

Procrastination: Association with Mindfulness and Self-Regulation

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Abstract

Procrastination is a behavioral tendency involving the needless delay of tasks, negatively impacting the well-being of an individual across all domains of life. Procrastinators struggle to regulate their thoughts, feelings, and actions. Similarly, procrastination is linked to negative self-evaluations, stress, anxiety, and avoidance. On the other hand, mindfulness is a state of being fully aware, characterized by a non-reactive or non-critical approach toward experiences related to oneself and others. It has been found to enhance an individual's stress-bearing capacity, thereby increasing their ability to persist in tasks. The aim of this research was to examine

the relationship among procrastination, mindfulness, and self-regulation. This correlational study utilized a sample of 200 students (100 males, 100 females) from different universities in Islamabad, Pakistan. Participants' ages ranged from 18 to 28 years, with a mean age of 22 years (standard deviation = 2). Each participant was assessed using psychometrically valid measures of procrastination, mindfulness, and self-regulation. Pearson correlations were employed to examine the associations among the three variables. Procrastination was negatively correlated with both mindfulness ($r = -0.396$) and self-regulation ($r = -0.496$). However, a significant positive relationship was observed between mindfulness and self-regulation ($r = 0.660$). These findings underscore the importance of enhancing mindfulness and self-regulation as strategies to address procrastination.

Keywords: Procrastination, Mindfulness, Self-regulation, Stress, Anxiety.

Introduction

Procrastination is receiving greater attention from researchers, in an effort to find out its correlates, effects and treatment. Most of the research in procrastination has been focused on academic sphere however procrastination is a grave difficulty of unwanted postponement across many areas of life. Procrastination can result in profound personal suffering (Ferrari, 1997), cost for monetary and occupational success (Mehrabian, 2000), negative effects on physical health (Sirois, 2007), upsetting important life outcomes such as retirement savings (O' Donague and Robbin, 1999) and enhanced health jeopardy due to treatment delay (Sirois, 2007).

Procrastination may decrease the extent to which help is sought after both for physical and psychological problems (Steal, 2010). Procrastination does not

Procrastination: Association with Mindfulness and Self-Regulation

only affect the individual but also negatively effects the people around him e.g., last minute abandonment of social responsibility, presenting excuses for delaying the job (Timothy A. Psychyl, Gordon L. Flett, 2012).

In researches a number of causes of procrastination are found such as fear of failure, low self-esteem, low social esteem, escaping from stress and anxiety associated with task, poor time management, perfectionism and personality challenges such as Attention Deficit/Hyper Activity Disorder, Obsessive Compulsive tendencies, neuroticism and depression. The common occurrence in all these cases is that procrastinators fail to order or regulate their performance and are incapable of controlling their thoughts, behavior and emotions. Hence it can be proposed that procrastination is a self-regulatory failure. In order to minimize this behavioral inclination, it is required to focus on approaches that can be specifically of assistance for improving self-regulation. Mindful awareness and acceptance marked by a present-central, non-reactive self-awareness and nonjudgmental acceptance of thoughts and feelings when they occur (Baer and Allen 2004), are said to be primary first steps in the self-regulation, essential to instigate goal action when procrastination may be the usual reaction. If we can develop mindful awareness and acceptance, we can get an understanding of the fact that when and why we are provoked to procrastinate. And this in turn can encourage more determined attempts to implement the control necessary to continue on the track and accomplish the goal on time. In addition to lessen procrastination in an indirect manner i.e.; through improving self-regulation mindfulness can also decrease procrastination directly by suggesting non-judgmental evaluation of external and internal cues and by growing the power to tolerate unpleasant thoughts, stress and fear linked with difficult tasks.

This study is an attempt to gain more insight in the causes of procrastination in the context of its linkage to self-regulation and mindfulness. It can provide guidance towards interventions for reducing procrastination in the context of mindfulness. Regarding mindfulness based interventions a special reference to Islamic tradition is also highlighted. This study analyses procrastination in relation with self-regulation and mindfulness. Mindfulness is said to develop self-regulation and mindfulness practices can lessen procrastination and hence it can improve academic, job-related, physical and psychological well-being.

Procrastination and Self-Regulation

Procrastination has been described as a kind of act in which individual delays tasks without any necessity so much so that he subjectively feels discomfort as a result of this delay. (Soloman and Rothblum, 1990). Procrastination can be commonly understood as the intentional, unnecessary delay of a planned line of action beyond the required point of time point. The individual is considered unsuccessful to produce the required presentation or successful completion of a task in prescribed time limit (Lay, 1986; Steel, 2007).

While self-regulation is defined as an individual's efforts to modify his/her cognitions, affect, interests and behaviors so that he may attain targets in future life. Self-regulation is considered successful if it involves deliberate activation of cognitions, emotions and behaviors (Ridder & Wit, 2006).

Literature Review

Self-regulation comprises of target-oriented actions, such kind of actions enable an individual to put aside short-term helping an individual to delay short term desires/wishes so that he may achieve desirable goals in the long term (Carey, Neal and Collins, 2004). Kanfer (1970) offered a theory of self-regulation consisting of three steps. 1) Self-monitoring is the part which involves the tendency to analyze or being conscious of one's own actions. 2) Self-evaluations include judging whether one's actions match the personal and external standards and 3) being able to not any inconsistency between the two.

The realization of inconsistency may prompt efforts to modify one's behavior that are assisted by the third stage, Self-reinforcement. So self-regulation is the tendency to cultivate, use and continue the planned behavior to attain the set goals. Self-regulation or the ability of an individual to take the control of his thought processes, actions and feelings has been explained by (Forgas, 2009) as one of the essential characteristics of human beings.

Procrastinators fail to regulate their functioning and therefore leading to a "self-regulation failure of performance", during stress situations or high cognitive load situations. (Ferrari, 2001). Results of experimental studies point out avoidance of unpleasant thoughts, feelings and actions as contributing to procrastination itself and the self-regulatory failure linked with this behavioral propensity (Sirois, 2004; Tice, 2001).

Those who procrastinate are not capable of making use of internal and external cues to decide when to start, when to continue and when to stop their goal –directed actions (Deci, Ryan 1991). Moreover, procrastinators tend to be involved in less purposeful or un-necessary tasks to stay away from the stress or anxiety they will have to face if they start the real impending task. Procrastinators prefer useless activities over actual tasks and cannot delay gratification (Zehra Mohsin and Nadia Ayub, 2014). Similarly, procrastination is characterized by a connection between the focus on the short-term mood repair and the temporal disjunction between present and future selves (Sirois, Pychyl 2013).

Procrastination and mindfulness

Mindfulness entails a present-central, non-reactive self-awareness and nonjudgmental acceptance of thoughts and feelings when they occur (Baer and Allen 2004). It lessens stress and improves wellbeing to a degree because it represents a quality of consciousness that is clear, non-critical yet enthusiastically involved in the experiences, thoughts and feelings occurring at the present moment (Brow and Ryan 2003).

Even though procrastination is linked with a focus on present moment but rather than being fully present it involves cognitive styles that favors the escaping from unlikable thoughts and feelings and lead to indulgence in impulses that protects person from threats to self-esteem (Sirois, 2004; Tice, 2001).

Procrastination has been found to be linked with private self-consciousness (FLerrari 1992) which is a type of self-awareness known to be distinctive if not negatively linked with mindfulness. Mindfulness has positive association with self-compassion that facilitates a person to evaluate himself positively and thus protects self-esteem, low self-compassion is also cause of stress for procrastinators and such an intervention is needed that may promote self-compassion and be beneficial for procrastinators (Sirois, 2014). Mindfulness is not only about awareness of the present moment, but is is also an essential knowledge that assists people to be kind and thoughtful of themselves and others (Sharrna & shaprio, 2013).

Ryan and Brown (2003) found that indulging mindfulness decreases mood disturbance and stress, while improved mindfulness has beenfound to reduce worry, fear and panic (Kimetal, 2010) Lay (1986) concluded that tendency to procrastinate might be caused by worry and fear (of success or failure) anxiety (cause by success) or stress. Since mindfulness has been found to

reduce worry, stress and fear, it also may reduce procrastination indirectly, Howell and Buro (2010) found that mindfulness positively influences self-control and help seeking while at the same time both self-control and help seeking behaviors are low among procrastinators.

Mindfulness and Self Regulations

Mindfulness can be specifically helpful for self-regulation, as self-awareness is important in identifying inconsistencies between present states and standards so that it can lead to corrective behavior (Carver and Scheier 1998). In contrast self-focused attention which is significantly focused on automatically identifying differences and taking action and reducing them (Fenigstein, 1975). Mindfulness allows non-judgmental, non-automatic knowledge of differences that eventually leads to intentional acts that regulate behavior (Evans, 2009). In contrast to private self-consciousness mindfulness is a type of self-focused attention that increases perseverance on difficult tasks (Evans, 2009).

Judgmental thoughts arise when we are struggling with a difficult task and it may result in annoyance, self-criticism and impulsive desertion of the task, while mindfulness helps in accepting self-critical thoughts thus allowing person to avoid negative self-talk and continue with the task.

Thus, according to research, it can be hypothesized that procrastination is negatively related to self-regulation and positively related to mindfulness while mindfulness and self-regulation will have a positive relation.

Rationale

The main purpose of this study is to explore the Relationship of procrastinating behavior with self-regulation and mindfulness. The previous studies done about procrastination provide useful insight about the causes and harmful effects of procrastination. However, its link with self-regulation and mindfulness still remains unexplored. Thus, it is deemed important that association of procrastination with self-regulation and mindfulness be explored.

The tendency to procrastinate can lead to many problems in a person's life. In delaying task people not only waste their time but also lose important opportunities. Procrastination at work hinders people from meeting deadlines that can finally result in missing out promotions or losing the job. When a person is unable to complete the given tasks in time it leads to lowering of self-esteem. Procrastination lowers one's self-confidence slowly but certainly. Procrastination

Procrastination: Association with Mindfulness and Self-Regulation

may result in ruining one's reputation as people keep saying they will do something but they do not, so people stop depending on procrastinators and hesitate on offering them opportunities. Procrastinators make decisions at the last instant when the time is short, so they tend to make poor decisions at this emotionally charged moment.

This research may offer interesting results concerning the procrastinating behavior and the identification of the cause of procrastination. By identifying the cause of the procrastination, the result of this study might contribute to developing remedies, therapy or intervention for reducing procrastination which can be beneficial for psychological services and educational purpose. The result of this study may benefit clinicians in developing interventions that will help in reducing the procrastinating behavior of their clients by inculcating the self-regulatory behavior and mindfulness. Procrastination is a major problem of students. The result of this research may be beneficial to educational institutions in combating their pupil's habitual procrastination as the result of study may help in developing intervention that will increase mindfulness and self-regulation, thus indirectly reducing procrastinating behaviors of students

Objectives

Following are the objectives of this study:

- To find out the relationship between mindfulness and self-regulation.
- To investigate the relationship of procrastination with both mindfulness and self-regulation.
- To find out gender differences in the level of procrastination, mindfulness and self-regulation.

Procrastination

Lay in 1986 said that procrastination can be generally conceptualized as deliberate and unrequired postponement of an envisioned plan of action. The completion of the task goes beyond the required time limit hence it cannot be labelled as a successful completion.

Operational Definition

Procrastination is operationalized for the present study in terms of the scores General Procrastination Scale (LGPS) developed by Lay.

Mindfulness

Baer and Allen in 2004 defined mindfulness as a particular state of mind which comprises of a full focus on the present, non-reactive subjective awareness of one's thoughts and emotional experiences and complete non-judgmental acceptance of them as they are without any wish to control or change them. There are five elements of mindfulness. They are; perceiving/observing, describing, and taking action with full consciousness as well as non-judgmental attitude/non-reactivity towards inner subjective experiences.

Research Methodology

Operational Definition

The variable mindfulness has been operationalized in terms of the score on Five Facet Mindfulness Questionnaire (FFMQ).

Self-Regulation

Carey, Neal and Collins in 2004 defined self-regulation as encompassing target-oriented actions, so that an individual may be able to postpone short term desires to attain envisioned goals in the long term.

Operational Definition

The variable self-regulation has been operationalized in terms of the score on Short Self-Regulation Questionnaire (SSRQ).

Instruments

A demographics information sheet prepared by the researchers was used to gather personal information from the respondents. The important demographic variables included age, gender and qualification. Age and qualification of the respondents were inquired through open-ended questions. While the demographic variable of gender was asked through a close-ended question. Following three standardized questionnaires were used as instruments for measuring Procrastination, Mindfulness and Self-regulation.

General Procrastination (GP) Scale

The General Procrastination Scale (Lay, 1986) is a 20-item inventory scored with a five-point Likert-type scale. It measures general procrastination, excluding student-only behaviors such as studying. Many researchers have used Lay's General Procrastination Scale in order to assess the procrastinator

tendencies of subjects, and have confirmed the high alpha reliability (.82) and internal consistency.

The scoring categories were extremely uncharacteristic, moderately uncharacteristic, neutral, moderately characteristic and extremely characteristic. The scores for the answer categories ranged from 1 to 5.

Five Facet Mindfulness Questionnaire (FFMQ)

Extremely Moderately Neu It is a 39 item likert type questionnaire of mindfulness. It was developed by Ruth A. Baer in 2003. The questionnaire includes five factors of mindfulness: Observing, Describing, acting with awareness, non-judging of inner Experiences and non-reactivity to inner experience. The scale has shown good internal consistency (0.93).

The scoring categories were never or very rarely true, rarely true, sometimes true, often true, very often or always true. The scores for the answer categories ranged from 1 to 5.

Short Self-regulation Questionnaire (SSRQ)

This scale was developed by Carey in 2004. It is a 31-item short form of 63 item Self-Regulation Questionnaire (SRQ) developed by Brown, Miller, and Lewandowski in 1999. The SSRQ correlated highly with the original 63 item SRQ($r=0.96$) and showed good internal consistency ($\alpha=0.92$). The scoring categories are as follows:

1= Strongly disagree, 2= Disagree, 3= Uncertain or unsure,
4= Agree, 5= Strongly agree.

Procedure

The sample for this survey research was gathered using the convenient sampling technique. There were 200 participants in total with equal number of males and females (100 each). The respondents belonged to various universities of Rawalpindi and Islamabad. The age range of the sampled individuals was from 18 to 35 years.

Each respondent had to complete all the three scales. Researchers personally approached all of the participants and administered the scales in paper-pencil format. Before the administration of the scales, participants were given brief overview of the purpose of research. They were also provided with

the instructions about filling the scales in written form. All the scales were easy to understand for university students; however, directions were provided to the participants wherever they needed it. This helped to avoid any misinterpretation on the part of the subjects. Respondents were not offered any kind of inducement for their willingness to take part in the study, although their participation was appreciated and acknowledged verbally by the researchers.

Statistical Package for Social Sciences (SPSS)-21 software was utilized in order to compute and analyze the gathered data. The data was analyzed, interpreted and conclusions were drawn keeping in view the objectives of this survey project.

Results

Table I: Frequency and percent demographic variables gender, age and qualification N (200)

	<i>f</i>	%
Gender		
Male	100	50
Female	100	50
Age		
18	1	.5
19	8	4.0
20	34	17.0
21	52	26.0
22	49	24.5
23	30	15.0
24	16	8.0
25	7	3.5
26	1	.5
28	2	1.0
Qualification		
BS		79.0
MA/MSc	158	17.0
MS/MPhil	34	4.0
	8	

Procrastination: Association with Mindfulness and Self-Regulation

Table 2: Reliability analysis of variables N (200)

Scale	No of items	Cronbach alpha
General Procrastination Scale (GPS)	20	0.74
Five Facet Mindfulness Scale (FFMS)	39	0.76
Short Self-regulation Scale (SSRS)	31	0.83

Table 2 shows that GPS, FFMS and SSRS have Cronbach's alpha reliability of 0.74, 0.76 and 0.83 respectively. Results indicate that the scales are suitable for the study sample.

Table 3: Pearson correlations among variables N (200)

	1	2	3
Procrastination	-	-.49**	-.39**
		.00	.00
		200	200
Self-regulation		-	.66**
			.00
			200
Mindfulness			-

**Correlation is significant at 0.01 level

Table 3 shows that procrastination has a significantly negative correlation of -0.39 and -0.49 with mindfulness and self-regulation respectively. Results also show a significant positive correlation of 0.66 between self-regulation and mindfulness. Correlations are significant at the level of 0.01.

Table 4: Mean, Standard Deviation and t-values of males and females on three variables N= (200).

Scale		N	df	M	SD	t	p	95% confidence interval	
								LL	UL
GPS	Male	100	198	74.9	11.9				

						2.2	.028			
	Female	100	198	71.6	8.7					
FFMQ	Male	100	198	138.2	18.2					
						.05	.599	-	5.8	
	Female	100	198	139.9	14.6			3.3		
SSRQ	Male	100	198	111.9	17.26					
						-	.58	-	3.2	
	Female	100	198	112.6	14.8	5.3		5.6		

Table 4 shows significant difference between males and females on procrastination ($t=2.21, p=.028$), while on self-regulation there was no significant difference ($t=.05, p=.599$) and similarly on mindfulness the difference is insignificant ($t= -.53, p=.588$).

Discussion

The goal of the current study was to examine procrastination mindfulness and self-regulation in relation to each other. The significant negative correlation of procrastination with both self-regulation and mindfulness confirmed our first hypothesis. This finding is consistent with previous researches as Sirois and Tosti, 2012 found that low mindfulness is associated with procrastination. Our finding with respect to the negative correlation of mindfulness with procrastination is also consistent with the research conducted by Flett and Pychyl in 2014 which argued that mindfulness and self-compassion are associated with reduced procrastination distress and rumination in students. Sirois in 2004 suggested that mindfulness facilitates non critical attitude towards self, non-reactive acknowledgement of difficult and stressful thoughts and allows them to dissipate but procrastinators tend to evaluate themselves in negative way and seek immediate emotional relief from distressing experiences over long term gains due to limited stress bearing capacities. Hence, low mindfulness may be a factor contributing to the avoidance commonly associated with procrastination. Evans in 2004 argued that although the quality of present oriented focus is present in both procrastination and mindfulness present oriented focus in procrastination is not one that is truly present or accepting of current experiences rather procrastinators take a critical and judgmental stance towards the task at

hand which on the other hand can trigger negative self-talk that hinders task persistence.

Similarly, as it was hypothesized on the basis of theory and research, a significant negative relationship between procrastination and self-regulation was found in this study. A study conducted (Pychyl and Flett, 2012) found the similar results that procrastinators failed to regulate themselves as intended. When self-regulation fails, short term emotional repair takes precedence over long term goal, seeking immediate emotional relief and walking away leaving the task for tomorrow. Similarly, study conducted (Sirois & Pychyl, 2013) said that procrastination is a self-regulation failure.

The results of the study also confirmed positive relation between self-regulation and mindfulness. Leary (2006), hypothesized that mindfulness may lead to an increase in one's tendency to self-regulate by lessening a sense of self/self-awareness, stating that intentionally attempting to control one's own thoughts or behavior is either unproductive or counterproductive.

There were found significant gender differences on procrastination. Female's procrastination level is found to be lower than that of males. Similar results were found by senecal (2003), Prohaska (2000), Van Eerde (2003) and Ozer (2005). On the other hand, there were no significant gender differences on mindfulness and self-regulation scales. These findings suggest that mindful awareness and enhanced self-regulation may contribute to reduce procrastinating behavior.

Limitations

Following limitations of this study must be considered;

- The study is limited in terms of range of population to which the results could be generalized. The study sample comprised of young adults or undergraduate university students. Participants came from only few universities of Rawalpindi and Islamabad.
- The data collected is also subject to the limitations of self-report measures such as response bias or poor self-awareness on the part of the respondents.

Implications

- The negative association of procrastination with mindfulness and self-regulation implies that mindfulness-based approaches or interventions can be used to reduce procrastinating behavior.
- Mindfulness practices and interventions may improve self-regulation and reduce procrastination thus can be introduced in occupational settings to improve employees' efficiency.
- In educational settings self-regulatory training as well as mindfulness practices can be in order to minimize students' procrastinating behavior.
- Clinicians can use mindfulness-based therapies to treat and help the clients seeking to control their own procrastinating behavior.

Suggestions

- Future research should scrutinize these findings in more varied populations.
- Future studies should investigate the relationships among these variables by using different methods such as behavioral tasks and physiological measures.
- This study's method was correlational but longitudinal and experimental studies would provide further insight in to relationship between procrastination, mindfulness and self-regulation.
- As this study has also highlighted Islamic concept of mindfulness, future studies can focus on developing therapies based on Islamic practices, concepts, thoughts and particularly on Rumi's religious philosophy. While dealing with clients from Muslim background clinicians may use these therapies in order to provide a useful substitute to practices based on Western and Buddhist tradition. Clinicians can use mindfulness-based therapies to treat and help the clients seeking to control their own procrastinating behavior.

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Procrastination: Association with Mindfulness and Self-Regulation

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APPENDIX I

Lay's General Procrastination Scale

For each statement, decide whether the statement is uncharacteristic or Characteristic of you using the following 5-point scale. Note that the 3 on the scale is Neutral – the statement is neither characteristic nor uncharacteristic of you. In the blank to the right of each statement, fill in the number on the 5-point scale that best describes you.

1=Extremely Uncharacteristic

2=Moderately Uncharacteristic

3=Neutral

4=Moderately Characteristic

5=Extremely Characteristic

1. I often find myself performing tasks that I had intended to do days before. _____

2. I do not do assignments until just before they are to be handed in. _____

Procrastination: Association with Mindfulness and Self-Regulation

3. When I am finished with a library book, I return it right away regardless of the date it is due. _
4. When it is time to get up in the morning, I most often get right out of bed. _____
5. A letter may sit for days after I write it before mailing it. _____
6. I generally return phone calls promptly. _____
7. Even with jobs that require little else except sitting down and doing them, I find they seldom get done for days. _____
8. I usually make decisions as soon as possible. _____
9. I generally delay before starting on work I have to do. _____
10. I usually have to rush to complete a task on time. _____
11. When preparing to go out, I am seldom caught having to do something at the last minute. _____
12. In preparing for some deadline, I often waste time by doing other things. _____
13. I prefer to leave early for an appointment. _____
14. I usually start an assignment shortly after it is assigned. _____
15. I often have a task finished sooner than necessary. _____
16. I always seem to end up shopping for s for different occasions such as birthday or 'Eid at the last minute. _____
17. I usually buy even an essential item at the last minute. _____
18. I usually accomplish all the things I plan to do in a day. _____
19. I am continually saying is do it tomorrow. _____
20. I usually take care of all the tasks I have to do before I settle down and relax for the evening. —

APPENDIX II

Five Facet Mindfulness Questionnaire

Please rate each of the following statements using the scale provided. Write the number in the blank that best describes your own opinion of what is generally true for you.

1= never or very rarely true

2= rarely true

3= sometimes true

4= often true

5= very often or always true

1. When I'm walking, I deliberately notice the sensations of my body moving. ____
2. I'm good at finding words to describe my feelings. ____
3. I criticize myself for having irrational or inappropriate emotions. ____
4. I perceive my feelings and emotions without having to react to them. ____
5. When I do things, my mind wanders off and I'm easily distracted. ____
6. When I take a shower or bath, I stay alert to the sensations of water on my body. ____
7. I can easily put my beliefs, opinions, and expectations into words. ____
8. I don't pay attention to what I'm doing because I'm daydreaming, worrying, or otherwise distracted. ____

Procrastination: Association with Mindfulness and Self-Regulation

9. I watch my feelings without getting lost in them. _____
10. I tell myself I shouldn't be feeling the way I'm feeling. _____
11. I notice how foods and drinks affect my thoughts, bodily sensations, and emotions. _____
12. It's hard for me to find the words to describe what I'm thinking. _____
13. I am easily distracted. _____
14. I believe some of my thoughts are abnormal or bad and I shouldn't think that way. _____
15. I pay attention to sensations, such as the wind in my hair or sun on my face. _____
16. I have trouble thinking of the right words to express how I feel about things. _____
17. I make judgments about whether my thoughts are good or bad. _____
18. I find it difficult to stay focused on what's happening in the present. _____
19. When I have distressing thoughts or images, I "step back" and am aware of the thought or image without getting taken over by it. _____
20. I pay attention to sounds, such as clocks ticking, birds chirping, or cars passing. _____
21. In difficult situations, I can pause without immediately reacting. _____
22. When I have a sensation in my body, it's difficult for me to describe it because I can't find the right words. _____
23. It seems I am "running on automatic" without much awareness of what I'm doing. _____
24. When I have distressing thoughts or images, I feel calm soon after. _____
25. I tell myself that I shouldn't be thinking the way I'm thinking. _____

26. I notice the smells and aromas of things. _____
27. Even when I'm feeling terribly upset, I can find a way to put it into words. _____
28. I rush through activities without being really attentive to them. _____
29. When I have distressing thoughts or images I am able just to notice them without reacting. _____
30. I think some of my emotions are bad or inappropriate and I shouldn't feel them. _____
31. I notice visual elements in art or nature, such as colors, shapes, textures, or patterns of light and shadow. _____
32. My natural tendency is to put my experiences into words. _____
33. When I have distressing thoughts or images, I just notice them and let them go. _____
34. I do jobs or tasks automatically without being aware of what I'm doing. _____
35. When I have distressing thoughts or images, I judge myself as good or bad, depending what the thought/image is about. _____
36. I pay attention to how my emotions affect my thoughts and behavior. _____
37. I can usually describe how I feel at the moment in considerable detail. _____
38. I find myself doing things without paying attention. _____
39. I disapprove of myself when I have irrational ideas. _____

APPENDIX III

Short Self-Regulation Questionnaire

Please respond to the following questions by filling the blank with number that best describes how you are. If you

STRONGLY ISAGREE=1, DISAGREE=2, UNCERTAIN OR UNSURE=3 AGREE=4, STRONGLY AGREE=5 . There are no right or wrong answers. Work quickly and don't think too long about your answers.

1. I usually keep track of my progress toward my goals. ____
2. I have trouble making up my mind about things. ____
3. I get easily distracted from my plans. ____
4. I don't notice the effects of my actions until it's too late. ____
5. I am able to accomplish goals I set for myself. ____
6. I put off making decisions. ____
7. It's hard for me to notice when I've "had enough" (alcohol, food, sweets).

8. If I wanted to change, I am confident that I could do it. ____
9. When it comes to deciding about a change, I feel overwhelmed by the choices.

10. I have trouble following through with things once I've made up my mind to do something. ____
11. I don't seem to learn from my mistakes. ____
12. I can stick to a plan that's working well. ____
13. I usually only have to make a mistake one time in order to learn from it.

14. I have personal standards, and try to live up to them. ____

15. As soon as I see a problem or challenge, I start looking for possible solutions. _____
16. I have a hard time setting goals for myself. _____
17. I have a lot of willpower. _____
18. When I'm trying to change something, I pay a lot of attention to how I'm doing. _____
19. I have trouble making plans to help me reach my goals. _____
20. I am able to resist temptation. _____
21. I set goals for myself and keep track of my progress. _____
22. Most of the time I don't pay attention to what I'm doing. _____
23. I tend to keep doing the same thing, even when it doesn't work. _____
24. I can usually find several different possibilities when I want to change something. _____
25. Once I have a goal, I can usually plan how to reach it. _____
26. If I make a resolution to change something, I pay a lot of attention to how I'm doing. _____
27. Often I don't notice what I'm doing until someone calls it to my attention. _____
28. I usually think before I act. _____
29. I learn from my mistakes. _____
30. I know how I want to be. _____
31. I give up quickly. _____