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RESEARCH ARTICLE

PROCRASTINATION OF THE UNIVERSITY STUDENT: AN AREA OF OPPORTUNITY TO SUPPORT THE ACADEMIC TRAJECTORY OF THE STUDENT THROUGH TUTORING.

Guerrero Ceh Jaqueline Guadalupe¹, Can Valle Ana Rosa¹, Guzmán Zarate Claudia², Pacheco Alcocer Fernando Cristino³, Yamá Uc José Edier³, Romero Orozco María de la Luz¹ and Guerrero Que Sandra Luz⁴.

1. Autonomous University of Campeche / Faculty of Nursing.
2. Autonomous University of Puebla.
3. Universidad Hispanoamericana Justo Sierra.
4. College of Bachelors of Campeche.

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Abstract

This study presents the topic of procrastination, understood as an opportunity to improve the student's academic commitment, through the tutoring program; which will at first allow to identify the level of procrastination in the tutored ones, from his entrance to the institution, in a second moment to make his inclusion to the tutorial action plan that allows to influence in the improvement of his academic commitment. It aims to determine the benefits of the identification of procrastination in the tutor. The research hypothesis is: A high percentage of tutors does not know their level of procrastination. This research has a quantitative approach, with descriptive scope and a non-experimental, transectional design. This study was carried out at the Autonomous University of Campeche, with a population of 123 students from the second semester of two educational programs: Gerontology and Social Sciences. We used the Exploratory Questionnaire for Procrastination of Canto and Rodríguez, from Knaus (2002). The procedure was divided into three stages: First.- a second semester group of each educational program (EP) was selected. Second.- The instrument was applied and the level of procrastination of each tutored by EP was analyzed. Third.- A workshop was held, with the participation of the entire population, in which the general results of the levels obtained were presented, as well as the theoretical contents of the theme. The research hypothesis is confirmed.

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Introduction:-

The essential function of the tutorial action is to contribute to the integral formation of the student through a personalized accompaniment throughout his stay in the university. To be able to perform this activity, the tutor must work with the student attending the dimensions: personal, social, academic and work. Generally and according to Guzmán (2014) the tutorial attends the academic, labor and, to a lesser extent, social and personal dimension. Attention has been paid to various factors of student development that may affect their academic, social and personal performance and are attributed to different causes. However, the subject of procrastination is little known in the academic field, there is talk of topics such as lack of interest in studies, the same that is observed in everyday

activities and the easiest is to relate it to laziness. Therefore it will be important that being the guiding axis of the tutored, the tutor in the academic accompaniment that has the student, should foster the spaces of reflection and self-knowledge, which allows him to identify where he is, where he wants to go and determine the actions which will allow you to achieve your goals as a person. This study is done with the intention of identifying the level of procrastination that the tutored have, since from the point of view of the authors, it is considered that if the tutor understands and identifies this trait in the students, he can support them in a better way to achieve the formation of the student, can be approached from the tutoring and is considered an element to conform his life plan.

Development:-

The Institutions of Higher Education (IHE) with the intention of accessing extraordinary resources, enters programs that commit it to raise its standards of attention of students, within a framework of quality, that is why they see the tutoring program as a opportunity to complement the attention of its student population, having the integral program of institutional strengthening (IPIS) to the tutoring, as one of the aspects of improvement: "The individual or group attention of students through institutional tutoring programs" (Rubio, 2006, page 37. Quoted by Romo, A. and Romero, A. 2015 p.150).

The sum of effort is what will lead to the success of the attention of the students, the determined and active participation of the academic authorities and professors, is what will result in a quality attention in the students, in this respect Romo, A. and Romero, A. (2015), make the following reflection:

We are aware that in no case does the tutoring have all the responsibilities, nor all the possibilities to radically transform the situation of eventual risk of a student or to foster the one who has an impeccable record. Yes we are sure that the successful operation of a Tutoring Program requires frequent evaluation and support by the authorities, but also by other programs and multiple services offered by IHE. (Page 157)

Therefore, tutoring, considered as a cross-curricular strategy (Romo, 2011, Álvarez, 2002, BUAP, 2006, Sabaté, 2006), is an area that must be revalued so that in a systematic and inclusive way accompanies the student in the conformation of his life project. Because the social scene that has touched us to live, has as its main characteristic speed, everything goes fast, time is the most valuable thing you have. Three important elements we humans have: time, money and health, which unfortunately we will never have together, because when we are young we have health and time, but not money; when we are adults, we have money and health, but not time; when we enter the stage of decline, we will have time and money, but hardly health. It is worth doing this initial reflection to rescue the value of the time factor, which will allow the tutors to identify priority actions, scheduling and performing, avoiding procrastination.

It is a reality that the young people live in a modern and dense world, loaded with diverse problems, lack a united family, solid and promoter of values; now students must solve many difficulties, including economic difficulties. Therefore they require the guidance and guidance, which the IES can provide the tutor, who must be attentive to detect in a timely manner the risks that could arise and to send other professionals their attention. Among the topics to be developed in the tutorial action is the identification of Procrastination.

The word procrastinate comes from the Latin word *procrastinatio*. -onis, which means action and effect of procrastinating, and in turn means deferring or deferring. (DRAE). Often mistaken for laziness, which is wrong because it does not refer to not wanting to do it, but the person decides to occupy his time in another activity and differs the priority activity for another time, which often never arrives; at the moment the magnitude of "deferring" activity is not perceived, the procrastinator perceives it when it affects his social, family and work life. The University of the Basque Country defines procrastination as any action or habit of postponing activities or situations that must be addressed, replacing them with other more irrelevant or pleasant situations (Euskampus). Ferrari (1995, quoted by Valencia, Y. 2015, page 1) defines procrastination as: Postponement at the beginning or conclusion of a specific activity, by performing an unnecessary or less important activity, accompanied by a state of anxiety. Neenan (2008, quoted by Valencia, Y. 2015, page 1) proposes that it is an error to consider procrastination as simple laziness or laziness, because the latter is the resistance to taking action, while procrastination involves being busy, performing a substitute activity, to avoid going ahead with the priority activity that requires action in the present moment. Sapadyn (quoted by MindMatic), proposes a taxonomy of six types of procrastination:

Perfectionists They want each project to be perfect, this usually "freezes" them for fear of not achieving this unrealistic goal, even if they themselves have defined the objectives.
Dreamers Suffer from "magical thinking". "It's going to work fine," they say, though they do nothing to get close to their goals.
Crisis Generators They say that they normally work better under pressure, but to be more precise, they prefer to protest and generate crises so as not to do any work at all.
Tormented Their fears consume their thought processes and prevent any task from being realized, while imagining and meditating on every possible scenario of disaster and failure.
Challenges They resent assignments of tasks, regaining control of their lives by refusing work in a timely and cooperative manner, or directly in front.
Overloaded Also known as "complacent", these people can not say no, and therefore take more and more responsibilities without any reasonable expectation of being able to fulfill their obligations.

Procrastination is a problem that costs enormous amounts of time and money for the people and groups involved. (Steel, 2011. Quoted by Angarita, L. 2012 page 86). There are authors who have identified the relationship of procrastination with biopsychosocial affectations, as expressed by Angarita, L. (2012, page 88)

In addition, procrastination has been linked to other socially relevant phenomena such as anxiety (Ransom-Flint, 2006), depression, low self-esteem (Rothblum, Solomon, & Murakami, 1986), guilt and stress (Angarita, Sánchez, & Barreiro, 2012) and even more specific ones such as mathematical or statistical anxiety (Rosario et al., 2008, Onwuegbuzie, 2004).

Procrastination can be a reflection of environmental characteristics and situations that promote the choice of activities other than tasks assigned according to their consequences, such as delay in obtaining rewards or aversion to the task, as well as personal characteristics that promote the postponement, associated with a low motivation to the achievement (Howell & Watson, 2007). For its part LaForge (2005, quoted by Angarita, L. 2012, page 88)

It is evident that the procrastination is multifactorial, because it is related intimately with the person, its holistic perception and the context in which it is developed, being complicated to specify the factors and to generalize them, nevertheless the previous studies allow us to identify the common aspects that seem to be an antecedent among the procrastinators, being coincident in the inclusion of traits of indecision, linked with forms of protection of the self-esteem through putting obstacles in front of a problematic of procrastination. Which is important to be taken into consideration for the tutorial action, that the tutors know this situation and can be there when the tutored need it. Often in higher education, teachers are dedicated to the thematic content that integrates the program of the learning unit that corresponds to it, regardless of the subjective and emotional part that we have as a human being, being important there that the tutoring be more active within the academy of an educational program, to sensitize the professors in an education with a human sense.

Procrastination is assumed as the imperceptible act performed by a student, by postponing an important action for a distracting and ephemeral activity. Viewed in this way, it is considered that from the tutoring can be identified and can be sought prevention strategies and guidance so that it does not affect the formative process of students.

As tutors, we well know that comprehensive student care is an institutional policy aimed at providing academic, financial and psychosocial support to students with a view to ensuring their entry, permanence, academic success and timely graduation; is also aimed at serving the population with special educational needs. It offers: counseling and accompaniment, specialized tutorials, academic strengthening workshops, awareness-raising workshops for teachers to assist students in situations of disability. The tutorial activity is defined as the specific function whose purpose is to ensure that all students achieve the curriculum objectives they pursue.

In this way, being an objective of the tutorial action is to optimize the training process through an adequate help to the student, throughout his progress through the education system, responding to the attention of diversity. The tutorial action is therefore constituted as an inherent element of teaching activity within the framework of an integral concept of education that involves an individualized relationship in the dynamic structure of their attitudes, aptitudes, motivations, interests and knowledge. The tutorial is linked to the guiding action that a teacher performs with a group of students, in such a way that:

The teacher-tutor is responsible for the development, maturation, orientation and learning of a group of students entrusted to him; knows and takes into account the school, family and environmental environment in which they live and seeks to promote their integral development. (Ortega, 1994. Quoted by González, A. 2014)

The tutor's action through the tutorial program, as a central focus of integral attention to the student, can contribute to identify and, where appropriate, to anticipate procrastination in the student, and thus improve study skills, promoting their integral strengthening will allow academic success, personal, social and later work. In this way, the student is intended to be aware, reflect, self-directed and plan with a vision of the future through a life project through which autonomy is achieved in a responsible way impacting on personal, educational and social development. This will be achieved if there is a tutor-tutored relationship with high levels of confidence and assertiveness that contribute to identify the limitations and thus seek possible actions that allow the development of the student's life project and that this is not truncated by factors such as the procrastination that might hinder the path to professional and social success such as deviations from goal-directed behavior, problems of lack of interest in the study, or other problems.

Materials and methods:-

The research has a quantitative approach, with descriptive scope and non-experimental cross-sectional design. It was carried out at the Autonomous University of Campeche, with two educational programs: Bachelor's degree in Gerontology and Bachelor's degree in Political Science, in each one a second semester group was located to integrate the population of 123 study subjects. There were three stages of development, in the first stage the study population was integrated according to the following: 123 study subjects of which 58 are male and 65 female; the inclusion criteria are: second semester students from two educational programs at the top level of a public university: Gerontology and Political Sciences. In the second stage, the instrument called the Exploratory Questionnaire of Procrastination, version of Canto and Rodríguez (from Knaus, 2002) was applied, composed of 50 items, Likert scale with four possible response options: almost never (1), sometimes (2), frequently (3) and almost always (4), participants were asked to carefully read each of the statements presented and indicate how often they do the same. (See Annex No. 1). Subsequently they were asked to make the sum of the values selected in each item. In the third stage, a workshop was conducted aimed at the tutored, in which they were explained that the maximum value to obtain is 200 points and 50 points the minimum, the technical average is 125 points, subsequently presented the results obtained and reflected on the factors of procrastination, with the intention of identifying and be alert to avoid falling into procrastinating actions.

Results:-

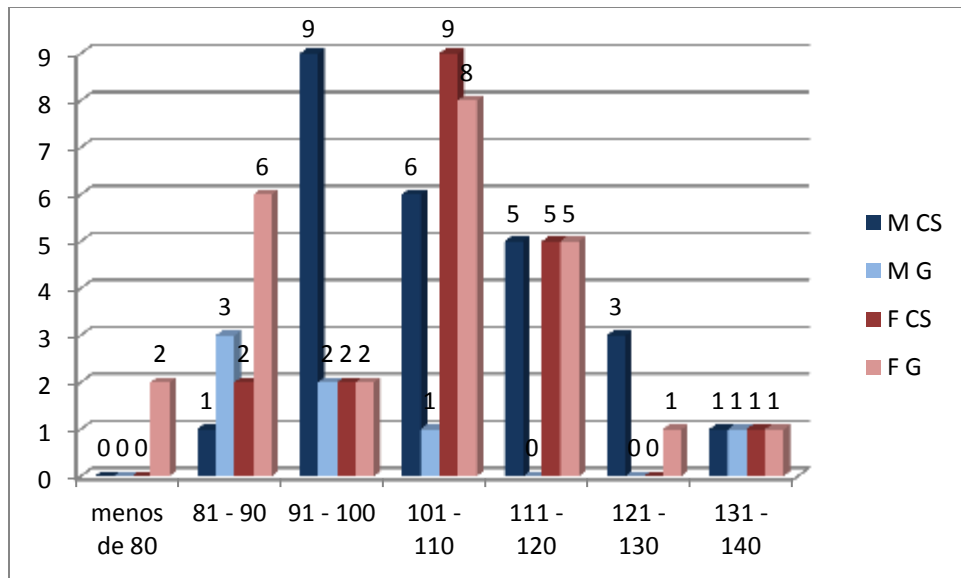
According to Canto and Rodríguez s.f.) the technical average of the instrument applied is 125 points.

Table 1:- Gerontology data.

GERONTOLOGY	M	F	TOTAL
Less than 80	0	2	2
81 - 90	3	6	9
91 - 100	2	3	5
101 - 110	1	7	8
111 - 120	0	5	5
121 - 200	1	2	3
	6	25	32

It is observed that only three study subjects reached the technical average, having a range of values between 121 and 200 points, which is equivalent to 10.66%

It is observed that only five study subjects reached the technical average, equivalent to 8.8% When comparing the results of the two educational programs, it is observed that there is no significant difference in the value of the technical average achieved, being 1.86%. Similarly, it is evident that none of the study subjects had values of 50 points. Only two Gerontology people, obtained values less than 80 (78), both of the feminine gender.

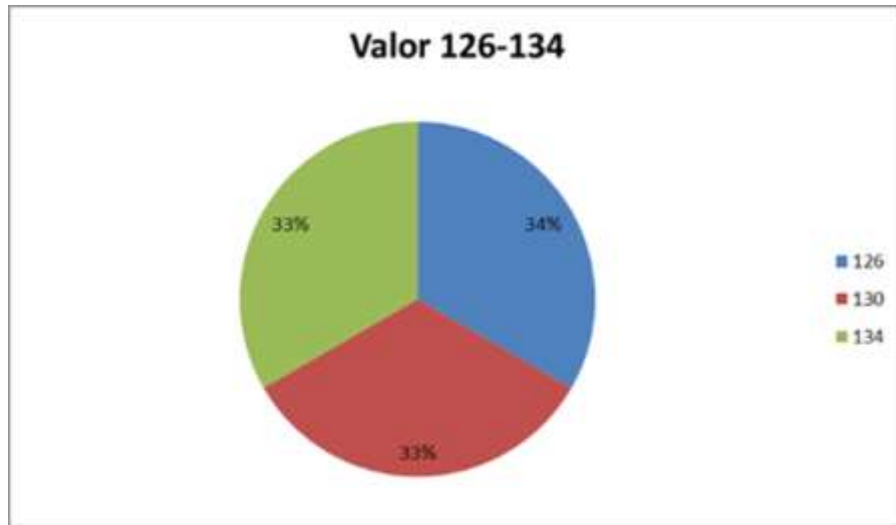


Graph 1:- Comparative by gender and educational program.

In EP Gerontology only 9% (three) obtained values between 126 - 134 points.



Graph 2:- Total values obtained.



Graph 3:- High values obtained.

In EP Political Science 6% (3) get values between 126 - 134 points



Graph 4:- General values obtained

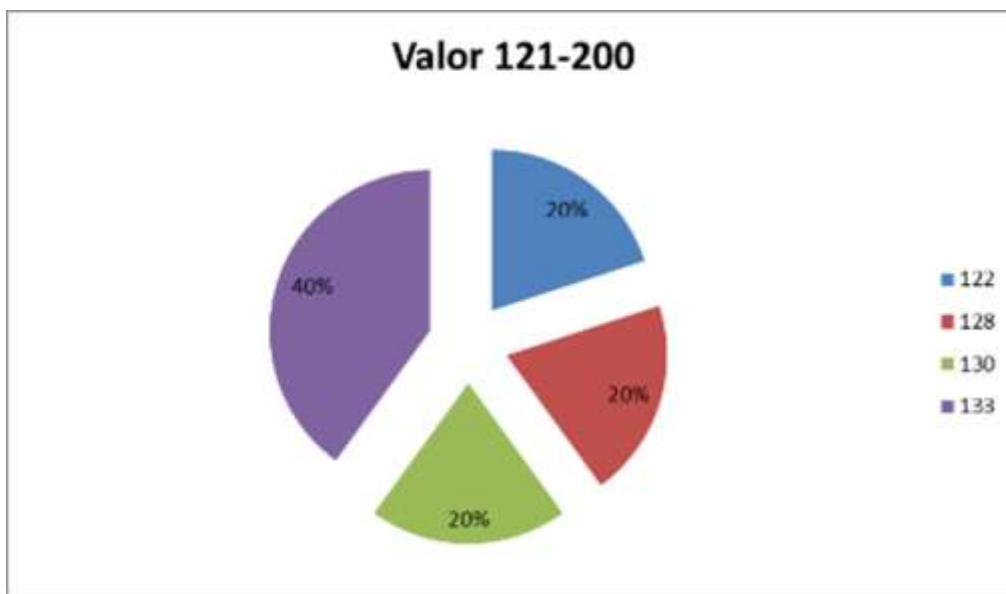


Figure 4:- Specific values obtained in the range of 121 to 200.

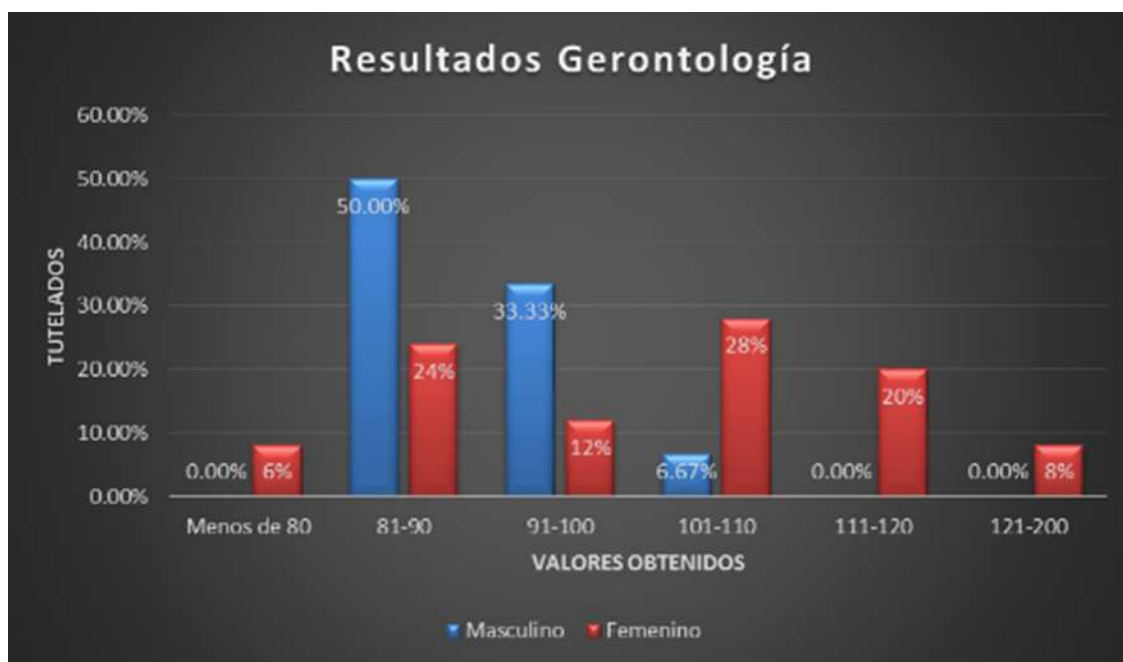


Figure 5:- Values obtained in Gerontology



Figure 6:- Values obtained in Political Science

Conclusions and proposals:-

Conclusions:-

After carrying out this research, the following conclusions were reached: 1. In Gerontology, 29 patients received lower than average values (125) and only three patients received above-average values: two from the female gender (126 and 130) and one male gender (134). In political science, 41 obtained below-average values (125) and only three of them received above average: one in the female gender (133) and three in the male gender (128, 130 and 133). the two EPs in relation to the value above the mean. 2. There is no significant difference of procrastination by educational program. 3. The initial hypothesis is accepted when a high percentage of procrastination is confirmed in both educational programs: Gerontology 91% and Social Sciences 93%. The total of the study subjects expressed their ignorance of the issue of procrastination, now that they know the subject and identify their level of procrastination, they are expected to take the pertinent actions to modify their habits, which will allow them a better academic use. The research hypothesis is focused on the student to know their level of procrastination, reflect on their academic performance and raise their commitment as a student.

Proposals:-

The Tutor must sensitize the tutors in the matter of procrastination, emphasizing the importance of establishing clear limits, dates and consequences, should help the procrastinator to set small goals; help you be concrete and realistic about what you need to do. It is suggested that at the beginning of the school year and in the interview of the Guardianship, apply the exploratory questionnaire of procrastination, then analyze the results and hold a plenary session on the issue of procrastination, especially emphasizing the risks that are run given the lack of awareness on this issue. To improve the analysis, it is recommended to integrate the following elements into the questionnaire proposed by Canto: name of the tutor, age, gender and average of the previous cycle, which will allow us to enrich the analysis by integrating other variables, better focusing our accompaniment to the tutored; the results obtained in the questionnaire, should compare the initial and final average obtained in the semester, this would be ideal, to have a complete view of the impact of procrastination: the contrast with the final average obtained. Sensitization among tutors is the basis of success in combating procrastination and getting them actively involved in these stages and focusing on the quality of tutorials. The following summarizes the proposals:

- ❖ Identify the level of procrastination in university-level students when they enter through the Procrastination Exploratory questionnaire of the author Canto.
- ❖ Conduct information and training conferences for both students and tutors, so that they can identify, prevent and combat procrastination.
- ❖ Take actions to raise awareness among students
- ❖ Accompany them in the design of their life plan

❖ Follow up on proposed actions

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Single Annex:-

Exploratory Procrastination Questionnaire

Taken from Canto y Rodríguez, J.E. from Knaus (2002)

INSTRUCTIONS: You will be presented with a set of statements that have been expressed by young people like you. Please use the following scale to indicate how often you do the same thing as them. Write the number that indicates your answer in the space that is shown after the number of the affirmation. Use the following scale.

Never	Sometimes	Frequently	Always
1	2	3	4

1. I meet my school responsibilities on time.
2. When I feel unsure of the results, I leave it for another time.
3. I have great ideas and plans that I leave in the draft.
4. I'm late for my appointments.
5. I adhere to my school priorities.
6. When I face unpleasant situations I say "I will do it after".
7. I can give convincing explanations to excuse myself for my delays.
8. I know there are personal changes I need to make, but I do not.
9. I lose a lot of time before I start doing my academic duties.
10. I achieve my goals before the time limit.
11. I let the work I am doing accumulate.
12. I promise myself to finish the task later and then I do not keep my promise.
13. I have to wait to be inspired before doing homework.
14. I start doing my homework at the last minute.
15. When I say I am going to do something, I do it immediately.
16. I make great progress in the changes I want to make about myself, but then I fall again.
17. My delays in doing homework negatively affect others.
18. I do not arrive in time to the places that I must go.
19. I sleep awake during the day, instead of doing homework.
20. I easily make decisions and stick to them.
21. When I know what I should do a task, I say to myself, "I'll start doing it tomorrow."
22. If the task takes a long time to do, I leave it for later.
23. My list of "activities to do" belongs without completing.
24. I find ways to extend the time limits to deliver my tasks.
25. My goals as a student are clear, measurable, and achievable.
26. I'm afraid of making a mistake when I do my homework.
27. I feel overwhelmed with too much to do.
27. If the activity or task is frustrating, then I do not do it.
28. Procrastinating is easy for me.
29. I make plans to do the tasks efficiently and I fulfill them.
30. I can not bear to be rushed by school activities.
31. When I face some task that I dislike, I do something that is not related to it.
32. It may be important to do something, but if I do not like it, I'll leave it for another day.

33. I wait until the last to begin some task or commitment.
 34. I quickly face my personal problems.
 35. I postpone decision making.
 36. Procrastinate without considering the problems that can bring me in my life.
 37. I feel very stressed about the academic activities that I must do.
 38. When I procrastinate I feel bad.
 39. I follow my schedule and comply with the limits of my time.
 40. I can not do things in time.
 41. I study for my exams at the last minute.
 42. I feel stressed by the great amount of information that I must assimilate.
 43. I doubt when I have to make decisions.
 44. I fulfill my responsibilities promptly.
 45. I am afraid of failing in my professional training for not doing my job.
 46. It is my state of mind that governs what I do.
 47. I hope to be inspired to start doing my homework.
 48. I worry about making mistakes in my tasks, so it takes time to start doing them.
 49. My performance as a student is far below what I could actually achieve.
- To begin your results, add each of your answers.
- Total: