

**The Interplay Between Academic Procrastination and Research Anxiety  
Toward Research Courses of Rural-College EFL Students**

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*This current research aimed to investigate the relationship between EFL learners' academic procrastination and their anxiety toward research courses across types, levels, gender, and grades. It involved sixty-seven EFL learners as participants of the correlational study employing the Research Anxiety Rating Scale (RARS) and Procrastination Assessment Scale – Students (PASS). The results revealed a strong correlation between library anxiety and writing test, writing preparation and examination, and writing supervision. On the other hand, negative correlations included preparation for exams and library anxiety, research writing and research competence, procrastination in the test, and reading exercises. The findings also revealed that learners tended to be anxious toward research courses and rationales toward procrastination. In terms of research anxiety across gender, female learners dominated males. Surprisingly, male learners outperformed females in academic procrastination. In terms of the grade difference, junior EFL learners outperformed senior learners in procrastination and anxiety.*

*Keywords: academic procrastination, research anxiety, EFL learners, research courses*

## **INTRODUCTION**

The need for research as a medium for developing knowledge and understanding has been increasing among students in a university (Padmaja, Laxmi Ramana, & Reddy 2015; Perna, Orosz, & Kent, 2019). Research is a compulsory course that should be accomplished to graduate. Such an academic obligation enables every senior student, including EFL students, to set up some strategies. Since research is not an easy task for many EFL students, it sometimes affects the students' enthusiasm and encouragement to take research courses and accomplish their research reports (Doygun & Gulec, 2012; Yalçın & Yalçın, 2017). Moreover, disturbing problems cannot be easily avoided by EFL students during research reports and thesis writing (Belkhir & Benyelles, 2017; Mukminin & McMahon, 2013). For example, the students are obliged to write and submit a research proposal as the primary requirement. Another task is that the students are expected to browse, download, read and summarize information from books, journals or other related sources. In the fieldwork, the students need to undertake systematic procedures of research. Failure to accomplish one step will result in invalid data collection. These tasks have to be recognized and implemented without any missing method. However, a lack of writing ability in conjunction with insufficient practical knowledge toward field research may lead to the feeling of fear or anxiety (Rezaei & Jafari, 2014; Sabti, et al., 2019).

For many students, anxiety toward research has become a problematic term. As the term implies, research anxiety refers to the feeling of fear toward using the library, statistical application, writing, language, research course, and competence (Onwuegbuzie, 2013). During research courses such as Research in ELT or Thesis writing, EFL students have to indulge in using a library to collect information about the related topic of their thesis. Writing in a better result is a need for thesis writing (Weatherall, 2019). The reason is that it leads to grammatical sentences which contain a meaningful understanding of the writing. The use of statistical application is needed for quantitative data analysis (Albers, 2017). As for research, competence allows the students to accomplish each research step and collect valid and sufficient data.

Nevertheless, research anxiety emerges when the students are not knowledgeable with thesis writing and fieldwork. This kind of anxiety has some severe impacts on the completion of research and its report. Postponing time for accomplishing a thesis or study is one of the academic impacts. It is called procrastination derived from anxiety toward an inability to implement research and complete thesis writing.

Procrastination in a higher academic context is a severe problem for students charged to finish and submit particular tasks from their lecturers or supervisors (Xu, 2016). Lack of ability to perform such tasks affects their exact time to collect the study. For senior EFL students, research is a burdening task to accomplish due to several related factors. Lack of ability to complete the writing of thesis in research course will have an impact on procrastination toward research completion. The anxiety toward research and the EFL students' academic procrastination are linkable. Students' high procrastination is caused by their insufficient knowledge, time, and lack of understanding toward given tasks (Niazov, Hen, & Ferrari, 2021).

Research with its complicated procedures and understandings influences students' strategies for better completion. Procrastinating the writing and submission of a research proposal or research report is a direct attitude of the EFL students. Although this academic problem may happen many times in a higher educational context, it is necessary to avoid anxiety and procrastination.

Related focus on academic procrastination and its relationship with other factors has been under discussion in previous studies, which include academic procrastination and anxiety toward examination (Custer, 2018; Wang, 2020), academic procrastination, performance and fear toward library use (Jan, Anwar, & Warraich, 2016, 2020; Naveed & Anwar, 2020), academic procrastination and anxiety toward statistic application (Vahedi, et al., 2012; Dunn, 2013), academic procrastination and fear toward academic matters (Jiao, et al., 2012; Seo, 2011; Kármén, et al., 2014; Balkis & Duru, 2016), academic procrastination and anxiety toward attitudes (Wu & Fan, 2016) and academic procrastination and depression (Akpur, 2017; Constantin, et al., 2017; Kim & Seo, 2015). However, little focus has not yet been undertaken regarding the interplay between academic procrastination and anxiety toward research. This current study was managed to explore the relationship between EFL students' academic procrastination and their fear feelings toward research. The context of the study was on a Thesis course through which field research was implemented by senior EFL students in Institut Agama Islam Negeri (IAIN) Kerinci.

The following research questions were formulated to set the focus of the study:

- 1) To what extent do the EFL learners suffer from academic procrastination and research anxiety during their research courses?
- 2) Are there statistical differences between male and female EFL learners' academic procrastination and research anxiety?
- 3) Are there statistical differences between EFL learners' academic procrastination and research anxiety across grades of study?
- 4) Is there any significant relationship between EFL learners' academic procrastination and research anxiety?

## LITERATURE REVIEW

### Academic Procrastination

Academic procrastination is defined as a prevalent attitude of students in higher educational contexts that can be maladaptive for some reasons (Wang, 2020). Haycock, McCarthy, and Skay (2011) defined academic procrastination as an illogical propensity that detains given academic tasks. Academic procrastination involves knowing that one has to perform an educational lesson or undertake a scholarly activity, equivalent to writing a term paper, learning for examinations, finishing a faculty connected project, or endeavour the weekly reading assignments, but, for one reason or another, failing to inspire oneself to try and do this inside the expected timeframe (Yerdelen, McCaffrey, & Klassen, 2016). Rabin, Fogel, and Nuttel-Upham (2011) mentioned that academic procrastination is built upon students' abilities to control themselves, their given tasks, and their ability to organize learning. Academic procrastination is known for its complexity of cognitive, affective and behavioural attitudes (Yazici & Bulut, 2015). Academic procrastination is outlined because the postponement of educational goals to the purpose wherever optimum performance becomes extremely unlikely, leading to a state of psychological distress (Sirois & Pychyl, 2013).

Several factors influence academic procrastination, including lack of organized time management, negligence anxiety, sensitivity toward imperfection, success anxiety and lack of self-assurance (Mukminin, 2012; Ocak & Boyraz, 2016; Herlambang et al., 2021). One of the causes of academic procrastination is a lack of self-regulation in learning (Zarrin & Gracia, 2020). Lack of time control and competence toward schedule is considered as the source of procrastination. Students' problems as procrastinators are that their abilities in terms of time estimation, organization and control are insufficient (Balkis & Duru, 2015). Academic procrastination occurs when one tries to avoid their action, but it does not lead to one's competence toward accomplishment. Lack of competence in organizing self-regulated learning causes academic procrastination among students. Procrastination is considered an attitude that shows learners'

delay and unwillingness to control their time management in tasks. Similarly, difficulties in maintaining time management among students might cause a lack of self-regulated learning, which leads to academic procrastination (Van Eerde, 2015; Limone, et al., 2020).

Meanwhile, negative emotions toward given tasks or exercises influenced their increased procrastination, and the negative feelings are believed to be replaceable when students are involved in enjoyable academic activities. As for those who procrastinate working on their tasks, attempt to avoid the rising negative emotions that come up with their attitudes of procrastination (Eckert, et al., 2016; Bytamar, Saed, & Khakpoor, 2020; Maimunah et al., 2018). Factors influencing the increase of procrastination include study habits, work, grades and others (Yilmaz, 2017). Each student has an academic risk in facing academic procrastination. Guidance is highly needed in reducing such procrastination. The cause of delay in procrastination is considered a general characteristic. Still, it seems to configure that the definition of procrastination is a matter of learners' lack of activeness in completing their given tasks (Goda, et al., 2015). This concept leads to a particular definition of procrastination as an avoidance behaviour that triggers learners to avoid their responsibilities in accomplishing their tasks. Such an idea reveals that learners avoid completing their given tasks or intend to postpone their homework before a test (Svartdal, et al., 2020).

### **Research Anxiety**

Research anxiety constitutes fear toward every part of the research, such as library use, writing a research report and doing field research (Onwuegbuzie, 2013). Concerning library anxiety, learners' use of the library in a university is assumed to obtain information related to their needs and interests toward lesson and research. Unfortunately, some problems emerge when the learners are not mentally ready to use the library and consider that the library does not contribute to information they need in writing. Library anxiety comes up when the learners are not able to utilize any skill related to library use. Świgoń (2011) stated that anxiety toward library use is a negative emotion showing that they are not pleased and enjoy the library. This situation results in their anxious, agonized, confused, tensioned and powerless feelings toward the library. Several previous studies have been conducted in terms of library anxiety like the following.

Five factors cause library anxiety in college students. These factors include (1) Barriers for librarians; (2) Emotional barriers; (3) Convenience for the library; (4) Knowledge of the library; (5) Mechanical barriers. "Staff Barriers" reveals how library patrons feel about library staff, who find library staff to be intimidating, unapproachable, and busy to help. The "emotional disturbance" measures the complete experience of the respondent when using the library. "Comfort to the library" reflects the safety, enthusiasm and non-threatening degree of people towards the library. "Library knowledge" refers to students' perceptions of their familiarity with the library and its resources. Finally, "Mechanical Obstacles" explored the feelings of students' reliance on library equipment. The Bostick' Library Anxiety Scale has been widely used to measure the library anxiety of college students (see Macpherson, 2015).

McPherson (2015) investigated the existence of library anxiety among undergraduates at the University of the West Indies Mona campus. The equipment used for data collection in this study was in part according to Bostik's Library Anxiety Scale. The findings revealed the existence of short-term library anxiety among students for both personal and institutional factors. Several subjective factors included a lack of relevant information literacy skills, lack of previous library experience, ignorance of the capabilities and scope of library information retrieval systems, and confusion when searching around the library. Institutional factors included the relatively large size of the library, the layout and organization of floors and collections, and the lack of appropriate signage for the inability to use computers. This article has provided recommendations to help alleviate library management's problems that may have caused library anxiety.

As for writing, Graham (2019) stated that a report consists of many parts. The fact that writing behaviour causes anxiety can be attributed to the complexity of writing. Writing anxiety is a type of detailed anxiety because it develops just before the student sends it. However, writing anxiety is also a type of language anxiety (Lu & Adkins, 2012). Writing anxiety is a label that interferes with a person's ability to start, work, or complete a specific writing task that they are cognitively knowledgeable of completing. It is a kind of anxiety about situations where you have the necessary writing skills but experience difficulties in the writing process (Balta, 2018). Graham and Hall (2015) distinguish the writer's barriers from writing

anxiety because she describes the writer's barriers as broader. He pointed out that although anxious writers often show circumvented attitudes toward every course with writing tasks.

In terms of fear toward field research, Thummapol, et al. (2019) mentioned that methodological challenges of research involving vulnerable groups are persistent, and many novice researchers are not fully prepared or prepared for this. However, discussions about revealing issues related to researchers' experience and practical problems in this field are invisible in the literature. The study introduces the fieldwork experience of PhD researchers, especially the methodological challenges encountered when researching disadvantaged women in rural and northern Thailand. It places high physical and emotional requirements on researchers. Four of the challenges are selecting on-site sites and gaining access rights, recruiting and building trust, maintaining privacy and confidentiality, and vulnerability as a researcher. The literature and recommendations for practical strategies used by researchers to address these practical challenges and dilemmas are discussed. Researchers need to reflect on their experiences and emotions while conducting field research to hear their research process and benefit other novice and experienced researchers (Parkinson & Manstead, 2015; Vince, 2020).

## **METHOD**

### **Participants**

This current research involved 67 EFL learners from a state-owned Islamic Institute in Kerinci, Jambi. The participants comprised 43 (64.1%) junior EFL learners and 24 (35.8%) senior EFL learners. As for gender, 13 (19.4%) male EFL learners and 54 (80%) female EFL learners participated in this correlational study. Both EFL learners were taking research different research courses. The junior EFL learners studied Research in ELT course, while the seniors were studying Thesis writing course. In both courses, the EFL learners were required to write a (mini) proposal, conduct a (mini) research and accomplish a final (mini) research report. Although both courses are different in their credits, they were considered similar procedures from proposal writing to research report writing.

### **Instruments**

The instruments used in this current research were Research Anxiety Rating Scale (RARS) and Procrastination Assessment Scale – Students (PASS). The first questionnaire, RARS (Onwuegbuzie, 2013), consists of seven subcategories, namely, fear of library, fear of writing, fear of statistics, fear of research language, fear of field research, fear of research course and perceived utility and competence. This questionnaire uses a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). It has been piloted and reached a higher level of reliability (.84). This instrument was used to measure the EFL learners' anxiety toward research matters such as library use, statistic application, writing process, research implementation, research terms and symbols and deep understanding toward research.

The second instrument, PASS (Solomon & Rothblum, 1984), comprises two general factors. The first category describes concepts of procrastination under six subcategories: research report writing, test preparation learning, weekly exercises on reading skills, administrative task performance, attending meetings, and academic task performance. The second category describes underlying factors that cause procrastination among EFL learners in accomplishing their research report tasks. This 5-point Likert scale ranges from 1 (never) to 5 (always). The Cronbach's alpha of this scale ranges from .74 - .85, which is considered to have higher internal reliability. In addition, both RARS and PASS were translated into Bahasa Indonesia to assess participants' understanding and fluency toward the language and purposes of the questionnaires.

### **Data Collection**

First, we distributed informed consent to 75 EFL learners who were taking both the Research in ELT course and the Thesis course. The informed consent consisted of readiness and permission for the participants to participate in the data collection using the two questionnaires. It also described the purposes

of the current study. Having sent the consents via WhatsApp and Email, the researchers finally received 67 signed informed consents. It led to the readiness of 67 participants to be involved in the data collection.

To collect the data, both RARS and PASS were sent via social media applications such as WhatsApp, Facebook and Email to the participants due to social distancing regulations. They were given one week to read, fill and complete. After one week, each participant returned both completed questionnaires via similar applications to the researchers without any repeated command. Eventually, 67 questionnaires of RARS and PASS were completed and received.

### Data Analysis

Having completed the data collection, the data were divided based on research questions. First, to find out the levels of EFL learners' research anxiety and their academic procrastination, descriptive statistics were determined. In this case, Means, percentages and standard deviations of each factor and subfactor of both questionnaires were computed. As for the second and third questions, independent t-tests were undertaken along with calculated means, standard deviation and p-value. The fourth question was directed to statistical analysis to find the correlation between research anxiety and academic procrastination in research courses. Pearson correlation was used to determine the levels of correlation between both scales among the EFL learners in writing a research report. In addition, all of the statistical calculations were processed by using SPSS 25.

### FINDINGS

*RQ1: To What Extent do the EFL Learners Suffer from Academic Procrastination and Research Anxiety during their Research Courses?*

**TABLE 1**  
**DESCRIPTIVE STATISTICS OF TYPES AND LEVELS OF RESEARCH ANXIETY**

Subfactors	<i>n</i>	<i>M</i>	<i>SD</i>
Anxiety toward library use	67	9.03	.42
Anxiety in writing	67	20.13	.60
Anxiety in statistics	67	16.07	.50
Anxiety in doing research	67	19.94	.57
Anxiety in using research language	67	27.85	.65
Anxiety in attending research course	67	32.04	.72
Competencies toward research	67	28.94	1.66

As enlisted in the above table, the most dominant type and level of anxiety toward research among the EFL learners were fear of research courses ( $M=32.04$ ). It is followed by the learners' utility and competencies toward research matters ( $M=28.94$ ). The learners experienced fear of terms and symbols in research language ( $M=27.85$ ) during research courses. Fortunately, the lowest level of research anxiety was fear of library use (9.03).

**TABLE 2**  
**DESCRIPTIVE STATISTICS OF TYPES AND LEVELS OF ACADEMIC PROCRASTINATION**

Dimensions	<i>n</i>	<i>M</i>	<i>SD</i>
Academic writing	67	13.12	.53
Test preparation	67	12.16	.48
Reading task	67	12.15	.53
Academic administration	67	12.06	.51
Attendance task	67	12.10	.55
General activities	67	11.99	.50
Rationale	67	34.01	2.04

The highest level of academic procrastination among the EFL learners was 34.01. The reasons behind learners' procrastination were the most dominant type of procrastination faced the EFL learners. Interestingly, several dimensions of procrastination were of slight statistical differences. For example, procrastination toward the writing test preparation reached the mean score of 12.16, while reading procrastination for the reading task was 12.16. Both mean scores were followed by procrastination toward meetings with lecturers or supervisors ( $M=12.10$ ), and administrative matters reached a mean score of 12.06.

**RQ2:** *Are there Statistical Differences between Male and Female EFL Learners' Academic Procrastination and Research Anxiety?*

**TABLE 3**  
**INDEPENDENT T-TEST RESULTS OF RESEARCH ANXIETY ACROSS GENDER**

Sub factors	Gender	<i>n</i>	<i>M</i>	<i>SD</i>	<i>p</i>
Anxiety toward library use	Male	13	9.08	.27	.660
	Female	54	9.02	.45	
Anxiety in writing	Male	13	20.15	.80	.897
	Female	54	20.13	.55	
Anxiety in statistics	Male	13	16.00	.40	.554
	Female	54	16.09	.52	
Anxiety in doing research	Male	13	20.08	.49	.343
	Female	54	19.91	.59	
Anxiety in using research language	Male	13	27.77	.83	.622
	Female	54	27.87	.61	
Anxiety in attending research course	Male	13	31.92	1.11	.505
	Female	54	32.07	.61	
Competencies toward research	Male	13	29.54	2.25	.149
	Female	54	28.80	1.47	

Fear of research course became the highest level between male ( $M=31.92$ ) and female ( $M=32.07$ ) learners' anxiety. Library anxiety was considered to have a lower score between male ( $M=9.08$ ) and female ( $M=9.02$ ) learners' anxiety. Interestingly, from all sub-factors of research anxiety, no significant difference was found between male and female EFL learners.

**TABLE 4**  
**INDEPENDENT T-TEST RESULTS OF ACADEMIC PROCRASTINATION ACROSS GENDER**

Dimensions	Gender	<i>n</i>	<i>M</i>	<i>SD</i>	<i>p</i>
Academic writing	Male	13	13.15	.37	.799
	Female	54	13.11	.57	
Test preparation	Male	13	12.00	.40	.171
	Female	54	12.20	.49	
Reading task	Male	13	12.00	.40	.261
	Female	54	12.19	.55	
Academic administration	Male	13	12.08	.49	.895
	Female	54	12.06	.52	
Attendance task	Male	13	12.31	.63	.142
	Female	54	12.06	.52	
General activities	Male	13	12.08	.27	.471
	Female	54	11.96	.54	
Rationale	Male	13	34.85	2.51	.102
	Female	54	33.81	1.88	

Similar results were also found in Table 4. The reasons for procrastination between males ( $M=34.85$ ) and females ( $M=33.81$ ) were the highest scores of all dimensions. Several dimensions of the learners' procrastinations reached similar scores, such as procrastination for writing tests, reading tasks, administrative matters and meeting with lecturers or supervisors. Moreover, no statistical difference was found between male and female learners' procrastinations.

**RQ3:** *Are there Statistical Differences between EFL Learners' Academic Procrastination and Research Anxiety across Grades of Study?*

**TABLE 5**  
**INDEPENDENT T-TEST RESULTS OF RESEARCH ANXIETY ACROSS GRADES**

Subfactors	Grade	<i>n</i>	<i>M</i>	<i>SD</i>	<i>p</i>
Anxiety toward library use	Junior	43	9.02	.40	.867
	Senior	24	9.04	.46	
Anxiety in writing	Junior	43	20.09	.64	.455
	Senior	24	20.21	.50	
Anxiety in statistics	Junior	43	16.09	.61	.691
	Senior	24	16.04	.20	
Anxiety in doing research	Junior	43	19.98	.67	.491
	Senior	24	19.88	.33	
Anxiety in using research language	Junior	43	27.74	.75	.075
	Senior	24	28.04	.35	
Anxiety in attending research course	Junior	43	32.12	.87	.284
	Senior	24	31.92	.28	
Competencies toward research	Junior	43	29.33	1.91	.010
	Senior	24	28.25	.67	

Table 5 shows that fear of research courses reached the highest level of research anxiety between junior ( $M=32.12$ ) and senior ( $M=31.92$ ) EFL learners. Both junior ( $M=9.02$ ) and senior ( $M=9.04$ ) learners experienced lower anxiety about using the library. In general, no statistical difference was found between

the learners' anxiety toward the library (p=.867), writing (p=.455), statistics (p=.691), field research (p=.491), research language (p=.075) and research course (p=.284). However, there was a significant difference between junior and senior EFL learners' research utility and competence.

**TABLE 6**  
**INDEPENDENT T-TEST RESULTS OF ACADEMIC PROCRASTINATION ACROSS GRADES**

Dimensions	Grade	n	M	SD	p
Academic writing	Junior	43	13.12	.49	.950
	Senior	24	13.13	.61	
Test preparation	Junior	43	12.21	.51	.306
	Senior	24	12.08	.40	
Reading task	Junior	43	12.16	.61	.782
	Senior	24	12.13	.33	
Academic administration	Junior	43	12.09	.61	.486
	Senior	24	12.00	.29	
Attendance task	Junior	43	12.05	.61	.255
	Senior	24	12.21	.41	
General activities	Junior	43	11.98	.63	.859
	Senior	24	12.00	.00	
Rationale	Junior	43	34.40	2.26	.040
	Senior	24	33.33	1.34	

Table 6 indicates that junior (M=34.40) and senior (M=33.33) EFL learners tended to choose among the reasons of procrastination toward their research report writings. A statistical difference (p=.040) was found between junior and senior learners in terms of the causes of their writing procrastination. No significant difference emerged in other dimensions such as research report writing, preparation of writing tests, reading tasks, administrative matters, meeting with lecturers or supervisors, and classroom activities.

**RQ4:** *Is there any Significant Relationship between EFL Learners' Academic Procrastination and Research Anxiety?*

**TABLE 7**  
**PEARSON PRODUCT-MOMENT CORRELATIONS BETWEEN ACADEMIC PROCRASTINATION DIMENSIONS AND RESEARCH ANXIETY SUBFACTORS**

Research anxiety subfactors <sup>b</sup>	Procrastination dimensions <sup>a</sup>						
	1	2	3	4	5	6	7
A	.846**	-.247*	-.020	-.008	-.142	.002	.139
B	-.144	.606**	.556**	.120	.230	.007	-.286*
C	.023	.263*	.756**	.215	.189	.302*	-.134
D	.171	-.074	.279*	.521**	.163	.257*	.182
E	-.206	-.065	.065	.204	.376**	.130	-.066
F	-.092	-.152	.100	.274*	.063	.289*	.194
G	.280*	-.273*	-.335**	-.013	-.108	-.091	.729**

\*\*Correlation is significant at the 0.01 level (2-tailed); \*Correlation is significant at the 0.05 level (2-tailed).  
<sup>a</sup>1 (Academic writing); 2 (Test preparation); 3 (Reading task); 4 (Academic administration); 5 (Attendance task); 6 (General activities); 7 (Rationale).  
<sup>b</sup>A (Anxiety toward library use); B (Anxiety in writing); C (Anxiety in statistics); D (Anxiety in doing research); E (Anxiety in using research language); F (Anxiety in attending research course); G (Competencies toward research).

Table 7 reveals that there were positive and higher correlations between anxiety toward the use of the library and research report writing ( $r=.846$ ) among the junior and senior EFL learners. A negative correlation occurred between the EFL learners' preparation for an exam and anxiety toward the library ( $r=-.247$ ). In terms of research report writing, strong correlations emerged among fear toward research report writing and preparation for writing tests ( $r=.606$ ) and reading task ( $r=.556$ ). A negative correlation occurred between the learners' writing anxiety and their reasons to procrastinate the writings ( $r=-.286$ ). Higher procrastination in reading was caused by stress toward statistic application writing a research report ( $r=.756$ ). However, the EFL learners' preparation for an exam had lower correlation intensity with statistic application ( $r=.263$ ).

As for the term "research" subfactor, the findings show a moderate correlation between procrastination toward administrative matters and fear of field research ( $r=.521$ ). Procrastination of reading tasks and general activities in EFL classrooms had lower correlations with fear of field research ( $r=.279$  &  $r=.257$ ). The EFL learners' procrastination toward meeting with the lecturer in consulting their research report writing was correlated with fear of terms or symbols used in research language ( $r=.376$ ). Another correlation emerged between anxiety toward research courses with procrastination of administrative matters ( $r=.274$ ) and activities in the EFL classroom ( $r=.289$ ). In addition, several correlations were found between procrastination dimensions and a competency toward research. A higher and strong correlation occurred between the reasons behind the EFL learners' procrastination their competencies toward research ( $r=.729$ ). A lower correlation was detected between procrastination between research report writing and their research competence ( $r=.280$ ). However, lower negative correlations were found between procrastination in test preparation ( $r=-.273$ ) and reading task ( $r=-.335$ ) with learners' research competencies.

## DISCUSSION

The current research reveals that there are several essential parts to be discussed. To begin, EFL learners' anxiety toward attending research courses such as Research Method, Research in ELT and Thesis courses become the most dominant type and stress. Anxiety to take classes is triggered by learners' unwillingness to be indulged in classroom interaction (Cooper, Downing, & Brownell, 2018). In line with this, the finding of Broeckelman-Post, Johnson, and Schwebach's (2016) study shows that even though learners are approached with specific strategies, those with higher anxiety are not enthusiastic about enjoying daily course meetings. On the other hand, course anxiety is influenced by factors such as lack of communication during teacher-learner interaction (Mazer, 2013), lack of teaching approaches, lack of lesson clarity and lack of ability to touch (Mazer, et al., 2014). Moreover, Witt et al. (2014) found that anxiety in attending a course emerges when learners are afraid of being unknowledgeable about the delivered lesson during the period. In the same line, classroom anxiety occurs due to learners' lack of self-confidence toward their presentation over the course (Karim & Shah, 2012).

This study shows that the rationale behind learner academic procrastination is marked higher than other factors. EFL learners have many reasons doing procrastination on their given tasks, such as research-report writing. The reason is specific that the learners have their rationale to procrastinate writing tasks. In this case, Moonaghi and Beydokhti (2017) mention that learners procrastinate in their learning based on some reasons such as lack of self-confidence in knowledge, tendency to do easy and enjoyable work, lack of self-regulated learning, poor time control and enthusiasm in understanding. Moreover, Limone, et al. (2020) mentioned that learners procrastinate because they do not prepare well for their learning and their self-regulated learning strategies are lower. Lack of learning preparation, including readiness for a new lesson, total involvement in education, coping strategies, learners' points of view and learning achievement, leads to procrastination toward tasks (Visser, Korthagen, & Schoonenboom, 2018) such as research-report writing.

Another focused issue is that gender difference influences the level of learners' anxiety and their performance toward the given task. A study by Nadeem, Ali, and Zaidi (2012) shows a correlation between learners' anxiety level and academic achievement, such as procrastination toward a given task. In terms of male and female learners' differences, the finding of Bryant et al. (2013) proves that, in general, female

learners dominate male learners in terms of anxiety in learning. However, in line with this current research, Ahmad, Hussain, & Khan (2018) claimed that male learners have higher learning anxiety and lower performance than females with lower learning anxiety. In line with that, Abdi Zarrin, Gracia, and Paixão (2020) found that although female learners tend to be anxious about their learning failure and lack of organizational strategies, males still dominate academic procrastination. Another previous study proved that male learners suffer more from cognitive anxiety in writing than female learners (Jebreil, Azizifar, & Gowhary, 2015). To support this, Limone, et al. (2020) state that the factors that affected male learners' high procrastination level are lack of time management in learning and their metacognition learning does not develop by themselves.

In terms of grade level, this current study shows that junior EFL learners are more anxious about research courses, and they tend to procrastinate more than senior EFL learners do. In a study, Chehrzad, et al. (2017) found that the grade level of college learners has an influential impact on their procrastination level in terms of both moderate and severe types. Nevertheless, in the study of Qadir, Bostanci, and Kurt (2021), it is found that anxiety in writing is not affected by grade level and gender differences of learners. In line with this, Ho (2015) described that academic levels such as junior and senior students do not increase or decrease writing anxiety. A study reveals learners' anxiety levels rise and fall depending on the learners' grade difference (England, Brigati, & Schussler, 2017). As for learners' procrastination, a study by Mohammadi, Tahriri, and Hassaskhah (2015) reveals that academic procrastination among EFL learners at different educational levels does not show any statistical difference. However, they found that, from mean levels, junior EFL learners suffer from procrastination toward writing tasks and test preparation.

As for the relationship between academic procrastination and anxiety in research courses, this study shows that some factors of both variables are correlational. This current study shows that library anxiety correlates with academic performance in writing. However, a study by Jan, Anwar, and Warrach (2016) found no interplay between stress toward library use and achievement in an academic context such as writing. Another finding of this research is there is a strong correlation between writing anxiety and writing practice. This finding is in line with Miri and Joia (2018), who mentioned that lack of writing practice and training among EFL students leads to a higher level of anxiety toward writing. Most students who employ the library to write an article suffer from anxiety, including difficulty using and understanding language. This finding is supported by Khoiri and Bustomi's (2020) finding that learners have low performance in learning as they are not experienced in reading and writing. As for procrastination and writing, the finding of Sarid, Peled, and Vaknin-Nusbaum (2021) reveals that academic procrastination tends to be a predictor of failure in receiving and responding to written feedback of writing among different academic levels.

## CONCLUSION

To conclude, negative learning attitudes such as academic procrastination and anxiety toward research courses are inevitable in higher educational contexts. This phenomenon emerges on either junior, senior, male or female learners whose task is to provide appropriate writings. Some reasons underlie learners' procrastination and anxiety, such as lack of experience, lack of self-confidence, difficulty levels of studies and low self-control in learning.

Concerning the negative attitudes in learning, it is highly recommended that learners indulge in higher self-discipline. Such discipline must be accompanied by appropriate learning regulations provided by lecturers, supervisors and stakeholders in the more elevated educational context. The utilization of advanced technology systems toward learning facilities such as e-learning, online libraries, and free access to learning sources is a positive energizer for learners to develop their performance. It will have better impacts on reducing learners' academic procrastination and their anxiety toward research courses.

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