

## **Due Tomorrow? Do Tomorrow: An Inquiry into EFL Students' Online Assignment Submission Behaviours**

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### **ABSTRACT**

Time management is crucial for academic success, particularly in higher education, where deadlines play a significant role. While students recognise the importance of assignments, they often struggle due to several reasons. This study aims to examine the online submission behaviours of undergraduate EFL students and explore the reasons behind last-minute submissions. The relationship between last-minute submissions and initiation types (time), academic performance, and variation among different deadline hours were examined through quantitative methods and the factors affecting the participants' behaviours were explored through qualitative methods. Quantitative results shed light on when and how participants submit assignments and illustrate that last-minute submissions occurred regardless of initiation type, and submission timing didn't impact academic performance. Qualitative results showed that many factors such as strategical planning, the complexity of the assignment, anxiety, physical health, procrastination, academic overload, household environment, and access to technology affect submission behaviours. In light of these results, implications regarding coping with anxiety and procrastination are recommended in the conclusion.

#### **Statement of Publication Ethics**

The authors followed the ethical guidelines and obtained an ethics committee approval (Protocol No: 2020-SBB-0107).

#### **Authors' Contribution Rate**

Author 1: data collection procedures, introduction, conclusion

Author 2: data analysis and discussion

#### **Conflict of Interest**

The authors declare that the study has no conflict of interest.

#### **Reference**

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## Introduction

Online assignments are becoming more and more common in various educational settings. While submitting an assignment can be beneficial and have several affordances, such as saving time and resources, it also has several challenges, such as academic overload or technical difficulties related to the internet or technology (Earl, 2013; Barker et al., 2008; Gregory & Morón-García, 2009; Wahab & Al-Alaiwat, 2015). These challenges continue to affect education even during the post-pandemic era, where online and distance education has become more common (Bisht et al., 2020; Hassan, 2021; Nieberding & Heckler, 2021; Paudel, 2021). Preferences for online versus traditional assignment submission vary among students and teachers. While many students prefer the convenience of online submissions, some still favour traditional methods due to distrust of technology and comfort with familiar processes (e.g. Bridge & Appleyard, 2008; Nair et al., 2013).

The deadline of an assignment carries significant importance for students. Time is one of the most precious resources for a student, and managing time efficiently can be considered a requirement for achieving academic success. Curiel et al. (2022) reviewed behaviour analysis in college classrooms, focusing on the implementation of various interventions to enhance student engagement and performance. Their scoping review identified that integrating technology in assignments can influence student behaviour, often improving engagement and reducing procrastination when appropriately managed. However, Zhao et al. (2020) emphasise the need for robust support systems to help students manage their time effectively in online learning contexts as the flexibility offered by online submissions can either aid or hinder students depending on students' self-regulation skills. The influence of how students manage their time on their academic performance has been a point of interest for the last few decades (Pozdeeva, 2019). Allocating time and meeting deadlines is crucial, particularly in higher education settings (Al Khatib, 2014; Dalli, 2014; Nonis et al., 1998; Tanrıöğen & İşcan, 2009). Not managing time properly and failing to allocate correct time for assignments and studying could result in a decrease in academic performance, stress or even dropouts. Since the deadlines for submitting assignments are strict and greatly impact grades at higher education levels, it can be difficult for students to manage time properly (Gayef et al., 2017). The time of day, when students submit their assignments, can provide insights into their work habits and procrastination tendencies. Research by Zhao et al. (2020) indicated that students often submitted assignments close to the deadline, typically in the late evening or night hours. This pattern suggests a tendency toward last-minute completion, which may be driven by procrastination or other factors such as part-time work or family responsibilities.

Preparing and submitting an assignment is an essential part of education. Compared to face-to-face education, the importance of assignments stands out in online education as the number of assignments required from the students increases due to professors having concerns related to test security (Çetin & Daloğlu, 2023; Georgescu & Berechet, 2022). The results of a study exploring the use of blogs for writing assignments showed no significant difference in students' scores between conventional paper-based and online blog

submissions. However, the submission rate for paper-based assignments was higher compared to online submissions. The study highlighted challenges such as technical issues, poor time management, and distractions, suggesting that while online platforms can enhance motivation and engagement, they also require effective management to avoid negative outcomes (Nair et al., 2013). Recent studies suggest that students welcome online assignments in the online education process; however, their views mostly illustrate that preparing and submitting online assignments can be exhausting due to confusion about understanding the assignment, not having enough time to prepare, or having too many assignments to complete at the same time (Fitria, 2023; Kurotobi, 2020). Different from taking a test, doing assignments requires extensive organisational management. For example, before submitting an assignment, students in foreign language teaching programmes are given a deadline, and they are expected to conduct research, gather information, and create an original paper in L2 (target language).

The importance of managing the timeline of preparing and submitting an assignment can easily be underestimated, especially for freshman students at universities (Dalli, 2014; Nadinloyi et al., 2013; Nonis et al., 1998; Razali et al., 2018). Undergraduate students are given the freedom to manage their workload according to their choices; however, they are expected to finish their assignments by the designated deadlines. It can be observed that while some students submit their work as early as they can, others submit just before the deadline or even later. Studies in the literature reported that variations in assignment submission timing can be related to coincident deadlines and the length of the assignment (Gregory & Moron-Garcia, 2015). With these in mind, the research conducted in this paper aims to closely examine the online assignment submission behaviours of undergraduate EFL learners with a focus on last-minute submissions. This study also aims to explore the reasons behind the difference in submission time among students in an online education setting. Accordingly, the research questions aimed to be answered in this study are as follows:

1. Is there a relationship between ‘last-minute submission’ and ‘types of initiating assignments’ (early initiators, mid-initiators, and late initiators)?
2. Is there a relationship between ‘academic performance’ and ‘time of online assignment submission’?
3. Does ‘last-minute submission’ differ depending on the hour of the deadline?
4. What are the factors behind last-minute submissions?

This study has the potential to significantly contribute to the literature on student behaviours and assignment submission rates. By identifying the behaviours and factors that contribute to last-minute submissions, this study can inform the development of interventions and strategies for improving timely submission rates. This is of particular importance given the potential negative consequences of last-minute submissions for both students and instructors. This study provides insight into the behaviours of undergraduate students while examining the factors that contribute to late assignment submissions. Moreover, potential strategies for improving timely submission rates are also discussed in line with the findings. The results of this study will be useful for instructors looking to

support their students in meeting assignment deadlines and for students seeking to improve their own time management skills.

### Methodology

The present study investigates undergraduate students' online assignment submission behaviors using both qualitative and quantitative research methods. The research conducted in this study employed a sequential explanatory mixed-method design in which a “researcher begins by conducting a quantitative phase and follows up on specific results with a subsequent qualitative phase to help explain the quantitative results” (Creswell & Plano-Clark, 2018, pp. 76-77).

Initially, the quantitative data regarding submission times were collected through Microsoft Forms where students upload their assignments, and then an open-ended interview form was administered to explore their behaviour further. The quantitative findings were collected and transformed as data to be examined. The data were then analysed using Pearson’s correlation test, and various plots on RStudio. The qualitative data were gathered through a semi-structured interview form on Microsoft Forms, which students were already registered to submit their assignments. This form included open-ended questions which asked for any possible reasons, explanations, or factors behind their submission behaviour, especially in submitting late.

In total, data for the study were gathered from 98 EFL students enrolled at a state university in Türkiye. These students take many must and elective courses at the university, and they are evaluated through tests and assignments in these courses. This study only focuses on courses that require online assignment submission which involves either creating a paper explaining a construct or creating materials such as voice or video recordings. Students are usually asked to submit their assignments within 7-10 days, and in this study, those who submitted at the last 24 hours were labelled as *late submitters*, while those who submitted at the last hour were *last-minute submitters*. Similarly, in some analyses, participants were also categorised into *early*, *mid*, and *late initiators* based on the time they started to initiate conducting research for the assignment.

### Publication Ethics

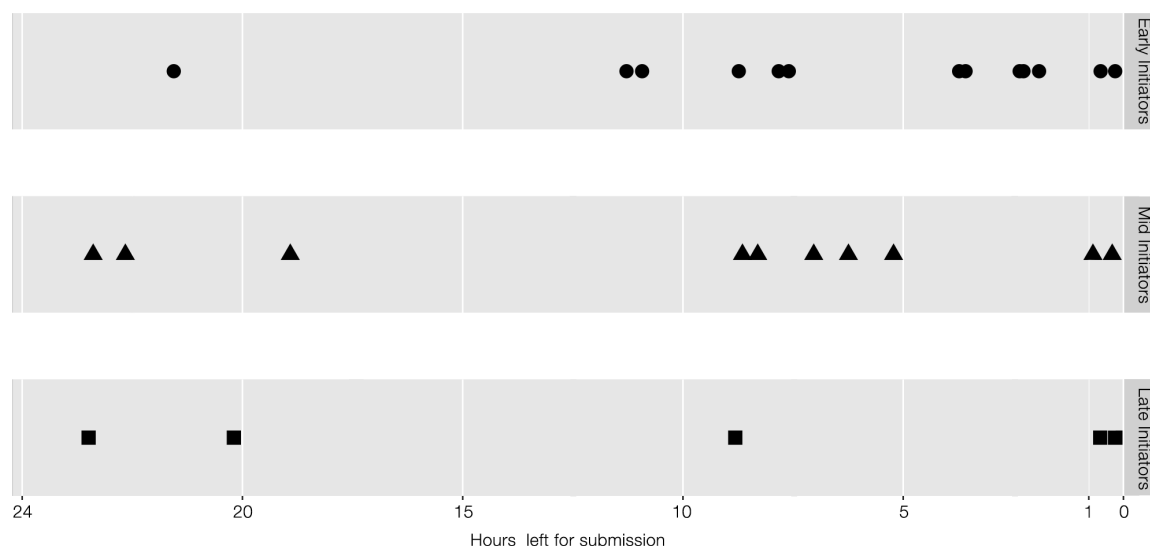
This study complied with the ethical considerations in research and committee approval from the Ethics Committee at Bartın University with protocol number 2020-SBB-0107 (Meeting no:15).

## Findings

### Quantitative Findings

To answer the first research question, the researchers started by categorising participants’ timing of initiating an assignment (starting to conduct research and write papers) and then collected data regarding their submission times. The participants were categorised into three distinct groups: *early initiators* who start conducting research to write

their papers shortly (first 1 to 2 days) after the assignment is given; *mid-initiators* who start sometime (up to a week) after; and *late initiators* who start much later (in the last two days). Based on these three types, there were 54 early initiators, 32 mid-initiators, and 12 late initiators, totaling 98 participants. These groups were further narrowed down participants to those who submitted their assignments in the last 24 hours and plot points which represent the exact time an assignment is submitted. Each dot, triangle, and square below represents a submission made by one participant in the figure below.



**Figure 1.** Submissions in the last 24 hours of the deadline based on type of initiating an assignment.

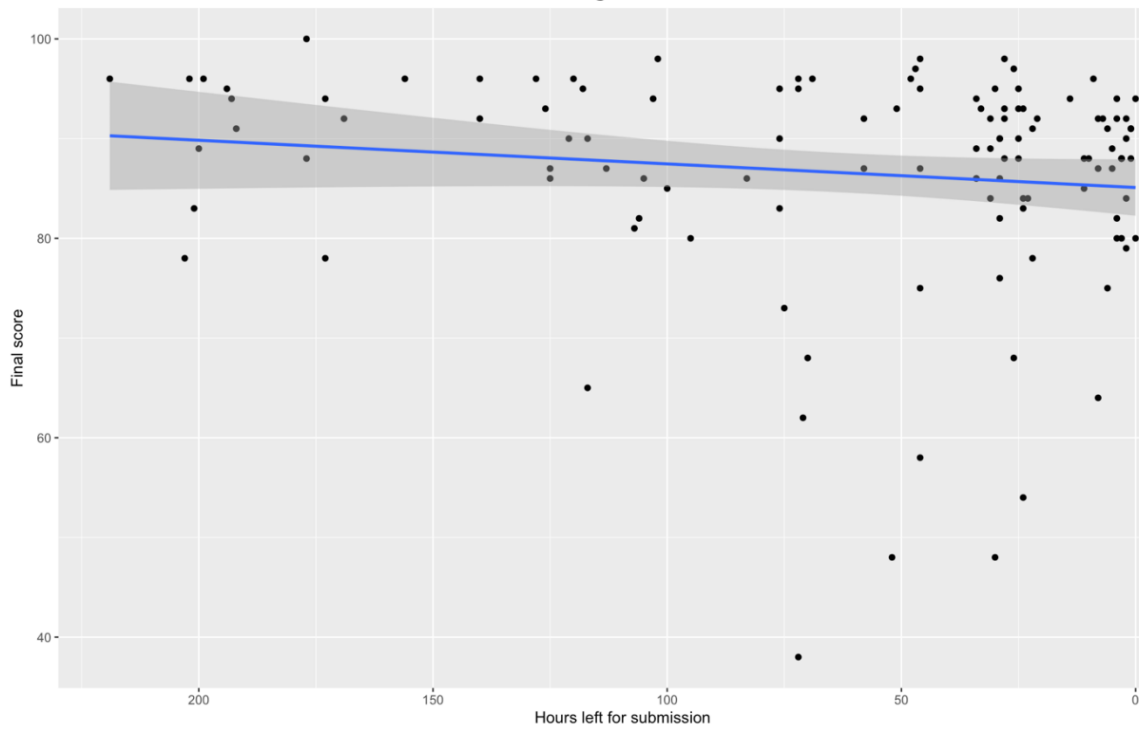
early initiators (sphere shape, n= 13), mid initiators (triangle shape, n=11), late initiators (square shape, n=5)

The data in Figure 1 illustrates that 29 participants in total submitted their assignments late in all three types of assignment initiation. In other words, last-minute submission was observed regardless of the type of initiating an assignment. Each dot in the first grid (early initiators) represents a submission and it can be observed that almost half of the participants (six of 13) submitted below the five-hour mark and two submitted only minutes left to the deadline. Similarly, there were many late submitters among the mid-initiators (triangle-shaped), as seen in the second grid. While more than half (seven out of 11) mid-initiators submitted their assignments, two submitted their assignments at the last hour. There were five late initiators (square-shaped) who submitted their assignments late. Of these, two participants submitted their assignments at the last minute.

For the second research question, the dataset included two variables: final grades obtained from a course and the exact time the participants submitted their online assignments. The relationship between the two variables was tested and visualized the data in a linear model, as illustrated below.

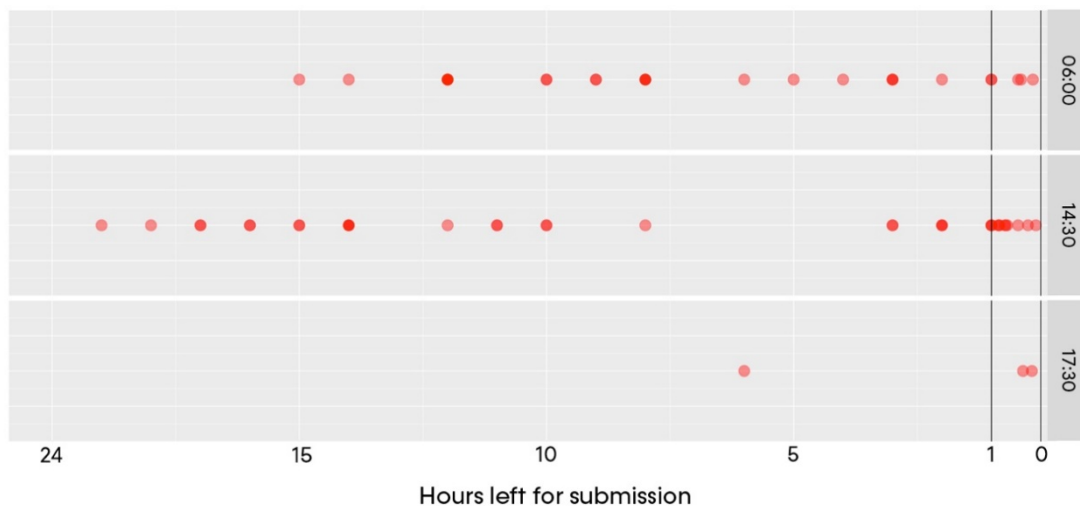
As seen in Figure 2 below, the submission times of the participants were scattered along both axes in the plot. Following the initial examination of the plot, the relationship was tested through Pearson's correlation test and linear model included in RStudio, and both

tests indicated that there was no significant relationship between the online assignment submission time of a participant and their final score. Furthermore, submitting time was not a predictor of a participant’s final score.



**Figure 2.** Linear model of the relationship between final scores and submission time

Before collecting qualitative data, the researchers created one more plot to answer the third question which sought to answer if last-minute submission behaviours were similar across different deadlines. In other words, the researchers tested if last-minute submissions would still occur if the deadline was shifted to later or earlier in the day. Unlike the other findings, the researchers compared data from three distinct datasets to address the third



research question. They analyzed last-minute submission times, similar to Figure 1. However, the three categories in Figure 3 below represent different deadlines: 06:00, 14:30, and 17:30, respectively.

**Figure 3.** Completed submissions in three separate assignment submission deadlines 06:00 (n= 28), deadline=14:30 (n=46), deadline=17:30 (n=37)

The data presented in Figure 3 illustrate how last-minute submissions vary in different deadlines. Both the top row (06:00) and the middle row (14:30) include more than 10 last-minute submissions, and the bottom row (17:30) includes only three submissions scattered between the deadline and the 20-hour mark. While five there were five last-minute submitters (between hours 0 and 1) in the top row and two last-minute submitters in the bottom row, there was a clear aggregation (9 participants) in the last-minute mark in the second row.

### Qualitative Findings

After analysing the quantitative findings and answering the first three research questions, a semi-structured interview form was administered to the same students to gather further data regarding the submission behaviours. The fourth research question was answered through the form and the analysis of the findings aimed to explore the factors affecting students' submission behaviours. The qualitative findings obtained from the form included insights regarding how many factors played a role in online assignment submission. These findings were grouped into seven main categories, which are presented in the following sections.

### Strategical Planning

This factor describes the various strategies and behaviours students employ when completing assignments, including their timing, decision-making process, and level of preparation. This encompasses habits such as finishing assignments well in advance, making last-minute changes, or deliberately delaying work until the deadline approaches. Some of the participants explained this factor in the following answers.

*"I usually do my homework right away but submit a day or two before the deadline in case of a last-minute change"*

*"Even though it is finished two or three days before (the deadline), I generally send the homework on the last day in order to make sure I do not need to add anything else"*

The participants reported that although they finish an assignment well before the deadline, they tend to postpone sending it in case there is something to change in the document. As the answers illustrated, this factor was related to how the participants ensured the quality of their submissions. Another answer also indicated that the last-minute submission behaviour might be related to their previous experiences:

*“I try to make it ready to be submitted as soon as possible. But, because of a negative experience I had last week, I started late. I prepared some homework on the day it was given. But the professor made a change five days after it was given and my whole effort was for nothing”*

The answer provided by the participant showed that the last-minute submission behaviour might not always be only related to students' own decisions or tendencies. As their answer illustrated, the participant started to delay the initiation of the homework due to their previous negative experience where the content of the homework was altered, and they had to start over.

### ***Complexity of the Assignment***

In relation to the previous factor, this factor refers to the extent to which assignment instructions and the expected content of the assignment provided by instructors or professors are clear and comprehensive. This includes expectations for the assignment, criteria for evaluation, and any additional resources or explanations needed for understanding.

*“I wait for live explanations about the topic after the homework is given. That’s because sometimes the instructions are not enough. For this reason, explanations about a voice or video recording and expanding on instructions help in specifying the details requested in an instruction.”*

*“The anxiety of the homework not being completely appropriate to the requested terms. In this sense, careless homework (instructions) and uncertainty create even more anxiety.”*

*“Some professors sadly didn’t give clear information on the instructions of the homework. Besides, some also altered the homework and asked us to create over from the beginning.”*

Responses from the students clearly showed that instructions may not always be enough, and they expect actual explanations regarding what is being asked in the assignment. Similar to the previous factor, the students again reported that changes to the assignment requirements significantly affected their submission behaviors.

### ***Anxiety***

Anxiety factor refers to the feelings of worry, stress, doubt, and nervousness that students experience leading up to and during the submission of their assignments. This includes concerns about the quality of their work, whether the assignment was successfully submitted, and the possibility of technical or logistical issues during the submission process.

*“I get anxious during submission... What if it is not received by the professor or the internet goes down at that moment, and I do not notice or miss it.”*

*“Sometimes, even though I sent the homework, I am obsessed with whether the homework was received or not. I focus on it as much as possible but still have nervousness about performing as better as I would like to perform.”*

*“The chance of something going wrong during submission worries me.”*



*"I get anxious about any possible lacking part of the homework."*

While this factor mostly encompasses the anxiety that is present about the technical part of submissions, the feeling that something might be missing in the content of the homework was also included in the factor. In other words, students were worried that the assignment would not be successfully received by the professor or that the content of the assignment was incomplete.

### ***Physical Health***

Another factor that played a part in students' submission behaviours was physical health. This factor includes the physical conditions that affect a student's ability to complete assignments. This covers issues like chronic pain, illnesses, and challenging physical states that can influence their productivity and performance.

*"When I started to add (my) voice to the slide, I couldn't make a very effective recording unfortunately because I was beginning to get my wisdom teeth.*

*Later, when I listened to it, I realised that my voice and narration were very dull, but when I tried to record it again to correct it, I wasn't very successful because every breath I took hurt due to the pain in my mouth."*

*"The issues with my spine and back health were another factor. This health condition might have affected the time it took me to complete the assignment and may also have negatively impacted my psychological state."*

As their responses showed, some students were affected by physical conditions such as pain due to injury to the spine or wisdom tooth. They reported that these factors significantly lowered their performance, especially in assignments that required oral performance.

### ***Procrastination***

This factor refers to the habit of delaying or postponing tasks, often by finding other activities to do instead of the necessary work. This includes consciously putting off assignments despite knowing their importance and the resulting stress from unfinished tasks.

*"When I am aware that I have an assignment to do, I find many other tasks to do and postpone my assignment by using these tasks as an excuse."*

*"I start working on the assignment slowly five days before it's due, and I probably finish and submit it on the last day. I don't like my procrastination habit, but I can't stop it either."*

Students' answers revealed that they were aware of their procrastination habit, and they could not help it. Some even believed that they had a condition that needed treatment as it caused stress during submission.

### ***Academic Overload***

This factor includes the quantity and difficulty of assignments and exams that a student must manage. This involves handling multiple assignments simultaneously, the stress from overlapping deadlines, and the overall volume of coursework.

*"I often get stressed while working on an assignment because I also think about other assignments."*

*"The difficulty of the assignments doesn't change the situation much; I start working on them at the earliest one week before the deadline. I struggle with this because the assignments pile up."*

*"The time I dedicated to my other assignments also affected the time I had to prepare this one."*

As the students' responses illustrated, they were often overloaded with assignments. They had to think of other courses and manage their resources by allocating the appropriate amount of effort and time to each course, and this affected their submission behaviours.

### ***Household Environment***

This factor includes the conditions at home that affect the student's submission behaviours. This covers noise levels, having a quiet place to study, and family chores or responsibilities.

*"I usually do my assignments at night because being in a family home means it's crowded and noisy. I have trouble focusing."*

*"Additionally, there are tasks expected of me at home (cleaning, helping with household chores, etc.) apart from my studies."*

As their responses showed, students had to deal with unpleasant conditions at home, such as crowdedness or noise. In addition, they also had to run errands and chores sometimes. Students also reported that they mostly studied at night to avoid household conditions.

### ***Access to technology***

This factor relates to difficulties experienced due to technological issues such as internet connectivity problems, computer malfunctions, or software limitations. This includes challenges like unreliable internet access, computer hardware failures, or software restrictions that hinder the timely completion and submission of assignments.

*"Close to the deadlines for midterm assignments, my computer screen broke, and I worry that something might go wrong when submitting the assignment."*

*"Although I encounter some problems with the internet during the assignment submission process, I try to submit on time. The problems include not having internet and poor connectivity due to network issues."*

Some students specifically reported issues related to their computers, such as broken screens or crashing. Some of the students also reported that their smartphones were not

capable of running the full version of the software which was required to create the assignment. In addition, unstable internet connection was also reported as a significant factor as some of the students stayed at dorms or rural areas which did not have a stable internet connection.

### **Discussion**

The quantitative findings obtained in the study focused specifically on last-minute submissions. The findings related to the first research question included a plot with three separate timelines (Figure 1). The data presented in Figure 1 clearly illustrated that students could make last-minute submissions regardless of when they initiated their assignments. Students who initiate their assignments early may not also submit early, and similarly, it was observed that those who initiate late do not also submit late. In other words, the timing of initiating an assignment was not a strong factor in explaining last-minute submission behaviour among students.

Similarly, a plot including hours left for submission and final score was created to answer the second research question. The quantitative analysis in Figure 2 showed no correlation between the timing of submitting an assignment and academic performance. In other words, those who submit late are not always low achievers, and those who submit early are not always high achievers. This finding was in alignment with Gregory and Morón-García (2009) who also observed that assessment for each student was not affected by their submission timing. This finding, however, was in contrast with the findings obtained by empirical studies reporting that time management was a significant predictor of academic success (Nacaeanceno & Akpanudo, 2023; Razali et al., 2018; Tanrıöğen & İşcan, 2009).

The quantitative findings also focused on the effect of the timing of the deadline for assignments. To answer the third research question, a graph was created to illustrate the submission hours of three separate assignments with different deadlines. The graph included in Figure 3 clearly showed that even when the deadline was 6 a.m., there were last-minute submitters. Moving the deadline to the afternoon did not seem to have any effect on last-minute submissions, either. These findings were in alignment with Kokoç, Akçapınar and Nehal Hasnine (2021) who reported no difference in submission behaviours of university students across different submission deadlines. Similarly, Gregory and Morón-García (2009) observed that the timing of the deadline was not associated with last-minute submissions. Their findings showed a negative correlation, indicating that submissions decrease with longer deadlines. In this study, the findings illustrated that there were more last-minute submitters in deadlines in the early morning and afternoon than the ones in the deadline in the evening. In other words, moving the deadline did not result in more timely submissions.

After ruling out the relationship between academic achievement and last-minute submissions, the effect of the timing of initiating an assignment, or the timing of the deadline, a qualitative data collection phase began where students explained the factors affecting their online assignment submission behaviour in open-ended questions. These

qualitative findings were gathered to answer the fourth question of the study. The qualitative analysis of the students' answers revealed many factors behind their submission behaviours.

Strategical planning emerged as a key theme, reflecting the diverse strategies students employ, from early completion to last-minute adjustments. This study revealed that in addition to this factor of feeling more secure, students also approached the deadline with a strategy to delay initiating and submitting in case the instruction or the requested content of the assignment changes. It was reported by the students that vague guidelines or changing the expected content of an assignment may induce uncertainty or cause students to be more cautious in initiating or submitting their assignments early. They deliberately started late and submitted late in case an assignment was changed after it was given. This behaviour stemmed from their previous negative experiences in other assignments, and this indicated that strategical planning was also linked with the clarity of the instruction of the assignment.

The complexity of assignment instructions significantly affected students' behaviour. In relation academic overload also affected students as multiple assignments and overlapping deadlines increased their ability to focus on one specific task at a time, a common challenge reported in other empirical studies (Gregory & Morón-García, 2009; Kloosterman et al., 2012). Anxiety itself played a pivotal role in determining online assignment submission behaviour among students. Students reported experiencing feelings of worry, doubt, and nervousness while preparing the assignment and ensuring its successful submission. Additionally, physical health emerged as a crucial factor affecting students' ability to engage effectively with coursework. They reported that conditions affecting their teeth or mouth had a significant effect on their oral performance which was required as an EFL learner.

Procrastination also emerged as a common challenge, complicating students' time management while preparing their assignments. In fact, some students were aware of the condition and even reported that they could not avoid procrastinating. This finding aligned with Tian et al.'s study (2019, p. 476), which found a significant relationship between procrastination levels and exam scores during online assignments, indicating that "the longer the student completes the assignment, the better the learning performance". Moreover, this finding also supports the result obtained by Nieberding and Heckler (2021), who found that students who suffered from procrastination obtained lower course grades.

Access to technology emerged as a critical determinant of successfully preparing and submitting assignments, with technical issues posing substantial barriers to timely submission. Similar to the findings by Paudel (2021) and Wahab and Al-Alaiwat (2015), this study also confirms that internet connectivity affects students' behaviour in submitting online assignments. The household environment also emerged as a significant influence, with noise levels, unpleasant study spaces, and familial responsibilities at home shaping students' ability to focus and meet deadlines.

### **Conclusion**

This study aimed to analyse both quantitative and qualitative data to provide insights into online assignment submission behaviour among EFL learners. Last-minute submissions

were observed across all initiation types, and submission time did not correlate with final grades. Additionally, the analysis of different deadline scenarios revealed that the timing of the deadline did not affect submission behaviour, either. This finding showed that choosing a better part of the day as the deadline may not be a successful strategy for professors or lecturers who would like to eliminate last-minute submissions in their courses. This finding indicated that changing the timing of the deadline cannot be recommended as a way of achieving more timely submissions in online assignments, which was also supported by the findings of other empirical studies in the literature (Gregory & Morón-García, 2009). Instead, educators are advised to do a live session or meet with the students to discuss the nature of the assignment and clarify the instructions and the expected content. Research also suggests that providing clear and detailed assignment instructions and setting intermediate deadlines can be effective (Darnall & Sitzmann, 2006).

The qualitative findings provided rich insights into the various factors influencing students' assignment submission behaviours. These factors were categorised into seven main themes: strategic planning, the complexity of the assignment, anxiety, physical health, procrastination, academic overload, household environment, and access to technology. Each category sheds light on the multifaceted nature of assignment submission and highlights areas for potential intervention to improve submission behaviours. These qualitative findings underscore the complex nature of online assignment submission behaviour among EFL learners and the importance of mitigating the effect of these factors.

Firstly, it can be advised that educators should support EFL learners in dealing with anxiety or procrastination. While it may even be beneficial to show students that their conditions are acknowledged by the professors or lecturers, directing them towards getting help from psychological counselling centres at universities may be beneficial to both parties (Ellis & Knaus, 1977; Schouwenburg, 2004). Some studies have also found that interventions aimed at reducing procrastination, such as goal setting and planning, can be helpful in promoting timely submission (Tice & Baumeister, 1997). Research also suggests that instructors can play a role in promoting timely submissions by setting clear expectations and being responsive to student needs and concerns by using technology to support time management (such as calendars and to-do lists) (Darnall & Sitzmann, 2006). Individual student characteristics that have been identified as contributing to late assignment submissions include procrastination (Tice & Baumeister, 1997), lack of time management skills (Ellis & Knaus, 1977), and difficulty with the material being covered (Lai & Richter, 2016). In particular, research has found that students who score higher on measures of procrastination tend to have more difficulty meeting deadlines (Tice & Baumeister, 1997).

Further research may be conducted in relation to last-minute submissions among EFL students. Task orientation, a variable proven to be also effective in online assignments, for example, may be examined among EFL students (Suamuang et al., 2020). Researchers acknowledge that this study has some limitations. The findings in the qualitative aspect of the study were obtained through a semi-structured interview form, which relied on self-report measures and may not correlate with the actual behaviours of the students. Furthermore, samples from Turkish EFL students were included in the research, and these findings cannot be generalised to wider contexts.

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