.

7.2 Prevention For Adhd Procrastination

Procrastination is a common behaviour that can be related to ADHD, but it's not a direct symptom of the condition (2023)³.

ADHD symptoms: People with ADHD may have trouble paying attention, planning, and organizing. These symptoms can lead to procrastination.

Fear of failure: People with ADHD may procrastinate because they're afraid of making mistakes or not doing a task well.

Perfectionism: People with ADHD may procrastinate because they're afraid their work won't meet their high standards.

Task initiation: People with ADHD may have trouble starting tasks, which can be misperceived as procrastination.

Hyperfocus: Some people with ADHD have hyperfocus, which can help them get things done quickly.

Treatment:

Psychotherapy: Psychotherapy can help people with ADHD manage procrastination.

Medications: Stimulant medications like bupropion, guanfacine, or clonidine can help with ADHD symptoms.

Occupational therapy: Occupational therapy can help people with ADHD manage procrastination.

Impact: Procrastination can lead to poor time management, which can impact relationships and work performance. 2. Procrastination can also lead to stress, disappointment, and conflict.

7.3 Prevention for Academic Stress

Utilize Campus Resources: The Centre for Academic Resources (CFAR) offers study mentorship, time management groups, study skills groups, and drop-in study groups. Office hours are available and publicized. There are study and lab groups for TAs. Some instructors share their notes online. At PACS, some groups deal with issues including social anxiety, depression, and anxiety. When things get too hectic or stressful, PACS offers same-day appointments and urgent treatment, as well as counsellors available to assist you²¹.

Remain in the Present: the past is over, and the future has not yet arrived. The current moment is the one that you have complete control over. Gently bring your mind back to the present when you become aware that it has strayed to the past or the future.

Develop New Skills by Practice: Since we are only human, we will inevitably make mistakes. You have an opportunity to learn about yourself every

time you make a mistake. Practice is the key to learning a new skill. Practice is essential if you want to become a better singer, learn to play an instrument, become a gourmet chef, or get better at sports. You will feel better the more you adopt healthy thought and behavior patterns. You will be better prepared for the test or to write the paper if you adopt effective time management and study techniques (2025)³⁰.

Choose Positive Self-Talk: Your self-perception is influenced by the words you choose to describe yourself. If you "belittle yourself" and "beat yourself up," you may begin to believe that voice inside of you. Instead, if you learn to "give yourself a break" or be a "supporter of yourself," you'll feel more optimistic, have more energy to accomplish things, and have a higher chance of reaching your full potential. Take note of your ideas as the day goes on. Are they nervous? No? Critical of oneself? If that's the case, you can decide to ignore them and let them drift away. It is possible to practice substituting constructive and motivating thoughts for negative ones. You can cultivate self-compassion (2025)³¹.

Accept Responsibility for Errors: Acknowledge and accept responsibility for your mistakes. If you submit a paper or lab late, own up to your error and then take corrective measures. You can make amends with a lab partner or lecturer and then prepare better the following time.

Forgiveness: When we have acted cruelly toward someone or made a mistake that has an impact on them, we are taught to express our regret. We don't always forgive ourselves for our faults, though. It's critical to forgive oneself when you make mistakes. Give yourself forgiveness if you perform poorly on an exam. If you make a bad decision, you should forgive yourself. Compassion is something we may offer to ourselves as much as to others.

Concentrate on What You Can Control: Some of us are taught that we shouldn't put our happiness first and that we oversee other people's happiness. We are instructed that concentrating on our wants is "selfish." But if you don't look after yourself, you won't have much to contribute to the long

run. You must understand that others oversee themselves, and you are only in charge of yourself. The decisions, feelings, actions, and behaviors of others are beyond your control. Individuals have the right to make their own life decisions, even if you disagree with them. Although your roommate may prefer that you stay in the dorm and study with her, you are still free to use the library. You can attend study sessions even if your pals aren't going. Regardless of what other people think, you are still in charge of your own decisions.

Take Care of Yourself: We must look after ourselves. Our bodies lose energy and nutrition when we skip meals or consume pizza and chips every night. Studying at night or napping during the day makes it hard to focus. We stay alone and isolated when we ignore friends, spend all day and night in our dorm rooms, and avoid venturing outside. We should take care of ourselves by eating three meals a day, exercising at Hamel Rec., taking a walk, laughing with people, getting at least seven hours of sleep at night, and relaxing at night with a hot shower. When academic stress is high, take three positive actions for yourself each day. You'll be happy you did.

VIII. CONCLUSION

In conclusion, exam-related procrastination, in which students drastically postpone studying until just before an exam, has detrimental effects such as elevated stress, subpar academic performance, and diminished self-esteem. This disorder is frequently caused by perfectionism, fear of failing, poor time management, and a lack of efficient study techniques. To address this problem, proactive study habits, realistic goal setting, breaking down big tasks into smaller, more manageable chunks, and asking for help from peers or teachers to manage anxiety and improve coping mechanisms are necessary. Because of the strain of last-minute preparation, procrastination surrounding examinations can lead to hurried studying, poorer grades, and increased anxiety. Several things can lead to procrastination, including perfectionism, fear of failing, a lack of knowledge about the subject, and ineffective time management. Effective study strategies, realistic goal setting, segmenting the content into

manageable chunks, asking for help from tutors or peers, and engaging in relaxation exercises can all help reduce procrastination.

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