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HAMLET'S PROCRASTINATION IN SHAKESPEARE'S *HAMLET*: A FREUDIAN PSYCHOANALYTIC ANALYSIS

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ABSTRACT

Shakespeare's *Hamlet* is not only a tragedy of revenge and suffering but also a profound exploration of the human mind. This article examines the theme of procrastination in the play through a Freudian psychoanalytic perspective, focusing on how unconscious fear, repression, anxiety, and emotional conflict shape delayed action. Drawing on the psychoanalytic theories of Sigmund Freud, the study argues that procrastination is not merely weakness or indecision; rather, it grows from deep psychological tension between morality, desire, thought, and emotion. Using qualitative textual analysis, the research explores how excessive reflection and emotional instability gradually lead to mental paralysis and tragic consequences. The article further highlights Shakespeare's remarkable understanding of human psychology long before the rise of modern psychoanalysis. His portrayal of fear, hesitation, guilt, and inner conflict continues to feel realistic because it reflects universal human experience. Ultimately, this study shows that procrastination in the tragedy functions both as a psychological condition and a tragic force that shapes suffering, isolation, and destruction throughout the play.

Keywords: Procrastination, Psychoanalysis, Freudian Theory, Unconscious Mind, Repression, Anxiety, Psychological Conflict, Hamlet

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INTRODUCTION

William Shakespeare (1564-1616) remains one of the most influential dramatists in English literature because of his deep understanding of human psychology, emotion, and inner conflict. His tragedies continue to attract readers and researchers as they explore complex mental struggles, moral uncertainty, and emotional instability that still feel relevant in modern society. Among these tragic concerns, procrastination appears as a significant psychological issue that reflects hesitation, fear, repression, and mental conflict. Rather than presenting delay as a simple weakness, Shakespeare portrays it as a deeply rooted psychological condition shaped by unconscious pressure and emotional tension.

Procrastination is not merely the act of postponing responsibility. In literary studies and psychology, it is often connected with anxiety, confusion, emotional repression, and the conflict between desire and duty. Modern psychological theories suggest that human behavior is frequently influenced by hidden fears and unconscious motivations that individuals themselves may not fully understand. This idea became especially important after the development of psychoanalysis by Sigmund Freud. Freud explains that unconscious desires, suppressed emotions, childhood experiences, and inner psychological conflicts strongly affect human actions and decisions (Freud, 1961). His psychoanalytic theory introduced important concepts such as the id, ego, superego, repression, and the unconscious mind, which later became influential tools in literary criticism.

A Freudian psychoanalytic approach allows literature to be examined beyond surface actions by focusing on hidden emotional struggles and unconscious motivations. Through this perspective, procrastination can be understood not simply as indecision but as the result of internal psychological conflict. Literary characters often delay actions because they are emotionally trapped between desire, morality, fear, guilt, and social expectation. So, Psychoanalytic criticism helps readers understand how mental instability shapes behavior and decision-making in tragic literature. (Jones, 1949)

Shakespearean tragedy particularly emphasizes psychological suffering and mental tension. Many tragic experiences in literature emerge not only from external conflict but also from the destructive power of the human mind. Emotional repression, anxiety, grief, and moral confusion frequently create hesitation that eventually leads to suffering and catastrophe. This

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psychological depth is one reason Shakespeare's tragedies continue to be widely studied in modern literary criticism (Bloom, 1998).

This article aims to explore procrastination from a Freudian psychoanalytic perspective by analyzing how unconscious conflict, repression, emotional instability, and inner tension contribute to delayed action in Shakespearean tragedy. The study also examines how psychoanalytic criticism helps reveal the deeper mental and emotional dimensions of procrastination and tragic suffering. Through this approach, the research attempts to show that procrastination is not simply a personal weakness but a complex psychological condition shaped by unconscious struggle and emotional conflict.

OBJECTIVES OF THE STUDY

- To analyze the psychological causes of procrastination in Shakespeare's *Hamlet* through a Freudian psychoanalytic perspective.
- To examine how unconscious conflict, repression, anxiety, and emotional instability influence delayed action in the play.
- To explore the significance of Freudian psychoanalytic theory in understanding the mental struggles and tragic consequences reflected in Shakespearean tragedy.

RESEARCH QUESTIONS

- How can procrastination in Shakespeare's *Hamlet* be interpreted through Freudian psychoanalytic theory?
- In what ways do unconscious conflict, repression, and anxiety contribute to delayed action in the play?
- How does a Freudian psychoanalytic analysis help explain the tragic psychological struggles presented in Shakespearean tragedy?

LIMITATIONS OF THE STUDY

This study mainly focuses on a Freudian psychoanalytic interpretation of procrastination in Shakespeare's *Hamlet*. So, the discussion is limited to psychological analysis and does not fully explore other literary approaches such as feminism, Marxism, structuralism, or historical criticism. The research specifically emphasizes unconscious conflict, repression, anxiety, and emotional instability through the ideas of Sigmund Freud, which means other psychoanalytic

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thinkers and modern psychological theories are not discussed in detail.

Another limitation of this study is that it relies primarily on textual analysis and secondary scholarly sources rather than on empirical or scientific psychological research. As literary interpretation can vary from one reader to another, some arguments may be subjective in nature. In addition, the study focuses only on selected psychological aspects of procrastination and tragic suffering rather than examining every theme presented in the play.

Finally, the research is limited by time and scope. Due to the short nature of the article, it is not possible to include a detailed comparison with other Shakespearean tragedies or broader Renaissance literary traditions. Even with these limitations, the study attempts to provide a clear understanding of procrastination and psychological conflict through a Freudian psychoanalytic perspective.

RESEARCH METHODOLOGY

This study follows a qualitative research methodology because it is based on textual and psychological analysis rather than numerical data. The primary source of the research is Shakespeare's *Hamlet*, which is closely examined through a Freudian psychoanalytic perspective. Important scenes, dialogues, and emotional conflicts are analyzed to understand the psychological causes of procrastination and delayed action in the tragedy.

The theoretical framework of the study is based on the psychoanalytic theories of Sigmund Freud, especially his concepts of the unconscious mind, repression, id, ego, superego, and anxiety (Freud, 1961). These ideas are used to interpret emotional conflict, hesitation, and mental instability reflected in the play. The study also uses secondary academic sources, including books and literary criticism by scholars such as Bloom (1998), Eagleton (2008), and Tyson (2006), to support the analysis.

The research mainly applies close reading and interpretative analysis in order to explore the psychological depth of procrastination. APA 7th edition citation style is followed throughout the study to maintain academic accuracy and authenticity.

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LITERATURE REVIEW

Shakespeare's *Hamlet* has long attracted literary critics because of its deep psychological complexity and emotional conflict. Scholars have analyzed the tragedy from different perspectives, including morality, revenge, madness, and existential crisis. Among these approaches, Freudian psychoanalytic criticism remains one of the most influential because it explores unconscious desire, repression, anxiety, and mental conflict. Previous studies suggest that procrastination in the tragedy is not simply indecision but a result of deep psychological struggle.

The psychoanalytic theories of Sigmund Freud provide the central framework for understanding psychological conflict in literature. In *The Interpretation of Dreams* (1961), Freud explains that human behavior is largely influenced by the unconscious mind, where hidden fears, painful memories, and repressed emotions continue to exist. According to Freud, unconscious tension often shapes emotional reactions and decision-making. This idea is important for understanding procrastination because delayed action may emerge from hidden fear, anxiety, and emotional conflict rather than conscious weakness.

In *The Ego and the Id* (1961), Freud further develops the concepts of the id, ego, and superego. The id represents instinctive desire, the superego symbolizes morality, and the ego attempts to balance these opposing forces. Freud argues that conflict among these psychological elements creates anxiety and emotional instability. This theory is especially relevant to Shakespearean tragedy because characters often struggle between emotion, morality, and rational thought. Therefore,psychoanalytic critics use Freudian theory to explain hesitation and psychological suffering in literature.

Harold Bloom, in *Shakespeare: The Invention of the Human* (1998), emphasizes Shakespeare's extraordinary understanding of human psychology. Bloom argues that Shakespeare's characters appear emotionally real because they reflect the contradictions and complexities of human nature. His discussion supports the idea that psychological conflict and emotional instability are central to the tragedy. Bloom's work is important to this study because it highlights Shakespeare's ability to portray inner suffering and mental struggle with remarkable realism.

Similarly, Terry Eagleton, in *Literary Theory: An Introduction* (2008), explains that

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psychoanalytic criticism helps reveal hidden emotional tensions beneath literary language and action. Eagleton argues that literature often expresses unconscious fear, repression, and psychological suffering that individuals cannot openly communicate. His ideas strengthen the psychoanalytic interpretation of procrastination as a symptom of emotional conflict rather than simple delay.

Lois Tyson, in *Critical Theory Today: A User-Friendly Guide* (2006), also provides a clear explanation of psychoanalytic literary criticism. Tyson discusses repression, unconscious motivation, anxiety, and emotional instability in accessible language. She explains that literary characters often experience inner conflict because hidden emotions continue to influence behavior unconsciously. Her work supports this study's argument that procrastination develops from psychological struggle and emotional tension.

Overall, the reviewed literature shows that psychoanalytic criticism offers a valuable approach to understanding procrastination and mental conflict in *Hamlet*. Previous scholars agree that Shakespeare presents human psychology with extraordinary depth, making the tragedy highly suitable for Freudian analysis.

FREUDIAN PSYCHOANALYTIC THEORY AND LITERARY CRITICISM

Psychoanalytic criticism is an important literary approach that examines hidden emotions, unconscious desires, and psychological conflict within literary texts. This theory was mainly developed from the ideas of Sigmund Freud, who believed that human behavior is strongly influenced by the unconscious mind. According to Freud (1961), the unconscious contains repressed emotions, fears, desires, and painful memories that continue to affect human actions indirectly. Because literature often reflects human emotion and inner struggle, psychoanalysis became a valuable method for literary interpretation.

Freud divided the human mind into three parts: the id, ego, and superego. The id represents instinctive desire and emotional impulse, while the superego symbolizes morality and social values. Between them, the ego attempts to maintain balance through rational judgment (Freud, 1961). Conflict among these psychological forces creates anxiety, hesitation, emotional instability, and mental suffering. Freud also explains repression as a defense mechanism through which painful emotions are pushed into the unconscious mind. However, these

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repressed feelings continue to influence behavior and decision-making.

In literary criticism, psychoanalysis helps readers understand the deeper emotional meaning beneath actions and dialogue. Instead of focusing only on external events, psychoanalytic critics examine fear, guilt, anxiety, repression, and unconscious motivation reflected in literature. Terry Eagleton (2008) argues that literature often reveals hidden psychological tensions that individuals cannot openly express. Similarly, Harold Bloom (1998) emphasizes Shakespeare's extraordinary understanding of human psychology and emotional complexity.

In *Hamlet*, psychoanalytic criticism becomes especially effective because the tragedy strongly reflects hesitation, emotional conflict, and mental instability. Thus, a Freudian approach helps explain procrastination as the result of unconscious struggle rather than simple weakness or indecision.

PSYCHOLOGICAL CONFLICT AND THE DEVELOPMENT OF PROCRASTINATION

Psychological conflict plays a major role in the development of procrastination in Shakespeare's *Hamlet*. Shakespeare presents delay not as simple laziness but as a result of deep emotional and mental struggle. The tragedy shows how fear, uncertainty, morality, and excessive thinking can weaken action and create hesitation. Through this psychological complexity, procrastination becomes a condition shaped by inner conflict rather than personal weakness. (Wright, 1984)

According to Sigmund Freud, human behavior is often controlled by unconscious tension between desire and morality (Freud, 1961). When the mind struggles between emotional impulse and ethical responsibility, anxiety and confusion develop. Freud explains that unresolved psychological conflict creates emotional pressure that affects decision-making and behavior. As a result, individuals may hesitate even when they understand the importance of action.

In the tragedy, excessive reflection becomes one of the main causes of procrastination. Continuous thinking creates doubt and uncertainty instead of clarity. The mind repeatedly examines consequences, morality, and emotional reactions until direct action becomes difficult.

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This overthinking increases psychological suffering and emotional instability. From a psychoanalytic perspective, such hesitation reflects unconscious fear and repression operating beneath conscious thought.

Repression also contributes to psychological conflict. Freud argues that painful emotions and disturbing desires are often pushed into the unconscious mind, but they continue to influence behavior indirectly (Tyson, 2006). Repressed fear, grief, and frustration create mental tension and emotional imbalance, leading to delayed action. Shakespeare realistically portrays how hidden emotional suffering weakens confidence and creates hesitation.

Furthermore, Harold Bloom (1998) notes that Shakespeare's tragedies reflect the emotional contradictions of real human life. Through psychological conflict and procrastination, the play demonstrates how inner emotional struggle can become destructive and eventually lead to tragic consequences.

THE ROLE OF THE UNCONSCIOUS MIND IN DELAYED ACTION

The unconscious mind plays an important role in creating delayed action in Shakespeare's *Hamlet*. According to Sigmund Freud, human behavior is not controlled only by conscious thought but also by hidden fears, repressed desires, painful memories, and unconscious emotions (Freud, 1961). These unconscious forces influence decision-making and emotional response even when individuals are unaware of them. In the tragedy, delayed action reflects this hidden psychological struggle.

Freud explains that unconscious conflict develops when emotional desire and moral responsibility oppose each other. This conflict creates anxiety, confusion, hesitation, and emotional instability. Shakespeare presents a mind that constantly struggles between thought and action, causing continuous uncertainty and psychological suffering. Instead of acting directly, the individual becomes trapped in overthinking and emotional pressure. As a result, procrastination appears as a symptom of deep unconscious conflict.

Fear is another important element connected with the unconscious mind. Freud argues that unconscious fear can produce nervousness, self-doubt, and hesitation (Tyson, 2006). In the tragedy, fear of consequences, guilt, and emotional pain weaken confidence and delay action. The mind becomes psychologically exhausted from continuous inner struggle. So, Shakespeare

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shows how hidden emotional tension can silently control behavior.

Repression also contributes to delayed action. Freud explains that painful emotions are often pushed into the unconscious mind to avoid suffering. However, these repressed feelings continue to affect thought and behavior indirectly (Freud, 1961). Suppressed grief, anger, and frustration create mental tension and emotional instability, making decisive action more difficult.

Furthermore, Terry Eagleton (2008) states that literature often reveals hidden emotional conflicts beneath visible behavior. Shakespeare's tragedy strongly reflects this idea by portraying procrastination as the result of unconscious psychological suffering rather than simple indecision. Through this psychological depth, Shakespeare demonstrates a remarkable understanding of the complexities of the human mind.

REPRESSION, ANXIETY, AND EMOTIONAL INSTABILITY

Repression, anxiety, and emotional instability are closely connected with procrastination in Shakespeare's *Hamlet*. Shakespeare presents psychological suffering as a major cause of hesitation and delayed action. The tragedy shows how hidden emotional pain, fear, and mental pressure gradually weaken emotional balance and create inner conflict. From a Freudian psychoanalytic perspective, these psychological conditions play a significant role in shaping human behavior. (Young, 1996)

According to Sigmund Freud, repression is a defense mechanism through which painful emotions and disturbing desires are pushed into the unconscious mind (Freud, 1961). However, repressed emotions do not disappear completely. Instead, they continue to influence thoughts, emotions, and actions indirectly. Suppressed grief, anger, fear, and frustration create psychological tension that eventually leads to emotional instability and hesitation.

Freud also explains that repression often produces anxiety. Anxiety develops when the ego feels threatened by unconscious conflict and emotional pressure. In literature, anxiety commonly appears through fear, uncertainty, confusion, and nervousness (Tyson, 2006). Shakespeare realistically portrays these emotional conditions by presenting a mind overwhelmed by doubt and psychological suffering. Continuous emotional conflict weakens

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confidence and makes direct action increasingly difficult.

Another important aspect of emotional instability is excessive thinking. The tragedy shows how constant reflection increases confusion instead of creating clarity. The mind repeatedly struggles with morality, consequences, fear, and emotional pain until mental exhaustion develops. As a result, procrastination becomes a psychological reaction to emotional suffering and internal conflict.

Furthermore, Terry Eagleton (2008) argues that literature often reveals hidden emotional tensions beneath visible actions. Shakespeare's tragedy strongly reflects this idea by portraying emotional instability as a destructive force within the human mind. Through repression and anxiety, Shakespeare demonstrates how unresolved psychological conflict can lead to hesitation, suffering, and tragic consequences.

PROCRASTINATION AS A CAUSE OF TRAGIC CONSEQUENCES

Procrastination becomes one of the major causes of tragedy in Shakespeare's *Hamlet*. Shakespeare presents delay not as a harmless habit but as a destructive psychological condition that gradually leads to suffering, emotional instability, and death. The tragedy shows how hesitation and overthinking allow conflict to grow stronger over time. Through this portrayal, Shakespeare suggests that delayed action can create consequences as dangerous as wrong action itself.

From a Freudian psychoanalytic perspective, procrastination develops from unconscious fear, repression, anxiety, and emotional conflict. Sigmund Freud argues that unresolved psychological tension creates emotional paralysis and weakens decision-making (Freud, 1961). When the mind remains trapped between morality, desire, fear, and uncertainty, action becomes repeatedly postponed. Shakespeare presents this mental struggle realistically by showing how continuous hesitation increases emotional suffering and psychological pressure.

Another important consequence of procrastination is the loss of opportunity. Delayed action allows confusion, revenge, and destruction to expand beyond control. The tragedy demonstrates that excessive reflection may prevent individuals from responding effectively to critical situations. Instead of solving problems, hesitation deepens emotional pain and creates further

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complications. Freud explains that unconscious fear often encourages avoidance behavior because individuals try to escape emotional suffering (Tyson, 2006). However, this avoidance eventually strengthens psychological conflict rather than reducing it.

Procrastination also creates emotional isolation and mental exhaustion. Continuous inner conflict weakens confidence, emotional peace, and rational judgment. The individual becomes trapped within fear, doubt, and frustration. Harold Bloom (1998) notes that Shakespeare's tragedies remain powerful because they reflect universal human weakness and emotional struggle. Through psychological hesitation and tragic consequences, Shakespeare reveals the destructive effects of unresolved inner conflict.

Ultimately, the tragedy presents procrastination as both a psychological and tragic force. Shakespeare demonstrates how emotional instability and unconscious fear can transform hesitation into suffering and destruction.

SHAKESPEARE'S UNDERSTANDING OF HUMAN PSYCHOLOGY

William Shakespeare is widely admired for his deep understanding of human psychology and emotional conflict. In *Hamlet*, Shakespeare presents the human mind as emotionally complex, unstable, and deeply conflicted. The tragedy explores fear, hesitation, guilt, anxiety, and inner struggle with remarkable realism. Because of this psychological depth, the play continues to remain relevant to modern readers and literary critics.

Many scholars believe that Shakespeare understood psychological conflict long before the development of modern psychology. Sigmund Freud himself admired Shakespeare's ability to portray unconscious emotion and mental struggle. Freud argues that human behavior is strongly influenced by unconscious desires, repression, fear, and anxiety (Freud, 1961). Shakespeare's tragedy clearly reflects these psychological ideas through emotional suffering, hesitation, and delayed action.

One of Shakespeare's greatest achievements is his portrayal of internal conflict. The tragedy suggests that the human mind itself can become the source of suffering. Emotional desire, morality, fear, and reason remain in constant struggle, creating psychological instability and confusion. Shakespeare shows that excessive thinking may weaken action and increase

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emotional pain. From a Freudian perspective, this conflict reflects tension between unconscious desire and moral responsibility. (Tyson, 2006)

Shakespeare also realistically portrays emotional repression and anxiety. Hidden grief, fear, guilt, and frustration slowly affect thought and behavior. Repressed emotions create mental tension and emotional exhaustion, leading to hesitation and suffering. Lois Tyson (2006) explains that psychoanalytic criticism examines the hidden emotional causes behind human behavior in literature. Shakespeare's tragedy strongly reflects this psychological complexity.

Furthermore, Harold Bloom (1998) argues that Shakespeare's characters feel psychologically real because they reflect the contradictions of human nature. Through psychological conflict and procrastination, Shakespeare demonstrates a profound understanding of fear, uncertainty, and emotional suffering. His portrayal of the human mind continues to make the tragedy timeless and universally meaningful.

FINDINGS

This study finds that procrastination in Shakespeare's *Hamlet* is deeply connected with psychological conflict rather than simple indecision or weakness. Through a Freudian psychoanalytic analysis, the research reveals that delayed action develops from unconscious fear, repression, anxiety, emotional instability, and excessive thinking. Shakespeare presents procrastination as a complex mental condition shaped by inner emotional struggle.

One major finding of the study is that the unconscious mind strongly influences human behavior and decision-making. According to Sigmund Freud, hidden fears, painful memories, and repressed emotions continue to affect actions unconsciously (Freud, 1961). The analysis shows that emotional conflict creates hesitation and psychological instability, making direct action difficult.

Another important finding is that repression and anxiety play a central role in developing procrastination. Repressed grief, fear, frustration, and guilt gradually increase emotional tension and mental suffering. Freud explains that unresolved emotional conflict creates anxiety, which weakens confidence and decision-making ability (Tyson, 2006). Shakespeare realistically portrays how hidden emotional pressure leads to hesitation and delayed action.

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The study also finds that excessive reflection contributes significantly to procrastination. Continuous thinking creates doubt and confusion instead of clarity. The mind becomes trapped between morality, fear, and emotional responsibility, resulting in mental paralysis. This psychological struggle eventually leads to tragic consequences.

Furthermore, the research highlights Shakespeare's extraordinary understanding of human psychology. Harold Bloom (1998) argues that Shakespeare's characters reflect the emotional complexity of real human life. The study supports this view by showing how the tragedy presents universal experiences of fear, anxiety, hesitation, and inner conflict through a powerful psychoanalytic perspective.

RECOMMENDATIONS

Based on the findings of this study, several recommendations can be suggested for future literary and psychoanalytic research. First, researchers should give more attention to the psychological aspects of Shakespearean tragedy because Shakespeare's works contain deep emotional conflict, mental instability, and unconscious struggle. A psychoanalytic approach helps readers understand the hidden emotional causes behind human behavior and delayed action in literature.

Another recommendation is that future studies should explore procrastination more deeply as a psychological issue in literary texts. Procrastination is often considered simple laziness or weakness, but this study shows that it can develop from fear, anxiety, repression, and emotional conflict. Researchers may compare psychological hesitation in different Shakespearean tragedies or even in modern literary works to understand how emotional suffering influences human action across different periods and cultures.

The study also recommends combining psychoanalytic criticism with other literary theories, such as feminism, existentialism, or Marxism, for broader interpretation. Human behavior is influenced not only by unconscious emotion but also by social, cultural, and historical conditions. A combined theoretical approach may therefore provide richer and more balanced literary analysis.

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Another important recommendation is the increased use of psychoanalytic criticism in literature classrooms and academic discussions. Psychoanalysis encourages students to explore hidden emotions, fear, guilt, anxiety, and psychological tension within literary texts. This approach can improve critical thinking and help readers connect literature with real human experiences.

Furthermore, future scholars should use wider academic sources and more detailed textual analysis in similar research. Although this study focuses mainly on Freudian psychoanalysis, other psychoanalytic thinkers may also provide valuable interpretations of psychological conflict in literature.

Finally, this study recommends further exploration of Shakespeare's understanding of human psychology because his portrayal of fear, hesitation, emotional suffering, and inner conflict continues to remain relevant in modern society and literary criticism.

CONCLUSION

In conclusion, this study demonstrates that procrastination in Shakespeare's *Hamlet* is not simply a matter of weakness, laziness, or indecision. Through a Freudian psychoanalytic analysis, the research reveals that delayed action develops from deep psychological conflict, unconscious fear, repression, anxiety, emotional instability, and excessive intellectual reflection. Shakespeare presents procrastination as a complex mental condition shaped by the continuous struggle between desire, morality, thought, and emotion. As a result, hesitation becomes one of the central psychological forces driving the tragic development of the play.

The study also shows that Sigmund Freud's psychoanalytic theory provides an effective framework for understanding hidden emotional and unconscious motivations in literature. Freud's concepts of the unconscious mind, repression, id, ego, superego, and anxiety help explain how psychological tension influences behavior and decision-making (Freud, 1961). The analysis reveals that unresolved emotional suffering and unconscious conflict gradually weaken mental stability, creating confusion, overthinking, and delayed action. Shakespeare's tragedy therefore reflects many psychological ideas that later became central to modern psychoanalysis.

Another important conclusion of the study is that Shakespeare possessed extraordinary insight into human psychology. His portrayal of emotional suffering, fear, guilt, moral uncertainty, and

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mental instability continues to feel realistic and relevant even in modern times. Shakespeare demonstrates that human beings are often controlled by inner emotional forces beyond rational understanding. Through psychological conflict and hesitation, the tragedy reflects universal human experiences that remain meaningful across different cultures and historical periods. Bloom (1998) argues that Shakespeare's greatness lies in his ability to represent the complexity of human consciousness, and this study strongly supports that view.

The research further concludes that procrastination produces destructive consequences not only for the individual mind but also for the surrounding social world. Continuous hesitation increases emotional suffering, weakens relationships, intensifies conflict, and eventually leads to tragic destruction. Shakespeare suggests that delayed action may become as dangerous as incorrect action because prolonged indecision allows psychological and external tension to grow uncontrollably. The tragedy presents procrastination as both a psychological crisis and a tragic force.

Moreover, the study highlights the importance of psychoanalytic literary criticism in modern academic research. A Freudian approach allows readers to move beyond surface-level interpretation and explore the deeper emotional and unconscious dimensions of literature. Psychoanalysis helps uncover hidden fears, desires, anxieties, and psychological tensions operating beneath visible actions and dialogue. Through this method, literature becomes not only an artistic expression but also a reflection of the complexities of the human mind and emotional experience.

Finally, this study concludes that Shakespeare's tragedy continues to remain timeless because it explores fundamental aspects of human nature such as fear, hesitation, emotional suffering, guilt, and psychological conflict. The play demonstrates that inner mental struggle can influence human behavior more powerfully than external circumstances. A Freudian psychoanalytic analysis provides a meaningful understanding of procrastination as a deeply emotional and psychological condition rather than a simple behavioral weakness. Shakespeare's exploration of the human mind continues to inspire literary criticism because it reflects universal truths about emotion, suffering, and the fragile complexity of human existence.

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