

**Attitude towards English Language Learning, Procrastination and Language Learning
Outcomes among Undergraduate Students in Lahore, Pakistan**



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Research Completion Certificate

It is certified that the research work titled “Attitude towards English language learning, procrastination and language learning outcomes among undergraduate students in Pakistan” has been completed and carried out by Ms. Wasiqa Aslam, Registration No: FA19-BPY-052: student of BS Psychology, session 2019-2023. The study is an independent research work carried out under instructions and deliberation.

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Dedication

With the name of Allah, the most Beneficent and the most Merciful. My sincere gratefulness goes to my beloved father, Muhammad Asalm Hayat, and my mother, Maria Aslam, for their prayers appreciation and support. I will always appreciate all your struggles and hard work for me.

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Abstract

The purpose of the current study was to evaluate the association between attitudes towards English language learning, procrastination and language learning outcomes among undergraduate students in Lahore, Pakistan. It further aimed to examine whether gender and residential setup moderated academic procrastination and attitude towards English language learning. To conduct the study, a sample of 500 undergraduate students, ranging in age 17 to 25 years ($M=21.33$, $SD=1.88$) were selected from different private and public universities of Lahore, Pakistan. The Convenient sampling technique was used to approach the participants. The Academic Procrastination Scale (McCloskey, 2011), Questionnaire of attitudes toward learning English (Uribe et al., 2008) were used to assess the Academic procrastination and attitude towards English language learning respectively. Correlation and Regression analysis were used to test the hypothesis. The result showed that academic procrastination negatively correlated with attitude towards English language learning that showed that students whose procrastination level was higher had less positive attitude towards English language learning and secured low GPA. The significant moderating role of gender between academic procrastination and attitude towards English language learning showed no significant moderation by gender. However, gender group differences were significant. Such that male university students score higher on academic procrastination as compared to female university students and female university students who scored higher on attitude towards English language learning and secured higher GPA than male university students. Moreover, moderating role of residential setup in association between academic procrastination and attitude towards English language, was significant and showed that the association was stronger in university students from rural setup compare to urban setup. Additional findings showed that the students from urban areas have

higher academic procrastination compare to those belonging to rural areas, students from rural areas they showed more positive attitude towards English language learning and secured higher GPA as compared to those students who belong to urban areas. Implications of the current study have been discussed.

Keywords: Academic procrastination, Attitude towards English language learning and Grade point average.

Chapter 1

Introduction

Procrastination is a behavior which can also be said as indecisiveness, is defined as “the act of unnecessarily delaying tasks to the point of experiencing subjective discomfort”. There are numerous types of Procrastination, which can occur for various reasons, involving different behaviors, leading to different consequences. For instance, there are people who procrastinate in order avoid thinking about a task which gives them anxiety, while on the other hand there are people which procrastinate because they get diverted by social media. However, the key defining features of procrastination is pointless delays in task. There must be expected negative results because of the delays in task, in terms of various factors such as procrastinator’s routine, performance and interests, procrastination might be frequent but cannot be unintentional always, there might be some reasons behind the procrastination, which means it is an intentional-action gap which occurs despite the procrastinator’s intentions to do things on time. When we discuss procrastination in different contexts, it is typically in the academic realm because it is the setting of learning and can have a significant impact on a student's academic successes. Procrastination is typically seen as a significant barrier to a learner's academic success (Scher & Osterman, 2002).

Academic procrastination

Generally learners or students do procrastinate which we can be said as an academic procrastination, when student delays academic chores such as to complete different activities such as projects, quizzes and assignments pointlessly is called as Academic procrastination (Moonaghi et al., 2017). Such delays are referred as procrastination, which is the conscious

delays by the individuals while performing their assigned tasks however such delays have worst consequences (Steel et al., 2013). It is crucial to distinguish between postponements that are logical and justifiable (such as delaying thesis submission to review the methodology section as directed by the supervisor) and those that are not (such as skipping presentation preparation to go shopping). Academic procrastination, by its very nature, involves irrational and unwarranted delay, as it entails acting against one's better judgement (Jones et al., 2021).

Many different types of people are affected by procrastination, including employees, independent contractors, office workers, academicians, and non-academicians. In essence, procrastination is a basic characteristic of human nature. A student is compelled to postpone doing their homework and prepping for exams on the academic front (Qasim and Housman 2022). When students delay their English language learning assignments repeatedly, it can affect their enthusiasm and feelings towards the language learning. Academic procrastination can lead to increased stress, diminished motivation, and a sense of overwhelm, all of which can influence how one feels about the learning process in the long run. Academic procrastination, is characterized by delays in completing tasks, and can have adverse effects, including delayed onset of task completion (such as waiting until a week before the deadline to start writing) and impulsive interruptions during task completion (such as taking a break to have tea with a sibling when feeling tired while working) (Svartdal et al., 2020).

Attitude and Procrastination

When students are engaged in procrastination, it is projected through their attitude towards the task in hand. Attitude is typically described as a predisposition to respond positively or negatively to an idea, object, person, or situation. It encompasses an individual's evaluation

and perception of someone or something, and is commonly organized in three dimensions: cognitive (related to perceptions and beliefs), affective (related to likes, dislikes, feelings, and emotions), and behavioural (related to actions and intentions based on cognitive and affective responses). This division helps to understand how individuals perceive, process, and respond to various stimuli in their environment (Sirois, 2016).

The cognitive component pertains to the mental processes involved in perception, understanding, and interpretation. It encompasses an individual's thoughts, beliefs, attitudes, and knowledge about the world. Cognitive responses involve the way we perceive and make sense of information, forming our perceptions and beliefs about certain topics or situations. The affective component encompasses emotions, feelings, and likes or dislikes that individuals experience in response to stimuli. It reflects the emotional and evaluative aspects of our responses. Affective responses can range from positive emotions like happiness, excitement, or contentment to negative emotions such as anger, fear, or sadness. The behavioural component focuses on observable actions and intentions resulting from cognitive and affective processes. It involves the way individuals behave or respond to certain situations based on their thoughts, emotions, and beliefs. Behavioural responses can include overt actions, such as approaching or avoiding something, as well as more subtle behaviors like facial expressions, body language, or verbal communication.

These three components: cognitive, affective, and behavioral are interrelated and influence one another. Cognitive processes shape our beliefs and perceptions, which, in turn, influence our emotions and affective responses towards the assigned task.

Similarly, it is defined that attitude is a state of mental or neural readiness both as the evidence and the significances of behavior as a result of predispositions of feelings, thoughts,

and behaviors emerged due to past experiences (Meral & Alpa, 2019). Attitudes are influenced by predispositions, which are pre-existing inclinations or tendencies. These predispositions can be shaped by various factors such as personal beliefs, values, cultural norms, social influences, and past experiences. They create a foundation upon which attitudes are formed. Attitudes involve emotional responses or feelings towards a particular object, person, event, or idea. These emotions can range from positive to negative and can impact an individual's overall attitude. For example, someone may have a positive attitude towards a certain brand because they associate it with feelings of happiness or trust.

Attitudes are also influenced by cognitive processes, including thoughts, beliefs, and perceptions. These cognitive components contribute to the formation of an attitude by providing a framework for evaluating and interpreting information. Thoughts and beliefs about a subject can shape one's attitude towards it. For instance, someone may have a negative attitude towards a certain political ideology based on their beliefs and opinions about it. Behaviours: Attitudes can be manifested in behavioural responses. The attitudes we hold can influence our actions and the way we behave in certain situations. Behaviours can include actions, decisions, choices, and intentions. For instance, someone with a positive attitude towards environmental conservation may engage in pro-environmental behaviours, such as recycling or using sustainable products. Attitudes are formed on the basis on previous experiences that individuals have encountered. These experiences could be personal or acquired through social interactions. Positive or negative experiences can shape an individual's attitudes towards specific things. For example, a negative experience with a particular food might lead to a negative attitude towards it.

Thus, attitude defined as a state of mental or neural readiness that is influenced by predispositions, feelings, thoughts, behaviors, and previous experiences. Attitudes are not just a

state of mind but also have behavioral manifestations and significance in shaping our actions and responses to various stimuli (Meral & Alpa, 2019). There is research on students' attitudes towards language learning, and these studies vary in their focus. Studies have revealed that the subjects of the study were questioned regarding the variety of a language or languages as well as the health, depravity, allure of a language. Language attitude comprises attitudes towards speakers of a specific language or dialect in addition to attitudes towards language itself. In reality, several academics have expanded the concept to include viewpoints on language preservation and planning. It serves as an overarching term for a diverse array of studies that explore various attitudes related to language.

Attitude and English language learning

When studying a language, especially a foreign language, attitudes differ greatly. It has been observed that one's attitude towards learning a foreign language is influenced by ethnic individuality and uniqueness. To put it another way, everyone reacts differently to the difficulties of learning a second or foreign language. Several factors, including attitude a fundamental component influence language learning, including cognitive, affective, psychological, contextual, and cultural aspects. According to a study (Fakeye and Orum 2010) one of the most important aspects influencing language learning is attitude. In addition, (Brown, 2001) emphasizes that attitude includes a sizable percentage of emotional engagement, including one's personality, state of mind, and perceptions of oneself and others. Language instructors, experts, and learners all agree that having a positive outlook and being highly motivated can aid language learners in learning a second language. Therefore, it is important to recognize that learners' attitudes can have an impact on their language learning performance, and efforts should be made to foster a unified attitude towards language learning. According to a study attitudes are categorized into three major

factors: cognitive, affective, and behavioral. The cognitive factor is associated with individual's thoughts and beliefs, whereas the affective factor pertains to one's likes or dislikes towards an attitude object or an idea (Baker, 1992). The consequences on a student's academic performance will be either positive or detrimental. When calculating a student's GPA, the total number of program credits is divided by the total number of course units. A student's academic performance may be evaluated using both their test results and their cumulative grade point average (Nirogini, 2010). College GPAs may be affected by a wide variety of factors. Some students attribute their low grades to causes such as anxiety, insomnia, and alcohol use.

Gender difference, Academic procrastination and Attitude towards English language learning

In order to describe the influence one variable has on another, the phrase "moderating effect" is often used. To that end, we're investigating if there are any gender-based differences in the association between English competence and procrastination. Negative attitudes about the English language were linked to academic procrastination among male participants. That is to say, as men became less intellectually active, their preexisting animosity for the English language grew. Procrastinating on studying was strongly correlated with a pessimistic view of the English language among males, whereas among women, the association was either nonexistent or substantially less. These results support the hypothesis that gender moderates the association between academic procrastination and linguistic attitude. This indicates that depending on an individual's gender, the effects of academic laziness on attitude towards the English language varies. Overall, the results showed that men procrastinate more than women, possibly due to both the effects of human evolution and men's high levels of impulsivity and low levels of self-control and effortful control.

Residential setup, academic procrastination and Attitude towards English language learning

A residential set refers to the space where people have been living such as urban or rural area, Academic procrastination and attitudes towards the English language are related in a way that is moderated by the type of living arrangement or environment that a person lives in. Academic procrastination is the propensity to postpone or push aside finishing academic work. Academic procrastination can have detrimental impacts on a number of facets of academic performance and attainment, according to research. The way one feels about learning English language can be affected by a variety of things, such as personal traits, motivating factors, and environmental variables. The effects of gender on attitudes towards language acquisition have been studied, but the findings have been inconsistent and confusing. In turkey a study with individuals who lived in urban and rural locations was done to examine the moderating impact of residential setup. Participants' attitudes towards English language, amount of academic procrastination, and kind of household arrangement (urban or rural) were all evaluated. Data was gathered and analyzed to see whether the home environment influences the association between academic procrastination and attitude towards the English language. The results of the study showed that, compared to participants who lived in rural areas, those who resided in urban areas had a stronger negative association between academic procrastination and attitude towards the English language. This implies that people in urban regions displayed an increased drop in attitude towards the English language as academic procrastination grew.

Being technologically knowledgeable is important in many facets of life because we live in a digital age. However, we see the struggles of the students who are attempting to keep up with their studies in today's high-tech society. Students succumb into a lethargic sensation when

they are unable to accomplish what they need to, which leads to procrastination. Studies show that at least half of students often delay their important tasks, including term paper writing, exam preparation, and weekly homework. Only students who are persistent and committed in their studies can succeed. Despite the undeniable value of a high education, procrastination is a habit that regularly develops and is closely related to academic success. The Academic Procrastination Scale, has been used by researchers to evaluate students' academic procrastination. 684 college-bound male and female students from urban and rural areas are included in this study. The outcome reveals that urban students procrastinate more in class than rural students (Gupta & Bashir, 2018). Academic procrastination is more often caused by individual variables in urban areas. This may be because students there pay less attention to their studies because of increased social media exposure. There are also some recommendations made to reduce academic procrastination. Even though information is readily available, it is remarkable that academic procrastination still inspires fear and mystery.

Procrastination is inevitable in the current setting of rapid progress in a digital culture and the volume of demands on the individual, and it is becoming more and more common. Face-to-face learning and teaching environments have evolved over the past few decades to include mixed, open, and remote learning environments that integrate technology. The basic teaching processes, such as analysis, planning, material distribution, carrying out activities, and evaluation, are still carried out in each of these environments. Regardless of the degree of technological integration, students are still required to perform tasks like term project preparation with deadlines, exam preparation, and daily or weekly reading tasks (Uzun zer, 2009). Teachers can use assignments as a tool to control the amount, nature, and scope of their students' academic learning. Poor academic performance frequently results from performing these tasks half-

heartedly or failing to do so by the deadline. However, the relationship between academic procrastination and attitude towards the English language was reduced or non-significant among those who lived in rural areas. This shows that residing in a rural region can lessen the detrimental effects of academic procrastination on attitude towards the English language, either as a result of different environmental circumstances or less academic pressure.

The main purpose of my study is to investigate whether there is a relationship between students' procrastination and their attitudes towards language learning and what would be its outcome (GPA).

Chapter 2

Literature Review

This section of the study compiles the best available literature on the motivations, delays, and outcomes of English language learning among college freshmen.

Reviewing a study that polled 238 undergraduates at a public Malaysian university on their attitudes toward English language study revealed these sentiments among EFL students at UMSKAL. Students' perspectives on learning English and the factors that may have contributed to their lack of progress were at the center of the survey's discussions. 238 students were given access to a survey consisting of 19 items. This study set out to delve into three areas: (1) the viewpoints of non-major English language learners in Malaysia; (2) the possible reasons that may have influenced how learning the language impacted pupils; and (3) the actual experiences of non-major English language learners. The qualitative study indicated that there was a general openness to learning English and utilizing it in different contexts. Most students said they struggled academically because they were too anxious or scared to follow teachers' instructions. Different regions' students approach English learning differently in terms of use domains and the importance they place on acquiring skills, limiting the effectiveness of a unified core curriculum or teaching technique. From this vantage point, a number of recommendations for enhancing Malaysia's English-language educational framework and curriculum have been made (Ahmed, 2015).

A study investigates attitudes towards learning English as a foreign language and determines if these attitudes are influenced by factors such as average English grade, gender, private tutoring, social status, and grade at which students first began studying English. From

Secondary Education students at four schools in the south of Spain, 177 participants were chosen. The criteria used to evaluate their attitudes were based on surveys conducted in the past. Results showed that this sample's sentiments regarding English were generally favorable. This study focuses on attitudes towards learning English as a foreign language and whether those attitudes are affected by factors including gender, socioeconomic status, private tutoring, average English grade, and grade when learning the language. The fact that students in Andalusia and Murcia, two independent communities, study English in academic contexts without frequently engaging with the target language populations, is offered as one explanation (Uribe et al., 2008).

The procrastination and attitudes about learning English of students at private colleges specialized in foreign languages were measured in another study. The current study's overarching goal was to identify the causes of academic procrastination and the circumstances in which it most often occurs among particular students. A positive outlook on the process of learning a new language might increase one's motivation to do so. Procrastination is the behavior of putting off important tasks till later, as of the present study has shown (Rodríguez et al., 2017). A correlational analysis was performed on a sample of 55 ESL students. The levels of classroom procrastination and students' drive to learn English were measured using a questionnaire. Results demonstrate a positive median association between the variables, therefore it's safe to assume that procrastination persists despite an individual's desire to improve their command of the English language. The findings of this study may be implemented into the lesson plans of language courses at the elementary, secondary, and tertiary levels, as well as into bilingual education. The argument here is that all universities and colleges should make English proficiency a prerequisite for enrollment.

The term “procrastination” refers to the undesirable tendency to put off doing something until later (Lay, 1986). According to a study, procrastination is a “dysfunction of important human abilities” that may have detrimental impacts on routine and crucial tasks alike (Milgram et al., 1988). In a study it is found that at least 25% of students significantly procrastinate. Given its potential importance, it is not surprising that therapists and counselors have spent considerable time examining the procrastination concept (McCown et al., 1989).

Similarly, another study was conducted on the students from a private institution specialized in foreign languages on attitudes toward learning English and procrastination. The association between student self-directed (online) learning and their daily psychological aspects, which are frequently connected to learning in general, was explored in this study. 140 students from the Virtual University in Pakistan successfully completed their assessments of virtual self-directed learning and psychological aspects such cognitive flexibility, procrastination, and the urge for termination. Regression analysis of the study's findings revealed that students reported good online self-directed learning when they procrastinated less frequently overall, shown greater cognitive flexibility, and looked less carelessly for easy fixes. In divergence, students initially needed to respond quickly, they delay frequently, and those who lacked cognitive flexibility were more likely to believe that online self-directed learning was unproductive. The findings of this study imply that instruction on how to prevent procrastination, might be given to students. On the other hand, quizzes throughout the semester can also satisfy students' need for closure, and they may be taught alternatives to promote their cognitive flexibility (Khan et al., 2021).

According to a study on the attitudes, motivation, and anxiety of students as they learn the English language, the knowledge and the sources of motivation may have an effect on the

students' attitudes and levels of anxiety. This mini-research study tries to look at gender-specific student attitudes, motivation, and anxiety about learning English as a second language in the multilingual context of Karachi, Pakistan, in light of the significance and complexity of motivational attitudes and related anxiety. This study uses a survey questionnaire from Gardner's "Attitude Motivation Test Battery" to examine the attitudes (English language learning), motivations (intrinsic as well as extrinsic), and classroom anxiety of eighth-grade students in a private secondary school. The poll's findings, which were based on responses from 77 students (40 men and 37 women) showed that students generally have positive opinions and are very interested in studying the English language. The study's findings further support the notion that, regardless of gender, extrinsic motivational objectives play a larger role in students' language learning outcomes and future successes than do intrinsic motivational goals. Overall, the findings show that adolescent girls are roughly on par with adolescent boys in terms of positive attitudes and motivation. Overall, classroom anxiety supports students' moderate answers with a rather high standard deviation, highlighting that students' anxiety levels vary. The study's limitations and educational implications are discussed at the end (Hashwani & Suvait, 2008).

A study (Ajayi & Sakal, 2020) did on academic procrastination and gender differences, understanding academic procrastination among male and female college and university students is the main objective of the current study. Investigated was the effect of several demographic characteristics, including age, gender, and level of education. For the study, 200 students from different colleges and universities in Islamabad were selected as a sample (100 college students and 100 university students). The students ranged in age from 17 to 23. The Tuckman Procrastination Scale (TPS) was used to collect the data (Tuckman, 1991). The demographic parameters of age, gender, and educational attainment demonstrate a considerable disparity.

Academic procrastination is notably different between men and women. College students procrastinate more frequently than university students, according to the statistics as well. Descriptive surveys were the kind that were selected. To create the sample size for this study, 200 undergraduate students from five faculties at the University of Ilorin were chosen at random. The three research instruments utilized to collect data for this study were the College Academic Self-Efficacy Scale (CASES), the Tuckman Academic Procrastination Scale (TAPS), and the Active Procrastination Scale. The results show that procrastination occurs in 29.0% of undergraduate students, and that 51.7% of procrastinators are passive. According to $t(56) = 1.038, p > .05$, there are no significant differences between the academic self-efficacy of passive and active undergraduate procrastinators, and gender is not significantly associated with any type of procrastinator, according to $\chi^2(n = 58) = 1.752, df = 1, p = .186$. Men's procrastinating behavior hasn't been found to differ much from women's. Additionally, it was found that there is no discernible difference in procrastinating behavior between university freshmen who are male and female ($t(56) = .168, p > .05$). The majority of university freshmen who procrastinate are passive by nature, the study's findings show, and neither the students' gender nor their academic self-efficacy significantly influences this behavior.

Consistent procrastination is viewed as damaging to students' overall wellbeing and academic development, according to another study on procrastination. Concerns about the fundamental and sustaining mechanisms of procrastination remain unresolved. The objective of the current study was to combine various procrastination theories and examine how procrastination related to students' time and effort management abilities, psychological flexibility, and academic self-efficacy, all of which were normally examined individually in prior studies. The data has been provided by 135 students who participated in a free time management

and wellbeing course in the autumn of 2019. The study's findings revealed that, of all the factors considered, procrastination was most strongly associated with students' capacity for time and effort organization. In addition to time and effort management abilities, psychological flexibility also plays a significant individual role in the explanation of procrastination. Unexpectedly, there was no relationship between academic self-efficacy and procrastination (Hailikari et al., 2021).

A study academic procrastination among male and female University and college students, intends to examine academic procrastination among male and female university and college students. Investigated was the effect of several demographic characteristics, including age, gender, and level of education. The sample consisted of 200 students (100 college students and 100 university students) from different institutions and universities in Islamabad. They ranged in age from 16 to 27. The Tuckman Procrastination Scale (TPS) was used to collect the data (Tuckman, 1991). The demographic parameters of age, gender, and educational attainment demonstrate a considerable disparity. Particularly when it comes to academic procrastination, men and women differ dramatically. The results also show that procrastination is more common among college students than university students. Students in lower and upper age groups procrastinate on academic tasks differently, which is another noticeable difference (Khan et al., 2014).

Students' choices for understanding their environment, processing information, working with their environment, and responding to it are really determined by their learning styles, which are seen as personal traits. The effects of students' academic procrastinating habits on their academic performance and learning styles when they are taking English language classes. Procrastination is the act of delaying a task that needs to be completed or is important until the last minute. In this study, academic procrastination behaviors, learning modalities, and academic

achievement of students participating in the Certificate Program in English Language Teaching at the Faculty of Educational Science at Ankara University in the academic year 2008–2009 are examined. Results showed there is no statistically significant association. Results revealed that there is not a significant correlation between academic achievement, academic procrastination, and learning modalities, in the academic achievement of students. Results also has shown that there is a significant positive correlation of .05 between learning modalities and academic procrastination behaviors of the students. This means that a course design established on the learning modalities of the students may lead to a decrease in procrastination (academic), behaviors of the students and thereby an increase in academic achievement (Cem, 2010).

To be precise, one of the crucial university courses that aims to improve academic reading, writing, listening, and oral presentation skills is English and Communication Skills. Students must have high levels of confidence yet little academic procrastination in order to succeed in this course. The goal of the study was to evaluate the students at a private institution in Malaysia's English language proficiency, academic procrastination, and communication skills. The study involved a total of 407 students, the majority of whom were majoring in business or engineering and had already passed the English and communication skills exams. Only 171 of the 407 students who took the honorable studies midterm test were randomly chosen to complete the Rathus Assertiveness Measure. Again, only 171 of the same group's 407 students were chosen at random to complete the Procrastination Assessment Scale for the student during the moral studies portion of the final exam in the multipurpose room. The responses on both instruments were coded using a Microsoft Excel spreadsheet. The data was examined using SPSS, Version 17.0. According to the mean scores, students in the occupational sector were generally less emphatic than students in engineering, female students were less emphatic than

male students, and younger students were less emphatic than older students. Finally, based on the data, conclusions and suggestions were formed. In the end, conclusions and recommendations were drawn based on the findings (Yong and Lan, 2010).

The goal of the study, "Prevalence of Academic Procrastination and Reasons for Academic Procrastination in University Students," was to look at the incidence and root causes of academic procrastination among students attending public universities. 200 college students from two departments' social sciences and natural sciences made up the sample, including 155 women and 45 men. A scale called the Procrastination Assessment Scale for Students (Solomon & Rothblum, 1984a) was used to assess academic procrastination and its causes. Backward linear regression was used to analyze the data, and the results revealed that decision-making, task aversion, and risk-taking were the most effective predictors of academic procrastination, with task aversion being one of the strongest predictors overall with a medium-level regression coefficient. Additionally, it has been demonstrated that academic procrastination is defeated at all three levels of education MSc, MPhil, and PhD. Task avoidance, poor time management, laziness, disobedience to authority, poor decision-making, and lack of assertiveness are the factors that have been found to be significantly different in social science students than in students of natural sciences. Academic procrastination was frequently motivated by general task aversion, fear of failure, reliance, decision-making, and risk-taking (Afzal & Jami, 2018).

In a paper *Academic Procrastination in Language Learning: Adolescent Learners' Perspectives* (Asmal & Saynn, 2022), Although numerous studies have examined the effects of academic procrastination on a variety of aspects of learning, little is known about how this construct is perceived by adolescents who are learning foreign languages, with varying levels of academic procrastination, the causes of the delays, and potential solutions to reduce it. The

purpose of the study was to identify the procrastination patterns among 136 students in the age range of 11 to 12. Another key goal was to determine how the participants' justifications for delaying tasks as well as advice for doing so varied depending on the participants' gender and degree of academic procrastination. The individuals were divided into three categories based on their mean scores on the academic procrastination scale: low, average, and high procrastinators. Twelve students participated in a major focus group interview to generate a list of justifications, alternatives, and recommendations. The findings demonstrated that all three groups had similar patterns of academic procrastination. But when you take into account the reasons why guys were more interested in playing video games as a substitute activity, girls were more driven to read books. The students also offered some advice on how to control it. This study is unforgiving to educators, parents, and students.

According to a study on procrastination's impact on medical students' English writing errors and writing performances, many people fail to complete the tasks assigned to them, especially within the allotted time or at the very least do so close to the deadline. The so-called postponement of fulfilling academic obligations has frequently been seen as a grating and aggravating phenomena that typically has unfavorable outcomes. However, other students think that projects completed right before the deadline produce the best outcomes. The focus of this study was on EFL learners, and the researchers investigated if delaying activities always had a negative impact on learners' behaviors and performances. A plan to achieve greater results. In order to achieve this, they conducted an interview with 43 EFL learners at two proficiency levels, including intermediate and advanced levels of ability with prior procrastination experience. Using a constant relative method, the data was analyzed through three stages of coding, which were open, selective, and theoretical. The findings showed that while the majority

of respondents weren't opposed to the detrimental effects of delaying one's task while learning a language, many EFL students identified positive outcomes from putting off one's duty. The research also led to the development of certain strategies for controlling procrastination's negative impacts and turning them into advantages. This current study advances the foundational theory of language learning procrastination in this manner. Destructive language learning procrastination, constructive language learning procrastination, and overcoming strategies, including internal and external strategies, are the two themes of consequences covered by this approach (Ahangari et al., 2021).

Summary

The documented literature through a light on the related researches on Attitude towards English language learning, procrastination and language learning outcomes among undergraduate students in Pakistan. English language learning and procrastination was found to be correlated, in some findings the results showed that both are negatively correlated while some shed light that these are positively correlated. Furthermore, procrastination was also found correlating with the Grade point average of English course of the students. These studies enhance the constructs and also explain that how each of the variable has influenced or effect on the other.

Objectives

- 1- To determine the association between Academic procrastination and attitude towards English language learning
- 2- To determine if gender would moderate between academic procrastination and attitude towards English language learning
- 3- To determine if residential area would moderate between academic procrastination and attitude towards English language learning

Hypotheses

Based on the previous research following hypotheses have been formulated:

- 1-Academic procrastination would be negatively associated with attitude towards English language learning and language learning outcome.
- 2-Gender would moderate the association between academic procrastination and attitude towards English language learning
- 3-Residential setup moderate the association between academic procrastination and attitude towards English language learning

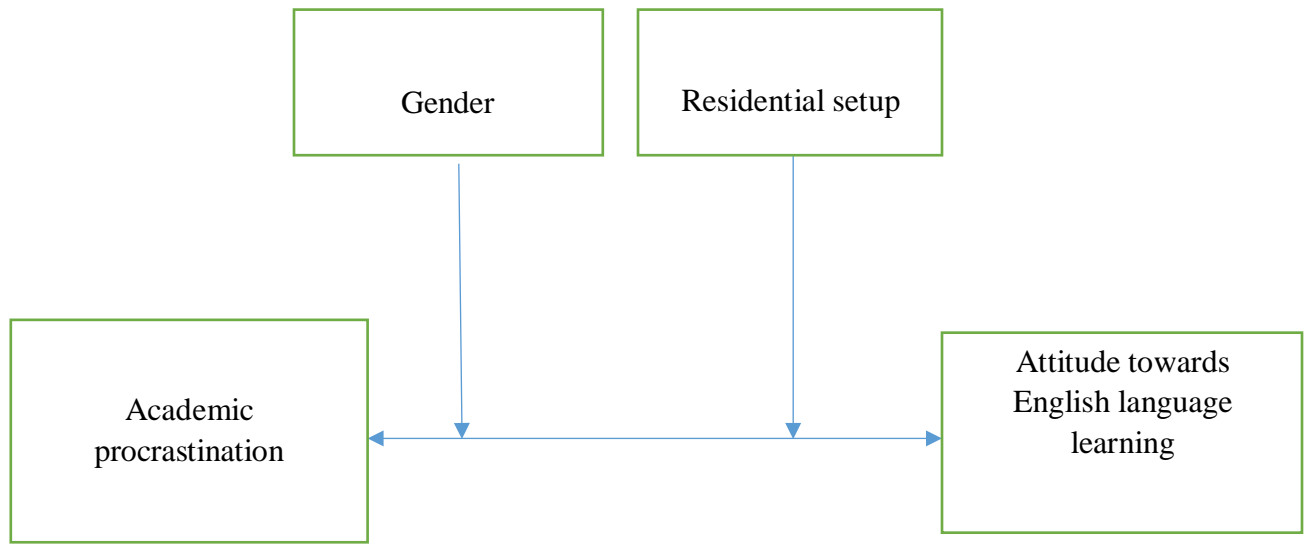


Figure 1: Hypothesized moderation model

Chapter 3

Methodology

Research Design

The correlational research design was used in the current study as the objectives of the present research is to investigate attitude towards English language learning and procrastination and language learning outcomes among undergraduate students in Pakistan

Sampling Strategy

Convenient sampling technique was used to select sample from private and public universities (Riphah international University, Punjab University and Govt. College University)

Inclusion Criteria

The undergraduate students from different universities of Lahore, Pakistan, were approached and included in the study. Moreover, to filter the participants only those students were considered who could comprehend English well because the questionnaire was in English

Exclusion Criteria

Participants who sought any psychological or psychiatric assistance and who had any mental or learning disability were excluded from the sample.

Participants

The participants in this study were undergraduates from Lahore Pakistan. A sample of 500 participants including (M age= 21.33 SD= 1.88) were selected from different private and

public universities. Data was collected from both genders (232 Men, 268 Female with the age range from 18-25. Descriptive statistics of demographic of the sample are shown in Table 1.

Table 1

Descriptive Statistics of Demographic Variables

Undergraduate students	Mean	SD	(f) (%age)	Range
N=500				
Age	21.33	1.88	-	7.0-18.0
Gender	-	-	Women = 268 (54%) Men = 232 (46%)	1.0-2.0
Medium of instruction	-	-	English = 354 (71%) Urdu = 146 (29%)	1.0-2.0
Residential setup	-	-	Rural = 276 (55%) Urban = 224 (45%)	1.0-2.0
Semester	-	-	2 nd = 230 (46 %) 3 rd = 196 (39%) 4 th = 73 (14.8%) 5 th = 1 (.2%)	1.0-5.0

Mean, standard deviation and frequencies of demographics including gender, medium of instruction, residential setup and semester were calculated as shown in Table 1. Sample consists of 500 undergraduate students' age range 18 to 25 years.

Operational Definition of the Variables

The operational definitions of the constructs used in the current study are mentioned below:

Procrastination

Procrastination is defined as “the act of needlessly delaying tasks to the point of experiencing subjective discomfort”

Academic procrastination

When students put off completing activities, projects, and assignments, they are engaging in academic procrastination (Moonaghi et al., 2017).

Grade Point Average (GPA)

The cumulative final grade in all courses taken within a given program is totaled and then divided by the total number of potential units to get the student’s Grade Point Average (GPA). Exams, grades, and GPAs are not the only tools available to educators for gauging their students’ progress in the classroom (Yogendra et al., 2017).

Measures

Research

tools

- Demographic sheet
- Attitude towards English language learning
- Academic Procrastination

Demographic information form

A demographic questionnaire was added, which included questions about the age, gender (male/ female), GPA, Educational background, Semester, medium of instruction (Urdu medium/English medium) family system (joint family/ nuclear family), spoken language (Urdu/English/regional) and residential setup (Rural or Urban)

Academic Procrastination Scale (APS)

The Academic Procrastination Scale (McCloskey, 2011) measures procrastination only in regard to academic tasks (such as term papers, exams, and projects) in the academic arena. The measure, created by McCloskey in 2011, consists of 25 items that can be responded on a 5-point Likert scale (1 being disagree and 5 being agree), and it has 25 items total. Items are graded on a scale of 1 to 5, while some items' scores may be flipped, turning a 1 into a 5. Higher scores on the measure suggest a greater propensity to put off completing academic assignments. Internal consistency reliability estimate of. 93

Questionnaire of Attitudes toward Learning English

Questionnaire of attitudes toward learning English, by Uribe, Gutiérrez & Madrid (2008), the questionnaire has 4 dimensions and presents 73 items in total. presenting a general reliability, using Cronbach's Alpha of .943. The number of items per dimension and the reliability through Cronbach's Alpha for these dimensions is: related to the teacher: 17 items and a reliability of .837; measures workbook progress: 16 items and a reliability of .855; measures to homework and class exercises: 21 items and a reliability of .879; and finally, related to the English class: 19 items and a reliability of .855. 4th dimension used in the study which is five-point scale (0 =Very negative, 4 =Very positive).

Procedure

The conducted study was approved by the departmental graduated committee, at COMSATS University Islamabad, Lahore. After approval from the institution, participants from different universities were approached during university timings. Participants were informed about the nature of the study. It was also stated clearly to the participant that their participation is voluntary and if they want to quit, they could quit at any time by their right of withdrawal. After taking the consent participants were administered the study scale. It was requested to the participants to read the instruction carefully and provide genuine response. The confidentiality of their data was also assured to them. Those participants who were interested and agreed were taken under test administration. They were provided with the booklets containing informed consent form, demographic sheet, instructions, academic procrastination scale and attitude towards English language learning. Both written and oral instructions were provided to the participant and they were also requested to read the instructions carefully before responding. It was also stated to them that they can feel free to ask any question if they unable to understand something in the scales. There was no time limit for academic procrastination and attitude towards English language learning questionnaire. At the end, they were thanked for their cooperation and participation.

Ethical Considerations

Thesis Committee approved the present study of the Department of Humanities, COMSATS University Islamabad, Lahore campus. The purpose of the current study was explained to the study participants, and their permission was also obtained. They were also told that taking part in the study was entirely up to them. They were able to leave the study at any time without any penalty if they chose to do so. They were informed that the personal

information they provided would be kept private and would only be utilized for study. Moreover, the safety and respect of the participants were also considered. No participants' safety or dignity was compromised in the research. In addition, the confidentiality and privacy of the participants were also assured.

Statistical Analysis Strategy

The data for this research was processed and analyzed using both descriptive and inferential statistics. Calculating the mean was used to analyses descriptive statistics. (M), standard deviation (SD), frequencies (f), percentage (%), graphs. Correlational product moment correlation and regression analysis were applied by using SPSS version 25.

Chapter 4

Results

Descriptive statistics of the results on the study variables (Attitude towards English language learning, Academic procrastination and GPA of English course) have been calculated and the results are presented in Table 2. Results represented in Table 2 show the calculated mean and standard deviation of study variables. It's also examined the alpha reliability coefficient of study measure.

Table 2

Descriptive Statistics of Study Variables

Variable	M	SD	α	Range
Attitude towards ELL	27.56	13.41	.94	8.0-64.0
Academic procrastination	84.50	18.52	.80	38.0-114.0
GPA of English course	2.81	0.55	-	2.0-4.0

EEL= English language learning, GPA= Grade point average

Mean, standard deviation, range and internal consistency for the scales were calculated as how in Table 2. Alpha reliability coefficients for all the subscales were measured to assess the internal consistency of the scales. Tables 2 reveals reliability coefficients for scales: Attitude towards English language learning (0.94) and Academic procrastination (0.80).

Table 3

Gender difference on Academic Procrastination, attitude towards English Language Learning and GPA of English Course

Variable		Mean (SD)	t value
Academic procrastination	Female university students	79.25 (18.42)	-7.15*
	Male university students	90.57 (16.72)	
Attitude towards ELL	Female university students	29.9 (11.99)	4.33*
	Male university students	24.81 (14.44)	
GPA of English course	Female university students	2.82 (.60)	.74***
	Male university students	2.79 (.48)	

Note *=p <.05, **=p <.01, ***=p <.001; EEL= English language learning, GPA= Grade point average

Results represented in Table 3 shows the calculated mean, standard deviation and t value of demographics and study variables, it is calculated from the table there are significant gender differences in Academic procrastination, Attitude towards ELL and GPA. Further interpretation of the results shows that male university students score higher on academic procrastination compare to female university students and female university students scored higher on attitude towards English language learning and secured higher GPA then male university students.

Table 4

Residential Area Wise Group Differences in Academic Procrastination, attitude towards English Language Learning and GPA of English Course

Variable		Mean (SD)	t value
Academic procrastination	Rural	78.30 (17.85)	-8.93***
	Urban	92.14 (16.38)	
Attitude towards ELL	Rural	32.26 (12.61)	9.42*
	Urban	21.77 (12.07)	
GPA of English course	Rural	2.84 (.56)	1.64*
	Urban	2.76 (.52)	

Note *= $p < .05$, **= $p < .01$, ***= $p < .001$; EEL= English language learning, GPA= Grade point average

Results represented in Table 4 shows the calculated mean, standard deviation and t value of demographics and study variables, it is calculated from the table there are residential area significantly in Academic procrastination, Attitude towards ELL and GPA , the results shows that the students from urban areas have higher academic procrastination compare to those belonging to rural areas, students from rural areas they have more positive attitude towards English language learning and secured higher GPA compare to those students belonging to urban areas.

Table 5

Correlation between Attitude towards English Language Learning, Academic Procrastination and GPA of English course

	Variables	1	2	3	4
1	Age	1	.03	.40**	.01
2	Academic procrastination		1	-.34**	-.29**
3	Attitude towards ELL			1	.09
4	GPA				1

Note *=p <.05, **=p <.01, ***=p <.001; EEL= English language learning, GPA= Grade point average

Academic procrastination negatively correlates with attitude towards English language learning that shows that students who do more procrastination have less positive attitude towards English language learning and secured low GPA. However academic procrastination is negatively correlated with GPA which means that university students with high academic procrastination secured low GPA in their English courses.

Table 6

Moderating Role of Gender in Association between Academic Procrastination and Attitude towards English language

Predictor	AEL					
	Model 1			Model 2		
	B	SE	t	B	SE	t
Ap	-.31***	.04	-6.9***	-0.9	.13	-.72
Gender	-.09*	.09	-2.2*	.25	.42	1.17
Gen X AP				-.46	.277	-1.66
R2		.122			.13	
Model fit		F(2,499)=34.45***			F(3,499)23.9***	

Note *=p <.05, **=p <.01, ***=p <.001; EEL= English language learning, AP= Academic procrastination

Results from Table 6 shows that, in model 1 gender and academic procrastination were the positive predictor of attitude towards English language learning. However, gender did not interact significantly with academic procrastination to predict attitude towards English language learning.

Table 7

Moderating Role of Residential Setup in Association between Academic Procrastination and Attitude towards English language

Predictor	AEL					
	Model 1			Model 2		
	B	SE	t	B	SE	t
Ap	-.22	.043	-5.13***	.59***	.13	4.65***
RS	-.31	.09	-7.06***	1.0***	.40	5.14***
RS X AP				-1.8***	.27	-6.80***
R2		.19			.26	
Model fit		F(2,499)59.9			F(3,499)59.0	

Note *=p <.05, **=p <.01, ***=p <.001; EEL= English language learning, AP= academic procrastination, RS= Residential setup

Table 7 shows that, both academic procrastination and residential areas are the significant predictors of attitude towards English language learning and when added the interaction term it is significant predictors, the result shows that residential setup significantly interact with the academic procrastination.

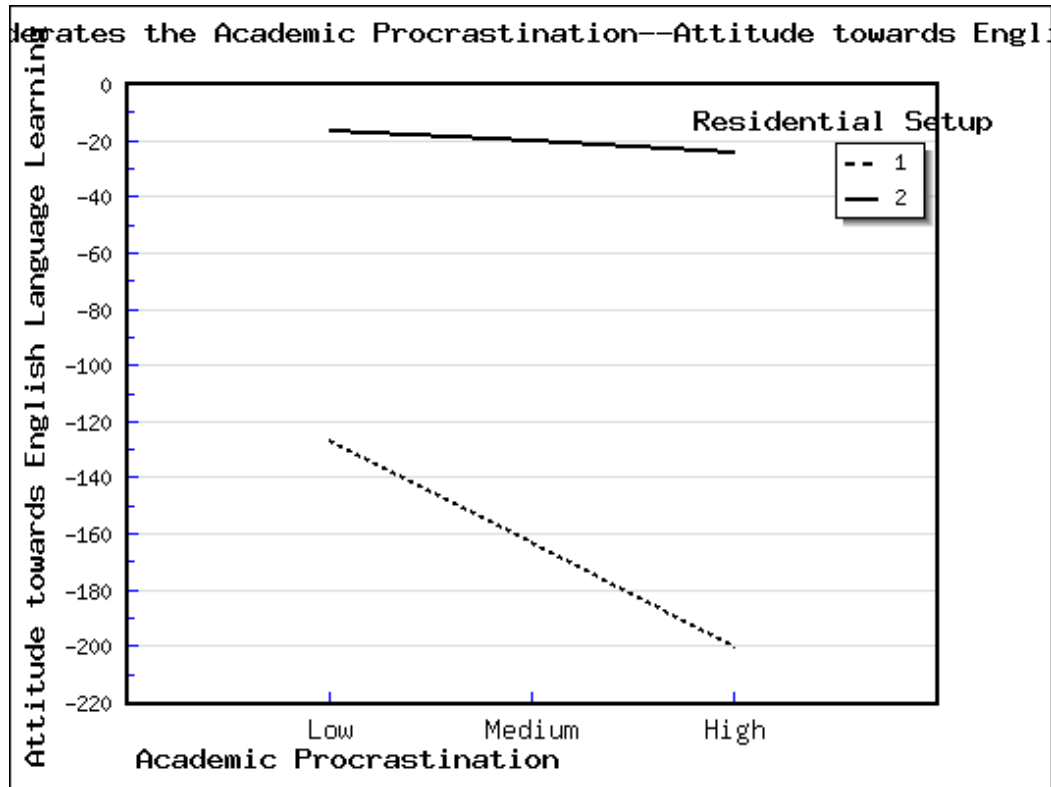


Figure 2. Residential setup moderating the association between Academic procrastination and attitude towards English language learning.

Table 7 showed a moderation effect of residential set up between academic procrastination and attitude towards English language learning. Figure 2 also explains that academic procrastination was weakly correlated at level 2 which is an urban set up while, the relationship was strangely negatively correlated with level 1 which is a rural setup.

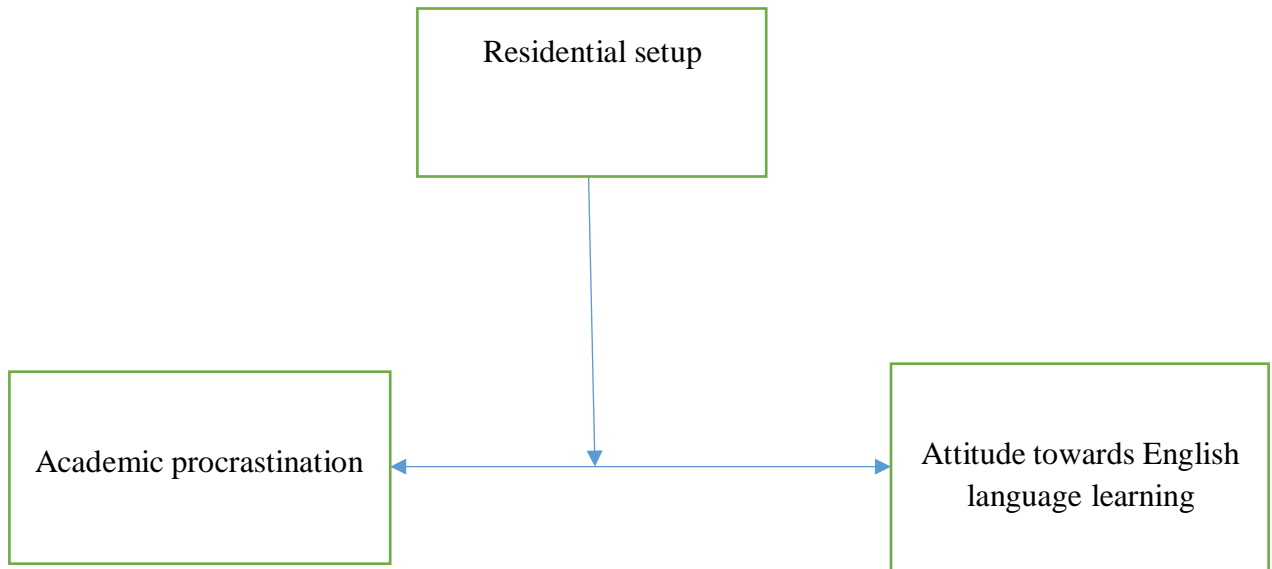


Figure 3: Resulting moderation model

Chapter 5

Discussion

The objectives of the current study were to determine the association between Academic procrastination and attitude towards English language learning as well as to determine if gender would moderate between academic procrastination and attitude towards English language learning, additionally to determine if residential area would moderate between academic procrastination and attitude towards English language learning. To achieve the goals of the study initially gender differences were assessed by independent sample t test. Findings shows that the on academic procrastination, attitude towards English language learning and GPA. Then correlational analysis were conducted to assess relationship between academic procrastination, attitude towards English language learning and GPA.

The results confirmed the premise that students' procrastination had a detrimental impact on their desire to learn English. The goal of this research was to see whether there was a connection between how students felt about their English classwork and how often they do procrastinate. Even if one's viewpoint may have a positive impact on one's motivation to learn a foreign language, procrastination, the excessive postponing of activities, can have detrimental effects on one's ability to complete academic assignments and avoid responsibilities (Delfn, 2007). Fifty-five working adults whose native language is not English took part in the correlational study. We also used the academic procrastination scale and the attitudes towards English language learning survey. Those with a more positive view on learning English also started sessions earlier. This correlation shows that a negative outlook on learning English is associated with putting off the task. Possible implications for the design of advanced or bilingual

language curricula are discussed. The plan stipulates that all higher education must be delivered in English. Academic procrastination and university students' attitudes toward learning English as a second language is a topic explored in a 2012 study titled "Academic procrastination and university students' attitudes toward learning English as a second language," written by (Marquina et al., 2012). This research lends credence to the idea that putting off improving one's language skills is discouraging for university students.

Another hypothesis of the current study was that Gender would moderate the association between academic procrastination and attitude towards English language learning. The current study's hypothesis is supported by a study (Steel & Ferrari, 2013), which looked at gender differences in the relationship between procrastination and academic performance but was not specifically focused on language learning. The results suggested that gender differences may play a role in the association between procrastination and a number of academic characteristics, suggesting that gender differences may have an impact on both procrastination and academic outcomes.

In extension of the second hypothesis, a previous study (Ozer et al., 2011) evaluated the academic procrastination of Turkish adolescent students in connection to gender roles and found that gender does attenuate the association between academic procrastination and attitude towards learning the English language. Early teenagers (115 females and 99 males; $M = 15.4$ years, $SD = 0.57$), who completed self-report questionnaires on sex roles and procrastination in academics, were studied. Using factor analysis, four causes of procrastination were discovered, including perfectionism, task aversion, rebellion against authority, and taking chances. Additional research revealed that gender roles have a significant major impact on excuses for academic procrastination. Turkish adolescents with indeterminate gender roles more clearly articulated

their reasons for academic procrastination than Turkish adolescents with masculine gender roles did, perhaps due to their work aversion. Additionally, risk-taking was cited as an excuse for academic laziness by more Turkish youths who identified as having no particular gender role than by those who identified as feminine or androgynous.

Furthermore, 91 Chinese university students in a city in southern China will have their academic procrastination and academic accomplishment evaluated as part of a study on the association between academic achievement and academic procrastination. The variables of gender and academic major are taken into consideration in this study. Following data analysis, it was discovered that research participants exhibited a moderate procrastination tendency regardless of gender and that there is a significant negative link between procrastinating and academic success. Gender do affect academic procrastinating tendencies, also it does affect how academic procrastination and academic accomplishment are related. However, neither academic procrastination nor its relationship to academic accomplishment are impacted by academic major (Liu, 2010).

Moreover, a study conducted on "Gender differences in academic procrastination and motivation among college students" by (Senécal et al., 2003), study shows that gender variations in academic procrastination and motivation among college students generally, rather than focusing exclusively on learning the English language. The results revealed that procrastination tendencies varied by gender, suggesting that gender may moderate the relationship between procrastination and academic outcomes.

Additionally, a study conducted in 2010 by Liu "The influence of gender on attitudes towards language learning and academic procrastination among university students" also

supported the current study hypothesis in this study, university students' views regarding academic procrastination and language learning were examined in relation to their gender. The findings indicated that attitudes towards language learning and academic procrastination were influenced by gender, indicating that the association could differ depending on gender.

Another hypothesis of the current study was that residential setup moderate the association between academic procrastination and attitude towards English language learning. For that a study conducted for the Comparison that, the purpose of the study was to examine students' levels of academic procrastination and academic involvement between rural and urban students in order to better understand this relationship. The results showed that rural and urban pupils differed significantly in their levels of academic procrastination ($p < 0.05$). Procrastination among urban pupils averaged more than rural students' is. Additionally, there was a distinction between rural and urban pupils' academic engagement ($p < 0.05$). Academic procrastination was present in roughly 47% of rural students and about 53% of urban students. Additionally, 63% of urban pupils and 57% of rural students, respectively, exhibited high levels of academic engagement (Fuertes et al., 2020).

Moreover, a study conducted on "The impact of environment factors on students' motivation and learning", this study investigates how elements in the learning environment affect student motivation and academic results such as residential setups. Despite not being specifically about language learning, it emphasizes the significance of taking context into account when figuring out how motivational elements and academic success relate. The findings of the study concluded that there is significant impact of environmental factors (such as residential setup) on academic procrastination and attitude towards English language learning (Cheon & Reeve, 2015).

Additionally, "The Influence of Learning Environment (including the residential setting) on EFL Learners' Motivation and Proficiency" by Dörnyei given in 2009, Although it doesn't directly address academic procrastination, a study was undertaken that looks at how the learning environment affects motivation and language competency in English as a Foreign Language (EFL) learners. It places emphasis on how context, including the residential setting, shapes learners' attitudes and results have shown that there is an influence of learning environment on attitude of the student towards learning (Dörnyei, 2009).

Another study supporting hypothesis of the current study, this research conducted on "The Role of residential set on Academic Procrastination" this study investigates several contextual elements that includes academic laziness. Despite not being directly on language learning, it emphasizes the significance of taking environmental factors, including home setup, into account when analyzing procrastinating behaviors. The findings of the study showed that students who belong from an urban area are more likely to procrastinate than those who belong from a rural area (Steel & Ferrari, 2013).

Limitations and suggestions

When conducting research on the attitude towards English language learning, procrastination, and language learning outcomes, it is important to consider the limitations that had impact on the study.

First, the study relied on a specific sample of participants, such as students who had studied English subject in the past. This limits the generalizability of the findings to a broader population.

Secondly, the research may heavily rely on self-reported data, such as questionnaires, which was subject to respondent biases. Participants might provide socially desirable responses or overstate their level of motivation or effort, which could affect the accuracy of the results.

Thirdly, the study might include participants with varying levels of English language proficiency. The outcomes and attitudes towards learning could differ based on the participants' proficiency levels, making it challenging to draw definitive conclusions.

Fourth, establishing a causal relationship between attitude, procrastination, and language learning outcomes can be challenging. While the study may identify correlations between these factors, it may not be able to determine the direction of causality. Other variables, such as prior language learning experience or personal motivation, may influence the outcomes.

Lastly, the research might focus on a specific cultural or educational context, which can influence language learning attitudes and outcomes. The findings may not be applicable to different cultural contexts or educational systems, limiting the generalizability.

To address these limitations, future researches should conduct longitudinal studies to explore the long-term effects of attitudes and procrastination on language learning outcomes. Follow a cohort of undergraduate students over an extended period to gain deeper insights into the stability and development of attitudes and procrastination tendencies.

They must ensure a diverse sample in terms of gender, age, academic discipline, and English language proficiency levels to capture a wide range of perspectives. By identifying potential areas for future research, such as investigating the role of other factors (e.g., self-efficacy, language anxiety) in the relationship between attitudes, procrastination, and language

learning outcomes. This will contribute to a more comprehensive understanding of language learning processes.

Moreover, future research should consider the cultural nuances and unique challenges of language learning in Pakistan. Recognize the influence of cultural factors on attitudes, motivation, and procrastination tendencies, and design interventions accordingly.

Implication

The implication of the study is, exploring the attitude towards English language learning among undergraduate students in Pakistan can provide valuable insights into the factors influencing language learning outcomes. Examining the relationship between attitude and language learning outcomes can help identify potential areas for improvement and inform educational policies and practices.

Investigating the level of procrastination among undergraduate students and its impact on language learning outcomes can shed light on the significance of time management and self-regulation skills. Identifying effective strategies to reduce procrastination can contribute to enhancing language learning effectiveness and overall academic performance.

By examining the relationship between attitude, procrastination, and language learning outcomes, the research can highlight specific areas that require attention for optimizing language learning experiences. This can lead to the development of targeted interventions and instructional approaches that foster positive attitudes, minimize procrastination tendencies, and improve language learning outcomes among undergraduate students in Pakistan.

Conclusion

It is concluded that study was to investigate the association between Academic procrastination and attitude towards English language learning, as the results show the academic procrastination negatively correlates with attitude towards English language learning that shows that students who do more procrastination have less positive attitude towards English language learning and secured low GPA. So, there is significant negative association between academic procrastination and attitude towards English language learning. Furthermore, the study also found the significant mediating role of gender between academic procrastination and attitude towards English language learning, results shows that male university students score higher on academic procrastination compare to female university students and female university students scored higher on attitude towards English language learning and secured higher GPA then male university students. In model gender and academic procrastination were the positive predictor of attitude towards English language learning and gender did not interact significantly with academic procrastination to predict attitude towards English language learning. Significant relationship was found in Moderating Role of Residential Setup in Association between Academic Procrastination and Attitude towards English language, the results shows that the students from urban areas have higher academic procrastination compare to those belonging to rural areas, students from rural areas they have more positive attitude towards English language learning and secured higher GPA compere to those students belonging to urban areas. The model shows that both academic procrastination and residential areas are the significant predictors of attitude towards English language learning and when added the interaction term it is significant predictors, the result shows that residential setup significantly interact with the academic procrastination.

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Appendices



COMSATS University,
Islamabad,
Lahore Campus
Defence Road, Off Raiwind Road, Lahore.
Ph: 042-111-001-007 Ext. 872

Department of Humanities

Dated: 21- 03-2023

To Whom It May Concern

Subject: Permission for Data

Collection

Dear Sir/Madam,

I, Dr. Shameem fatima (chairperson of Psychology), Department of Humanities, COMSATS University Islamabad, Lahore Campus, assert that the students below are conducting research under my supervision (as part of their research methodology project). The study is attitude towards English language learning, procrastination and language learning outcomes among undergraduate students in Lahore, Pakistan. For This Purpose, they need to collect your Department/Institute data. All the acquired information will be kept confidential, and collected raw data will be used for research purposes only. Following are the details of researcher:

Wasiqa Aslam (FA19-BPY-052)

Kindly permit them to collect data. I will be very grateful to you.

Regards,

Dr. Shameem Fatima
Department of
Humanities CUI,
Lahore

INFORMED CONSENT

I am Wasiqa Aslam student of BS Psychology at COMSATS University Islamabad, Lahore Campus conducting research on “Attitude towards English language learning, procrastination and language learning outcomes.” for the purpose of my final year project. Your cooperation is needed for a research. In this research you are requested to complete a questionnaire that consists of two parts. Your information will be kept confidential. It will take your ten to fifteen minutes to complete this questionnaire and it will be used for research purposes only.

Thank-you for your participation.

Signature of participant: -----

Age: _____

Gender: a- Female b- Male

Family system: a- Nuclear b- Joint

Residential setup: a-Rural b-Urban

Language Spoken at home: a- Urdu b- Punjabi/regional c- English

Medium of instruction(s): a- English b- Urdu c-Other

Educational background: _____

Semester: _____

GPA: _____

INSTRUCTIONS:

Below are given few statements. Read every statement carefully and indicate each response according to your perception.

NO.	ITEMS	Disagree	Slightly disagree	undecided	Slightly agree	Agree
		1	2	3	4	5
1.	I usually allocate time to review and proofread my work.					
2.	I put off assignments until the last minute.					
3.	I have found myself waiting until the day before to start a assignments/quizzes					
4.	I know I should work on university work, but I just don't do it.					
5.	While working on assignment/ quizzes , I usually get distracted by other things,					
6.	I waste a lot of time on unimportant things					
7.	I get distracted by other, more interesting, things when I am supposed to work on schoolwork.					
8.	I concentrate on school work instead of other distractions.					
9.	My attention span for schoolwork is very short.					
10.	Tests are meant to be studied for just the night before					
11.	I feel prepared well in advance for most tests.					

12.	. "Cramming" and last minute studying is the best way that I study for a big test.					
13.	I allocate time so I don't have to "cram" at the end of the semester. *					
14.	I only study the night before exams					
15.	If an assignment is due at midnight, I will work on it until 11:59					
16.	When given an assignment, I usually put it away and forget about it until it is almost due.					
17.	Friends usually distract me from schoolwork					
18.	I find myself talking to friends or family instead of working on school work.					
19.	On the weekends, I make plans to do homework and projects, but I get distracted and hang out with friends.					
20.	I tend to put off things for the next day.					
21.	I don't spend much time studying school material until the end of the semester.					
22.	I frequently find myself putting important deadlines off.					
23.	If I don't understand something, I'll usually wait until the night before a test to figure it out.					
24.	I read the textbook and look over notes before coming to class and listening to a lecture or teacher.					

INSTRUCTIONS: Please read each statement and circle a number according to you.

Note that:

0=Very negative

1= Negative

2= Indifferent

3=Positive

4=Very positive

No.	STATEMENT	0	1	2	3	4
1.	My attitude and interest towards the contents that we study in the English class.	0	1	2	3	4
2.	My attitude and interest towards the materials we use in the English class (books, tapes, videos, Exercise book, etc.)	0	1	2	3	4
3.	My attitude and interest towards the explanations of the teaching teacher.	0	1	2	3	4
4.	My attitude and interest towards the teaching methodology.	0	1	2	3	4
5.	My attitude and interest while participating in class.	0	1	2	3	4
6.	My attitude and interest towards the written activities.	0	1	2	3	4

7.	My attitude and interest towards oral activities	0	1	2	3	4
8.	My attitude and interest towards individual activities.	0	1	2	3	4
9.	My attitude and interest towards group work.	0	1	2	3	4
10.	My attitude and interest towards working in pairs.	0	1	2	3	4
11.	My attitude and interest towards corrections.	0	1	2	3	4
12.	My attitude and interest towards the disciplinary measures adopted in class.	0	1	2	3	4
13.	My attitude and interest towards the way of evaluating teachers.	0	1	2	3	4
14.	My attitude and interest towards songs and games.	0	1	2	3	4
15.	My attitude and interest towards homework.	0	1	2	3	4
16.	My attitude and interest towards the classroom where the class we are taught.	0	1	2	3	4
17.	My attitude and interest towards the teachers' way of pronouncing.	0	1	2	3	4
18.	My attitude and interest towards classmates.	0	1	2	3	4