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The Interplay of Boredom and Academic Procrastination among University Students

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ABSTRACT

This study explores the link between boredom and academic procrastination among students at the University of Sargodha in Pakistan. The study involved a survey using Likert-scale questions, targeting 150 students from various disciplines and backgrounds. Data is analysed to determine the relationship between boredom and procrastination in academic settings, focusing on avoidance of academic tasks, focus on deadlines, and timidity to begin tasks. The survey contains demographic information and Likert scale items assessing students' perceptions of boredom and self-reported academic procrastination. The study employs statistical techniques like correlation and regression analysis. Analyses are performed across different sub-groups (gender, age, academic course, family background and type of academic course) to explore any differences. The key findings of the study highlight a strong association between academic procrastination and boredom, with higher levels of boredom being associated with increased procrastination. Moreover, the study highlights the complexity of this relationship and the importance of considering individual and environmental factors. The implications of this research are important for educators, counselors and policymakers interested in enhancing higher education outcomes by reducing procrastination. By shedding light on the intricate link between academic procrastination and boredom of the University of Sargodha students, this research contributes to our understanding of student engagement and motivation.

Keywords: *Academic Procrastination, University students, Pakistan*

INTRODUCTION

Procrastination, a common problem among students of universities, has a profound impact on the academic performance of students and their mental health. In this context, procrastination is the conscious postponement of schoolwork, when one is aware of its detrimental effects. Boredom is one of the major causes of procrastination. The boredom and non-challenging nature of academic tasks may invite students to postpone them and turn to alternative tasks that are more interesting and less challenging (Afzal & Jami, 2018). Boredom and procrastination are not independent concepts; they influence each other and are interdependent (Blunt & Werner, 1998).

Boredom is a well known motivational factor which makes students lose interest in studies. The disengagement is frequently accompanied by procrastination because students want to avoid tasks that they do not like or find boring (El Sayed, 2022). Besides emotional factors, there are also some practical factors that contribute to procrastination behaviors including self-efficacy, self regulation regarding time management, and the use of digital devices. With the advent of smartphones and social media, for example, students have an easy way to divert their attention for those uncomfortable feelings of being bored, so encouraging further procrastination (Lee, 2025).

This introduction emphasizes the importance of the need for a thorough understanding of the factors that help produce procrastination in academic work. Examining boredom, procrastination and self-regulation strategies can enable us to find ways to help students manage their time and emotions better (Fentaw, 2022). With the ongoing research that is uncovering more of the intricate nature of these factors, it's important to investigate how emotions such as boredom interact with the practical side of things that affect procrastination.

Background of Study

The problem of academic procrastination has long been a topic of discussion in educational psychology and it has been discussed because of its negative impact on both students' performance and well-being. Students' boredom, as a common emotional state, has been gradually recognized as an important factor in academic procrastination. Students tend to get bored if they think that the school work is repetitive or uninteresting. Therefore, they do not participate in their academic activities and prefer some other interests or less challenging activities (Afzal & Jami, 2018). It is a behaviour that is often associated with procrastination where students avoid or delay important tasks, resulting in higher levels of stress and anxiety.

There have been several studies conducted on the relation between boredom and procrastination and it has been noted that boredom can be a prime factor in academic procrastination. Boredom-prone individuals are at higher risk to procrastinate because they are looking for ways to escape the negative feelings of learning activities (Blunt & Werner, 1998). Furthermore, Fentaw (2022) found that boredom was a key factor in determining procrastination among University students because it prompted them to shift their attention from studying to less demanding tasks that are more rewarding in the short-term.

Self-regulation factors like self-efficacy and time management are also important contributors to students' pro- or anti-procrastination behaviors beyond boredom. Those who struggle with time management or lack self-efficacy tend to procrastinate, especially when they are bored or feel some emotional blockage (Khan et al., 2025). Conversely, students with good time management abilities and high self-efficacy are less prone to procrastinate even when they are bored.

An additional new variable in the study of academic procrastination is the growing number of electronic gadgets that give students the ability to access entertainment and distractions at all times. Lee (2025) has studied the role of electronic devices in procrastination, and how they provide students with an easy way to get out of boredom and frustration of the academic workload. Smartphones and social media have been widely used and have led to increased procrastination, since students have been using their smartphones as coping mechanisms for boredom.

Based on the above points, it can be concluded that the background of this study is aimed at studying academic procrastination in a multi-faceted approach. Once the interaction of boredom with other psychological and environmental factors (e.g., self-regulation and digital distraction) is understood, then more effective avenues for helping students to overcome procrastination and enhance their academic performance can be developed.

Statement of the Problem

Although a large amount of research has been devoted to examining the impact of boredom and procrastination independently, to date few investigations have focused on the relationship between these two factors and what leads to this relationship. The relationship between these variables may be examined to inform the development of strategies to improve student engagement, reduce procrastination and enhance student learning. Furthermore, examining the academic factors that lead to boredom may help to inform ways to reduce boredom.

Objectives of the Study

- To understand the link between boredom and academic procrastination in university students.
- To explore the causes of academic boredom.
- To understand the effect of academic procrastination on academic achievement.
- To inform intervention and support programs.
- To understand time management and its associations with study behaviours.

Research Questions

- This research aims to answer these questions:
- How does boredom relate with academic procrastination among tertiary students?
- What factors are associated with academic boredom?
- What are the effects of academic procrastination on students' performance?
- How can this study inform the design of intervention programs to support students?
- How are time management and academic behaviours connected to dealing with boredom and procrastination?

Significance of the Study

This research will add to our understanding of boredom and academic procrastination, providing fresh insights into these processes. Through the recommendations made, it will help universities, teachers and others to enhance the learning experience and academic performance. Moreover, the focus on time management will provide insight into students' approaches to studying in the context of boredom and procrastination (Tice & Baumeister, 1997).

Rationale of the Study

This study is justified by the need to tackle the common problem of academic procrastination and boredom among university students and its adverse influence on their academic performance and psychological well-being. This study will add to the literature by exploring the link between boredom and academic procrastination. The research will identify the causes of boredom and procrastination and design interventions that will reduce these, ultimately enhancing students' performance.

LITERATURE REVIEW:

Procrastination is a common problem in academic life, where many students fail to complete their academic tasks within the stipulated time frame. One of the main reasons why people procrastinate is that they get bored. Students who are bored or bored out of their minds in learning activities tend to neglect their work, resulting in additional stress and adverse learning results. Previous research has revealed different emotional, cognitive, and behavioural triggers for academic procrastination, with boredom being one of the important factors that trigger academic procrastination (Mishaly, 2025; Zhu et al., 2023).

The next time you procrastinate, know that it's not solely due to laziness; rather, it could be caused by boredom. Boredom is regarded as one of the basic emotions that could lead to procrastination. Students who tend to be bored tend to become lazy and procrastinate, especially when they have to perform in a task which requires long attention and hard work, according to Sümer (2022). Boredom may be a manifestation of the emotional reactions to academic activities that have no immediate rewards and do not provide students with stimulation, and students may postpone doing academic activities because of the boredom (Sümer, 2022). This is especially important in online settings, where students are often pulled away from their studies by social media and digital content, thus adding to their procrastination (Sümer, 2022).

Motivation is an important mediator to explain the link between boredom and procrastination. The relation between academic boredom, motivation and academic performance was investigated by Mishaly (2025) which revealed that academic boredom reduces students' motivation to engage in academic tasks and affects their academic performance. When students are bored, they lose their motivation to learn and thus they are likely to be motivated to the contrary, that is, to procrastinate learning. In cases of boredom, students may not engage in academic activities as they may deem them unengaging or unavailing, exacerbating the delays and stress (Mishaly, 2025).

Emotional and psychological issues like self-esteem and stress are common factors that can contribute to procrastination. Research indicates that self-confidence is one of the major causes of procrastination. If students feel they cannot do well in school, they will be less likely to do school work. Procrastination is a form of avoidance behavior, which frequently occurs in daily academic tasks; students tend to postpone tasks and activities to escape from their own weaknesses and failures (Procrastination in daily academic tasks and its relationship to self-esteem, 2024). Shoaib (2025) found that self-generated-stress is a major contributing factor to procrastination among medical students, especially when there is a high level of academic stress which would lead to procrastination as a coping mechanism. This stress is multiplied by the sense of failure, often brought about by procrastination. This stress can turn into a hindrance to productivity, postponing academic work even longer and leading to avoidance (Shoaib, 2025).

In recent years, especially with the advent of short video clips and social media, digital distractions have been a major problem associated with academic procrastination. Xie et al. (2023) investigated the relationship between the short form video addiction and academic procrastination among college students. They discovered there was a strong relationship between the overuse of digital platforms and procrastination. When students feel bored, they will be more likely to use a digital distraction to help 'kill the time' like TikTok and YouTube. This digital escape is designed to reinforce procrastination because learning activities are postponed and undertaken instantaneously, when they are perceived to be boring or challenging (Xie et al., 2023). For students who tend to get bored, digital devices can easily be a tool that prevents them from studying.

Another important aspect of this study of procrastination is the link between boredom and anxiety. Zhao (2024) investigated the correlation between boredom proneness and anxiety in college students, and concluded that students with high boredom proneness tend to have high anxiety levels. This fear then translates into procrastination because the students are avoiding doing tasks which they have a negative association with (including stress and fear of failure). This avoidance behavior has several negative consequences: it prolongs academic tasks, raises anxiety levels, and further contributes to emotional distress, forming a vicious cycle within which procrastination further fuels emotional distress (Zhao, 2024).

Bedtime procrastination (sleep delayed to engage in leisure) has also been investigated, as have limitations in self-control of other behaviors (such as academics) that might be expected to be completed before bedtime.There has also been investigation on bedtime procrastination (sleep delayed to engage in leisure), as well as on self-control of other behaviors (such as academic tasks) that would be expected to occur before bedtime. Zhu et al. (2023) investigated the relationship between boredom proneness and

bedtime procrastination, noting that students' sleep procrastination is related to their boredom. Students may find themselves staying up late to watch videos or social media, instead of sleeping, thus affecting their performance in school the next day. This type of procrastination, though related to students' personal behavior, does have certain meanings for students' study and health (Zhu et al., 2023).

Since boredom is an important contributor to procrastination, measures to alleviate boredom and increase engagement are crucial. One way is to increase the intrinsic motivation towards schoolwork. Increasing students' intrinsic motivation may be helpful in making them more interested in their studies, which will in turn decrease the students procrastination. (Mishaly, 2025) It's also important to make students' learning more stimulating and interactive, which can help reduce boredom and enhance learning engagement. In addition, there are activities which can be implemented to enhance students' self-esteem and stress management, which will be beneficial for students to cope with emotional issues that might lead to procrastination. It's important to recognise the emotional aspects of procrastination, including the self-induced stress, as this is a key element in overcoming the avoidance cycle," argues Shoaib (2025).

Furthermore, the less a student is distracted by digital media, the more they are inclined to put off their work they ought to be doing. Strategies to help students manage their use of digital devices, especially when they tend to be bored are needed, Xie et al. (2023) suggest. This may include screen time limits or screen time management apps that encourage focused study time. Students will be able to focus on academic work even in a state of boredom by minimizing distractions.

Theoretical Framework

The present study's theoretical framework combines the following theoretical perspectives to elucidate the relationship between boredom and academic procrastination of university students. This study is rooted in the following theories: social cognitive theory, self-regulation, motivation theory and sociology of education. The insights gained from these perspectives can be used to inform the understanding of the effects of cognitive processes, emotion regulation and academic environments on procrastination in relation to boredom.

Social Cognitive Theory

The Social Cognitive Theory (1986) by Albert Bandura is the main theory in understanding the interaction among person, cognition and environment in academic procrastination and academic boredom. This theory of Bandura states that behaviour is a result of the triadic reciprocal interaction of the person, behaviour and environment (Bandura, 1986). In a school environment, boredom could be a response to a perceived difficulty or lack of relevance of academic tasks, and dependent on students' self-efficacy (the belief they have in their ability to successfully complete a task). A lack of self-efficacy and boredom will more likely lead to procrastination because students will avoid the negative feelings that come with the actual task (Bandura, 1986).

Based on the social cognitive theory, there are ways to increase self-efficacy that can lessen procrastination. The harmful consequences of boredom can be reduced and task engagement can be enhanced by building students' self-confidence.

When discussing the issue of procrastination, one aspect of self-regulation stands out: as Baumeister and Vohs (2007) explain it, self-regulation refers to the way the self is managed. Self-regulation is the regulation of feelings, actions and thoughts to produce long term results. At the educational context, procrastination is seen as an example of self-regulatory failure, which is a failure to control feelings and/or time management skills. This lack of self regulation is exacerbated by boredom, which may be due to a lack of stimulation or interest, and students may turn down tasks if they are boring and challenging.

Another form of self-regulation is the tendency to prioritize short-term gains (e.g., to relieve the less pleasant feeling of boredom) over long-term gains (e.g., educational success). In this regard, procrastination might be regarded as a short-term benefit to prevent the negative emotions experienced by undertaking some tasks (Ainslie, 2001). This view points to the need to develop student emotional regulation ability as a strategy to mitigate procrastination and the potential of students with high emotional regulation abilities being less prone to boredom procrastination.

The sociology of education offers understanding of the role of institutional or systemic factors in the life of students and their experience of boredom and procrastination. For instance, Bourdieu's (1986) idea of cultural capital is a salient feature of the students' experiences in learning. When students do not feel "in" on the course and/or that the course is not related to their interests or goals, they can feel bored. Systemic factors that reinforce standardised testing and mandated curriculum may exacerbate these feelings of disinterest because they do not necessarily reflect the needs of each student. At this level, boredom is a social response to a lack of challenge or engagement in an education system, and often serves as a means for students to procrastinate to avoid attachment or in a way of rebellion.

The social control theory (Hirschi 1969) also views the schools as a source of influence on the behaviour of students based on the norms, expectations and standards set. However, when students feel they can't meet these standards, or they don't think they are important, they'll react by procrastinating. Educational powerlessness and lack of control in the education system is what triggers procrastination in this perspective. There are two types of motivation: Intrinsic and Extrinsic:

Motivation theories, including Self-Determination Theory (Deci and Ryan, 1985) provide some insights into the importance of motivation and motivation in academic procrastination and boredom. This theory proposes that students who are intrinsically motivated (intrinsically motivated students are those that want to learn things because they are interested or enjoy what they are doing), are less likely to become bored and procrastinate. On the other hand, students with external motivations (rewards, approval from teacher or peers) tend to be more bored, especially when the school tasks are perceived as having no real meaning or are boring.

When students are bored, the emotional state of being bored, can reduce intrinsic motivation and increase procrastination as they are looking for the next “busy” task that will not expose them to being bored. This is why students' motivation to learn can be raised, and their academic performance can be enhanced by raising students' intrinsic motivation, or by making academic tasks related to students' interests or objectives. Each group selects one or two of the following:Each group chooses one or two of the following:

Emotional regulation and time management are two key elements to academic procrastination. Emotional regulation is one's ability to manage emotions as they face challenges in schoolwork, according to Gross (2002). Students may have negative feelings, such as frustration or anxiety, if they are bored, and they may avoid those feelings by procrastinating. An emotional regulation response to the negative emotion of boredom is the procrastination. However, if pupils are not able to manage their emotions successfully, then procrastination can become a habit, and this negatively affects their learning.

Time management, on the other hand, is related to planning and management of time to complete academic activities. Time management is a good predictor of procrastination; students who have a difficult time managing their time are more likely to procrastinate and feel overwhelmed with time limits. As students learn to manage their time and control their emotions, they will be able to avoid boredom, procrastination, and enhance their academic achievement (Steel, 2007).

Theoretical Framework: Boredom and Procrastination

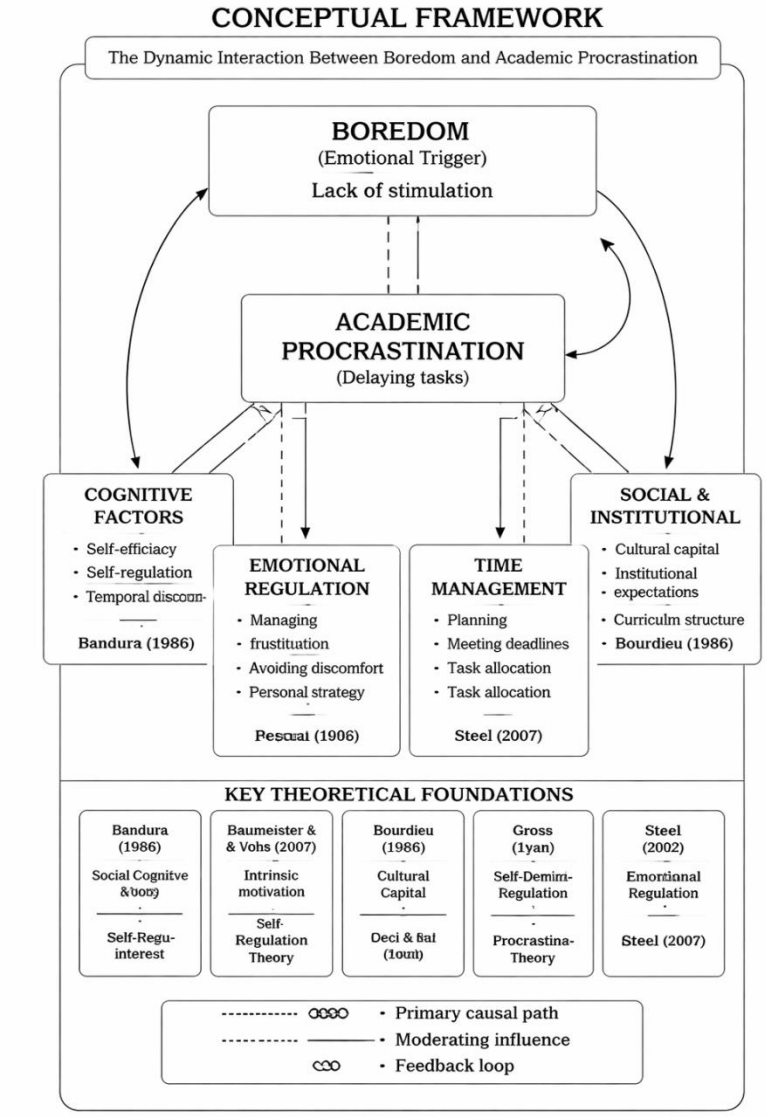
Procrastination and boredom are explained as an interaction of cognitive, emotional and social factors. Boredom is an emotional catalyst for procrastination, with students avoiding academic tasks to escape negative emotional experiences caused by boredom. Factors that moderate this process are:

Cognitive Factors: Self-efficacy, motivation, and self-regulation play a key role in whether or not boredom results in procrastination.

Emotion Regulation: Students' capacity to cope with negative emotional states (such as frustration and anxiety) plays an important role in avoiding procrastination.

Contextual Factors: Academic tasks' content and structure, and institutional expectations, affect students' boredom and procrastination.

The model suggests boredom is a gateway to procrastination, especially in situations where students are unable to regulate their emotions and engage in academic tasks effectively. Through understanding the role of cognitive, emotional and institutional factors that influence boredom and procrastination, this study seeks to offer insights into how these behaviours can be reduced to enhance academic performance.



RESEARCH METHODOLOGY

The research design for this study is quantitative to investigate the association of boredom and academic procrastination among university students. This includes measuring this relationship and detecting any significant correlations or differences in boredom and academic procrastination among the study participants.

Research Design

A quantitative method was chosen because of its capacity to quantify and examine the correlations between boredom and academic procrastination through quantitative data. This type of study can provide empirical data on the relation between boredom and procrastination among university students.

Population & sample of the Study

The population is made up of university students from the University of Sargodha, Pakistan, chosen for their relevance in the study of the relationship between boredom and academic procrastination. It

includes university students from various socioeconomic levels, and from a range of academic disciplines. A sample of 150 students was randomly selected from the University of Sargodha, providing a fair chance for all students. The sample size is adequate for statistical analysis and represents the student population.

Data Collection Methods

We used a questionnaire with close-ended questions to gather information on demographics, academic procrastination, and boredom. The questionnaire was administered online and in hard copy with a four-week collection period to increase the response rate.

Variables and Measures are Independent Variable: Boredom Dependent Variables: Academic procrastination, academic performance, self-esteem, and well-being. The research uses SPSS software (version 26) for statistical analyses, using descriptive and inferential statistics such as frequencies, ANOVA, and regression, to explore associations among variables. SPSS was used to undertake statistical analyses to investigate the relationship between boredom and academic procrastination, with an emphasis on the role of demographics in influencing the results.

Ethical Considerations

The study adhered to principles of informed consent, confidentiality and voluntarism. The institutional ethics committee approved the research and participants were informed that their participation was voluntary and their data would be kept confidential.

Table 1: Demographic Characteristics of Participants

Demographic Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	46	30.7
	Female	104	69.3
Age	18-20	42	28.0
	21-25	97	64.7
	26-30	9	6.0
	31 and above	2	1.3
Academic Year	Fresher	16	10.7
	Junior	31	20.7
	Senior	103	68.7
Major/Field of Study	Humanities	5	3.3
	Sciences	34	22.7
	Social Sciences	57	38.0
	Engineering	8	5.3

	Law	11	7.3
	Other	35	23.3
Cumulative GPA	2.5 and below	4	2.7
	2.5-3.0	26	17.3
	3.1-3.5	69	46.0
	3.6-4.00	51	34.0
Family Background	Joint	52	34.7
	Nuclear	98	65.3
Total		150	100.0

The sample is demographically representative of university students, with a greater number of females (69.3%) than males (30.7%). Most of the participants are aged 21-25 years (64.7%), with a significant proportion in 18-20 years (28.0%). The majority of the participants are in their final year (68.7%) with a minority in their first year (10.7%). The majority of students come from Social Sciences (38.0%), Sciences (22.7%) and Other fields (23.3%). Academically, many students have GPA ranging from 3.1 to 3.5 (46.0%) and most are from nuclear families (65.3%). The sample is a good mix of family backgrounds and academic performance, providing a representative group of students.

Table 2: Correlation Analysis Between Academic Procrastination and Boredom

Variable	***Academic Procrastination***	***Boredom***
Academic Procrastination	1	.649**
Boredom	.649**	1
Sig. (2-tailed)		.000
N	148	141

*Note**:** Correlation is significant at the 0.01 level (2-tailed).*

The results of the correlation analysis on academic procrastination and boredom shows a statistically significant positive relationship ($r = 0.649$, $p < .001$, 2-tailed). This means that university students who are bored are more likely to procrastinate academically. The greater the experience of boredom, the greater the occurrence of procrastination on academic tasks, highlighting that boredom is one of the factors that may lead to academic procrastination.

Table 3 Model Summary

Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.649a	.421	.417	7.35423

***Note**: a. Predictors: (Constant), Boredom.*

The R-squared value of 0.421 means that 42.1% of the variation in the dependent variable (academic procrastination) is accounted for by the independent variable (boredom). The model has moderate explanatory power of the association between boredom and procrastination.

Table 4: ANOVA for the Regression Model

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	5474.858	1	5474.858	100.749	.000b
Residual	8042.536	148	54.341		
Total	13517.393	149			

***Note**: a. Dependent Variable: Academic Procrastination.*
b. Predictors: (Constant), Boredom.

The analysis of variance (ANOVA) results indicate that the model is significant, with an F value of 100.749 ($p < .001$), which is much higher than the critical value of 5. This suggests that the regression model fits the data well and that boredom is a significant predictor of variance in academic procrastination.

Table 5: Coefficients of the Regression Model

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	**Std. Error**	**Beta**	
(Constant)	13.712	2.346		5.844
Boredom	.645	.064	.636	10.037

***Note**: a. Dependent Variable: Academic Procrastination.*

The coefficients table shows that the beta value for boredom is .636, meaning that for each 1 unit increase in boredom, academic procrastination increases by 0.636 units. The positive beta value indicates that there is a significant positive correlation between boredom and academic procrastination behavior, and that boredom is a predictor of academic procrastination behavior.

FINDINGS

This research provides valuable insights into academic activities among college students, specifically boredom, procrastination and time management. The findings are as follows:

Gender: The majority of the sample was female; 69.3% (n = 104) were female and 30.7% (n = 46) were male.

Age Group: The greatest proportion of participants was in the 21-25 years of age (64.7%, n = 97), followed by 18-20 years of age (28.0%, n = 42).

Year of Study: The largest proportion of participants were in their final year of study (68.7%, n = 103), followed by junior students (20.7%, n = 31) and freshers (10.7%, n = 16).

Course of Study: The most common academic field of study was Social Sciences for 38.0% (n = 57) of the participants followed by Sciences (22.7%, n = 34) and Other (23.3%, n = 35).

Cumulative GPA: The majority of participants reported a GPA between 3.1 and 3.5 (46.0%, n = 69), followed by those with a GPA ranging from 3.6 to 4.0 (34.0%, n = 51).

Family Type: Most (65.3%, n = 98) of the respondents belonged to nuclear families, with 34.7% (n = 52) from joint families.

Academic Behavior:

- Many students (56.7%, n = 85) reported taking time to edit their work.
- 32.7% (n = 49) reported procrastination by delaying projects and 42.7% (n = 64) reported delaying the completion of major projects until the day before they were due.
- 40.7% (n = 61) reported getting distracted by more pleasant activities while completing academic tasks.

Attention and Focus:

- 34.0% (n = 51) of respondents found it hard to stay focused on academic work for more than one hour.
- 43.3% (n = 65) had difficulty staying focused on the task at hand because they were distracted by other thoughts.

Emotional and Cognitive Factors:

- 50.0% (n = 75) of the students reported needing more excitement to get started on tasks than most.
- 41.4% (n = 62) were enthusiastic about most activities, whilst 49.3% (n = 74) reported that they rarely felt excited about their studies.

Procrastination and Task Management:

- Many students (53.4%, n = 80) reported doing unproductive things, such as hanging around aimlessly, a lot of the time.
- 52.7% (n = 79) of students were fidgety when having to wait, which may reflect impatience or a lack of ability to delay gratification.

This analysis suggests the common issues students face with boredom, procrastination and attention, which play a large role in their academic achievement and engagement.

DISCUSSION

The results show a significant positive association between boredom and academic procrastination ($r = 0.649$, $p < .001$) suggesting students who feel more bored are more prone to procrastinate academic activities. This finding implies that boredom is a psychological factor that contributes to procrastination. Further, cognitive factors like attentional control and emotional self-control compound procrastination, as bored students are unable to initiate or complete academic tasks. The results also suggest that

contextual factors, such as task complexity and distractions, contribute to higher levels of boredom leading to greater procrastination.

These tendencies have a significant impact on academic outcomes, with frequent procrastination related to increased stress and anxiety, which, in turn, is associated with reduced academic success. As a result, efforts to manage and reduce boredom and procrastination in the classroom are crucial to creating a more conducive academic environment.

CONCLUSION

The research highlights the strong link between boredom and academic procrastination among students. The results indicate that boredom not only reduces student engagement but also contributes to procrastination, which leads to suboptimal academic performance. Efforts to address the factors contributing to boredom, including task monotony, lack of stimulation and ineffective time management, are essential to enhance student well-being and performance. The study underlines the need to consider these factors in the educational system to promote students' well-being.

RECOMMENDATIONS

The study's results suggest the following strategies to reduce boredom and procrastination among students:

- Create Student Support Interventions: Offer programs aimed at alleviating boredom and procrastination, including time management training and academic advising.
- Promote Mindfulness: Introduce practices of mindfulness into the curriculum to enhance self-awareness, emotional control and attention.
- Improve Classrooms: Create dynamic and interactive learning environments that use real-world examples, active learning strategies and group tasks to minimise boredom.
- Offer Academic Advising: Improve academic advising programs to provide more personalised guidance and intervention for students who procrastinate and have poor time management skills.
- Promote Extracurricular Involvement: Support the involvement in extracurricular activities to enable personal growth and stress reduction, improving engagement and well-being.
- Encourage Partnerships: Promote partnerships between faculty, staff and students to develop strategies and interventions to enhance academic performance and address procrastination.
- By adopting such initiatives, universities can support students to reduce boredom and procrastination, and enhance their academic performance.

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