

The Positive and Negative Aspects of Procrastination in College Students

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Abstract. Procrastination is a standard behavior among university students because they are pressured to achieve high academic standards in their courses while having other responsibilities, such as work or extracurricular activities outside of school. The stress of achieving high academic standards while simultaneously having other faults can cause students to put off tasks until close to the deadline. The article examines the factors that affect college students' procrastination at various levels and objectively describes the impact of procrastination on college students from both positive and negative perspectives. On the positive side, aggressive procrastination can help increase productivity and creativity, as deadlines approach. This last-minute rush can also lead to a sense of achievement and pride in completing tasks under pressure. How to enable college students to overcome negative procrastination behaviors and how to use positive procrastination behaviors to improve college students' learning and productivity are discussed in this literature review. There are also some limitations in recent studies, such as small sample size. Future studies should incorporate these factors into the experimental design. This review can provide some insights for the design of relevant college intervention programs.

Keywords: Procrastination, College students, Active Procrastination.

1. Introduction

Procrastination is a common human behavior that has been studied extensively over the years. It is often seen as a negative because it can lead to missed deadlines and other consequences [1]. However, research suggests that procrastination has many positive outcomes for individuals which are not always seen or recognized. This review discussed some of the benefits of procrastination and analysis some research on how to reduce procrastination in students. College students who report higher levels of procrastination tend to earn lower scores and are more likely to fail academically. Procrastination is a widespread problem. Procrastination can interfere with academic performance in a number of ways, including by reducing the amount of time available for studying and completing assignments, increasing stress and anxiety, and decreasing motivation and effort. The relationship between procrastination and academic performance may be moderated by a number of factors, including motivation, self-regulation skills, and personality traits.

Overall, the research suggests that procrastination can have a significant negative impact on academic performance in college students, and that addressing this problem may be important for improving academic outcomes. Most of the previous literature has examined the negative effects of procrastination, while less research has been conducted on the positive effects of procrastination. This literature review analyzed the reasons of procrastination from an unbiased and neutral standpoint and focused on the beneficial impacts of procrastination on college students, in order to better investigate and analyze the underlying reasons why procrastination is difficult to overcome, and to provide ways to address procrastination.

Positive procrastination, also known as active procrastination, is a concept that suggests that by postponing certain tasks, one may be able to perform them more effectively at a later date [2]. The idea is that by waiting until the last minute to complete tasks, one may be more motivated and focused, and therefore able to produce higher quality work. However, it is crucial to understand that constructive procrastination differs from persistent procrastination, which is a habit of consistently putting things off and can lead to negative consequences.

There are several ways to overcome procrastination and improve academic performance. One effective strategy is to create regular study schedules, which can help students stay organized and on track. By breaking down large tasks into smaller, more manageable parts, students can also make the task less daunting and more manageable. Another effective strategy is to use tools such as calendars and to-do lists, which can help students stay organized and on track. Self-regulation skills such as self-motivation, self-discipline, and self-control can also be very helpful in overcoming procrastination. However, in today's society, students may find it more difficult to rely on personal internal monitoring and self-motivation to overcome procrastination due to the entry of social media into university students' lives. One effective strategy to counteract this is to use external monitoring tools, such as mobile apps or seeking supervision or help from others. Another effective strategy to overcome procrastination is to practice positive meditation.

Research has shown that practicing mindfulness meditation can improve self-regulation, focus, and concentration, which can help to reduce procrastination. Positive meditation practices, such as deep breathing, body scanning, and guided imagery can help students stay present and focused and reduce the distractions that often lead to procrastination. Additionally, learning to manage stress and anxiety is also an important aspect of reducing procrastination through meditation. Research has shown that procrastination is often associated with high levels of stress and anxiety and managing these emotions can help reduce procrastination. Positive meditation practices, such as progressive muscle relaxation, yoga, and tai chi can help reduce stress and anxiety. Incorporating meditation and positive thinking practices into the daily routine can be a powerful tool for reducing procrastination and improving academic performance. It is important to keep in mind that procrastination is a complex, multi-faceted problem, and different students may need different strategies to overcome it. Therefore, it is important to be flexible and adaptable when developing and implementing strategies to reduce procrastination. Additionally, it is important to be consistent with the approach, so that the benefits of positive procrastination can be realized.

2. Factors that contribute to procrastination

2.1. Intrinsic Factors

The presence or absence of self-leadership and the fear of failure are two major intrinsic factors contributing to procrastination. Procrastination is a typical behavior among people of all ages and is particularly prevalent among university students due to their heavy coursework load and the precious time of youth. One of the main reasons for procrastination is fear of failure. People tend to avoid tasks that they think they cannot do well to protect themselves from potential failure and embarrassment. Zarrin conducted a study to investigate the relationship between academic procrastination, fear of failure, and self-regulation learning strategies among undergraduate students [3]. The results of the study showed that male students tend to procrastinate more than female students, while female students scored higher in organizing and fear of failure. Furthermore, the study found that fear of failure is positively related to procrastination. The study suggests that self-regulation learning strategies may be an effective way to reduce academic procrastination among university students. However, it is important to note that the sample size was small, and the findings may not be generalizable to other populations. Additionally, previous research has linked high procrastination to low academic achievement in students. While the study suggests that students improve their time management, it does not explicitly specify which methods are used to improve time management for university students. It is important for students to recognize that fear of failure is a common reason for procrastination and to explore ways to overcome this fear through self-regulation learning strategies.

College students' procrastination and the presence or absence of self-leadership were significantly correlated [4]. It was discovered that procrastination is independently correlated with self-leadership tactics such as behavior-focused, natural compensation, and positive thought strategies. Additionally, it shows that key procrastination predictors include self-leadership sub-strategies such self-goal

setting, self-reward and task-based. The study also discovered that procrastination is also predicted by higher neuroticism and lower conscientiousness scores. Students who use self-leadership techniques may be able to lessen the negative effects of procrastination. This study is distinctive since it is the first to look into procrastination-related self-leadership sub-strategies in a varied group of students in college.

2.2. External Factors

College students' procrastination is exacerbated by social media addiction [5]. Investigates the relationship between college students' self-esteem, Instagram addiction, procrastination, and academic performance. According to the findings, self-esteem had a direct negative impact on Instagram addiction and procrastination. Instagram addiction had a significant effect on procrastination but had no direct effect on academic performance. However, procrastination has been shown to have a significant impact on academic achievement, self-esteem and reliance on Instagram have had an indirect impact on academic achievement by acting as a facilitator of procrastination. It is the first study to look into the connections between procrastination, Instagram addiction, and academic performance. The study attempts to look into the direct and indirect interactions between these constructs. New analytical findings on how procrastination affects academic achievement and Instagram addiction. Additionally, it is in line with research studies that look at the connection between low self-esteem and social media addiction, which shows that low self-esteem has a direct detrimental impact on Instagram addiction. Students who are Instagram addicts are more likely to put off doing their academic work, which lowers their school achievement.

3. The benefits of active procrastination

Although procrastination has traditionally caused many disadvantages, on the flip side, active procrastination has benefits such as increased focus and productivity. By focusing on the important tasks first, it can work more efficiently and effectively. Increased flexibility. By leaving the less important tasks for later, one's may have greater flexibility to adjust the schedule and respond to unexpected developments. According to a study of eight Chinese universities, data for the study were collected using a variety of scales, such as the new Active Procrastination Scale to collect data. The results show that active procrastination, self-efficacy, and creative intention are positively correlated with each other [6].

Also found in a study on the relationship between active procrastination and academic diligence among students at Surabaya State University (USK) [7]. Students at Surabaya State University tend to have a challenge-oriented mindset, viewing challenges as opportunities for personal development rather than threats. The study found a clear relationship between academic burnout and active procrastination. Active procrastinators are those who deliberately procrastinate, have a high sense of self-efficacy, and can make decisions and complete tasks on time with satisfactory outcomes. However, the study showed a weak positive relationship between academic diligence and active procrastination. This provides some experimental basis for future research on whether active procrastination increases one's self-efficacy. However, it is crucial to remember that active procrastination should not be used as an excuse to avoid tasks altogether but rather as a way to prioritize and manage time more effectively.

4. The current situation of procrastination among college students

Procrastination and poor time management are common issues among university students. Studies have shown that these issues are often linked to a lack of interest or motivation in academic tasks. Researchers have investigated the reasons behind poor time management and procrastination among university students in studies to better understand and treat these issues. One study examined the causes of poor time management among engineering students and explored ways to improve these

skills through motivation [8]. The study collected data from surveys and personal interviews with students and teachers. The results suggested that teachers who effectively provide resources and activities that match students' interests can help increase student motivation and engagement. The study also found that procrastination and lack of interest were major factors affecting time management skills and that poor time management, in turn, leads to procrastination.

Another study looked at the causes of academic delays among students in higher education institutions in the Amhara region of Ethiopia [9]. The research used a stratified sampling method to collect data from students at three universities through questionnaires. Many constantly procrastinate due to poor time management skills and spending a lot of time on social media. The study suggests that students should focus on the time needed to complete their assignments, plan better for academic activities, and avoid laziness and stress. It was discovered that procrastination was less of an issue for young people who played video games for fun and rewards than for escape and stress relief. Self-reward techniques can reduce procrastination by offering an immediate incentive that encourages the person to finish the work.

Overall, these studies suggest that procrastination and poor time management are caused by a lack of interest or motivation in academic tasks. With social media being a significant influence on procrastination now that almost everyone in college has a social media platform, it is harder for college students to overcome procrastination through their own internal motivation given this reality. So, when procrastination affects university students to the point of academic study, it would be a better option to overcome procrastination with the help of external forces. For example, establishing accountability and holding others accountable for the university student's actions, such as a mentor, coach, or accountability partner, can help the university student stay on track and motivated to complete tasks. They can achieve them by setting goals together, creating timelines, and checking in regularly to discuss progress. Another external force that can help overcome procrastination is the use of technology. Various apps and tools can help individuals stay on track and manage their time more effectively. These can include apps that help block distracting websites, set reminders, and track progress. In addition, creating an environment conducive to learning and working can be an effective external force in overcoming procrastination, for example, having a dedicated workspace that is free from distractions.

5. Mindfulness intervention for academic procrastination

Research has shown that mindfulness interventions can effectively reduce procrastination [10]. In this study, procrastinating students' academic procrastination was examined together with the effects of mindfulness training. Mindfulness training, which involves focusing on physical and psychological regulation, and allowing emotions to be experienced without judgment, effectively reduces anxiety. According to the study, mindfulness training effectively decreased procrastination and improved self-regulation, particularly when it came to controlling unpleasant emotions associated with work. The results suggest mindfulness training is a promising intervention for reducing academic procrastination. To ascertain its success, future studies should contrast it with other interventions such acceptance and commitment therapy, emotion control, self-efficacy promotion, and self-regulation training. Incorporating homework as an item used in mindfulness sessions is recommended to improve future interventions.

One way to practice mindfulness to reduce procrastination is to bring one's attention to the present moment when the urge to procrastinate arises. For example, take a few deep breaths, pay attention to the sensations in the body, and acknowledge any thoughts or feelings experienced without judgment. It can ground one's in the present moment and give one a sense of clarity and focus, making it easier to resist the temptation to procrastinate. Other techniques that may help reduce procrastination including: setting clear goals and priorities, breaking tasks down into smaller steps, removing distractions. To lessen the negative consequences of procrastination on college students, the

university could establish some meditation courses and provide free classes and guidance to some chronic procrastinators.

6. Conclusions

Procrastination is indeed an expected behavior among university students, and it can be caused by a variety of factors, including pressure to achieve high academic standards, competing responsibilities and obligations, and difficulty in managing time and setting priorities. Procrastination can have both positive and negative impacts on college students. Students need to find ways to overcome negative procrastination and use positive procrastination to increase productivity and achieve their goals. Strategies, such as setting clear goals and priorities, creating a suitable work environment, using time management techniques, seeking support, finding ways to make tasks more enjoyable, practicing mindfulness, and taking breaks can be effective in helping students overcome negative procrastination and make use of positive procrastination.

It is true that procrastination does not necessarily need to be completely overcome. In some cases, procrastination can be a normal and even beneficial behavior. For example, taking breaks to rest and recharge can help increase productivity and creativity in the long run. However, it is important to find a balance and avoid chronic procrastination, which can have negative impacts on academic performance, relationships, and overall well-being. Chronic procrastination can be caused by a variety of factors, such as the common one being a lack of motivation, difficulty in setting goals and priorities, and avoidance of challenging tasks. Suppose procrastination is causing significant problems in university students' life. In that case, it may be helpful to seek support from a mental health professional or school community or to try time planning strategies, such as setting clear goals and priorities, creating a suitable work environment, using time management techniques, seeking support, finding ways to make tasks more enjoyable, practicing mindfulness, and taking breaks to overcome negative procrastination and increase productivity.

Many studies on procrastination rely on self-report measures, which may be subject to biases, such as exaggeration or minimization of procrastination behaviors, limiting the validity of the data and the conclusions drawn from it. Additionally, findings from studies on procrastination may only be applicable to some individuals or contexts, as people and their environments are unique and varied, which can limit the ability to apply the results of a study to other populations or settings. Furthermore, it can be difficult to control for all variables in studies on procrastination, which may affect the accuracy of the results, making it difficult to determine the true cause of procrastination and the effectiveness of interventions. Moreover, some studies may have a small sample size, which can limit the generalizability of the findings, making it difficult to draw conclusions about the entire population being studied. Furthermore, some studies may not include follow-up measures to determine the long-term effectiveness of interventions for procrastination, which can make it difficult to determine if an intervention is truly effective in overcoming procrastination.

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