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INTRODUCTION

1. Academic procrastination is a pervasive issue in higher education, linked to lower academic achievement and poorer well-being.
2. Previous research has emphasized the roles of self-efficacy and self-regulation in academic functioning.
3. This study examines how demographic factors, academic self-efficacy, and self-regulatory difficulties predict academic procrastination in college students.

METHODS

1. Sample: 526 undergraduate students.
2. Design: Cross-sectional
3. Measures: Demographic, academic self-efficacy, motivation regulation, and learning activity regulation.
4. Analysis: Hierarchical regression in three steps, adding predictors sequentially (demographics → self-efficacy → self-regulation difficulties).

RESULTS

1. Self-efficacy plays a modest but significant protective role against procrastination.
2. Difficulties in regulating motivation are the most influential factor, followed by regulation of learning activities.

DISCUSSION

1. Difficulties in regulating motivation (DRM) are the most influential factor, followed by regulation of learning activities (DRLA).
2. Interventions should shift focus from boosting confidence alone to strengthening students' self-regulatory capacities for effective procrastination reduction.

Students with lower motivation, poor learning regulation, and low academic confidence are more likely to procrastinate

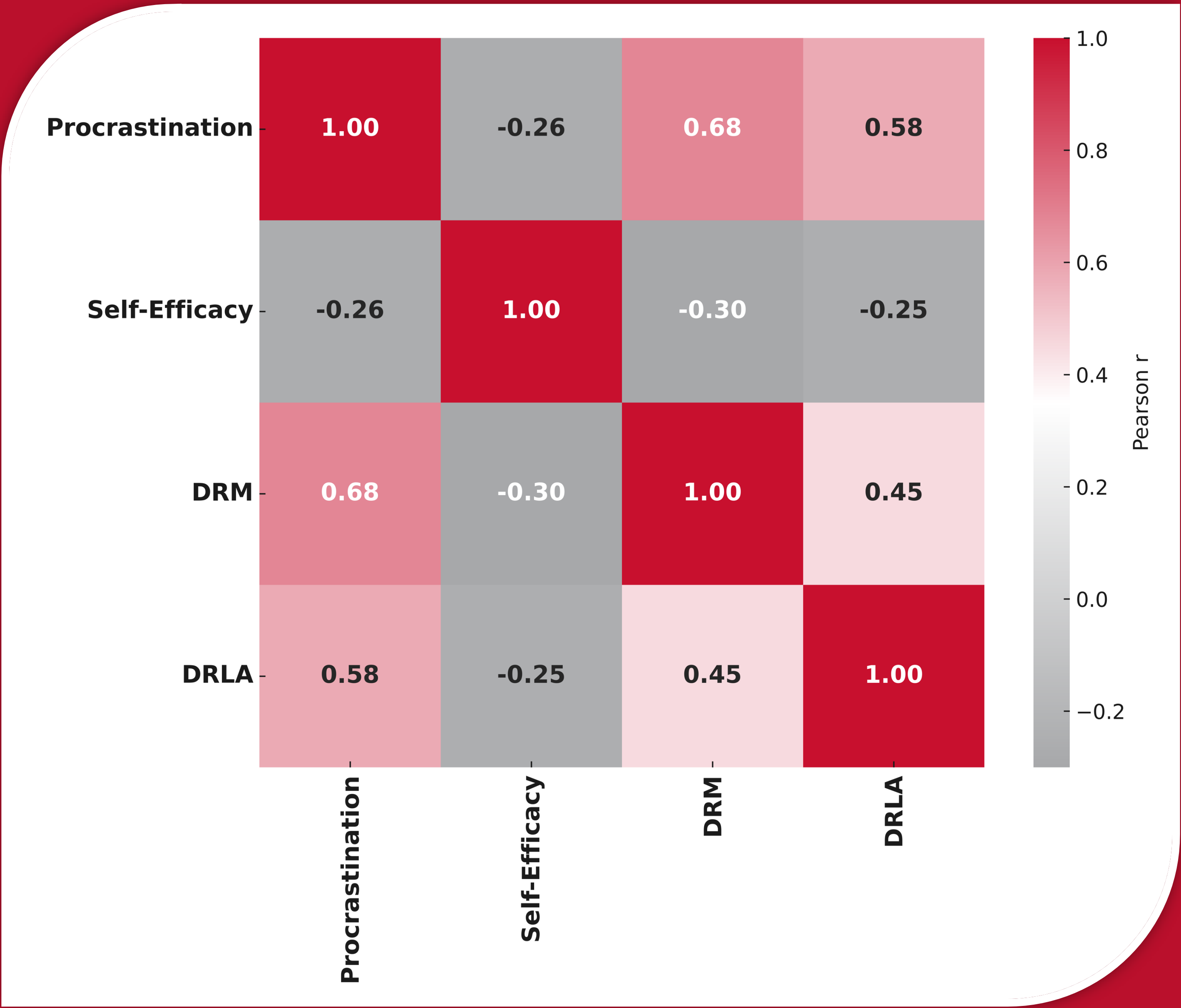


Figure 1. Correlation heatmap showing the relationships among key predictors of academic procrastination. Procrastination is strongly positively correlated with difficulties in regulating motivation ($r = .68$) and learning activities ($r = .58$), and negatively correlated with academic self-efficacy ($r = -.26$), highlighting the importance of self-regulatory skills and confidence in mitigating procrastination

Figure 2. Racial distribution of participants

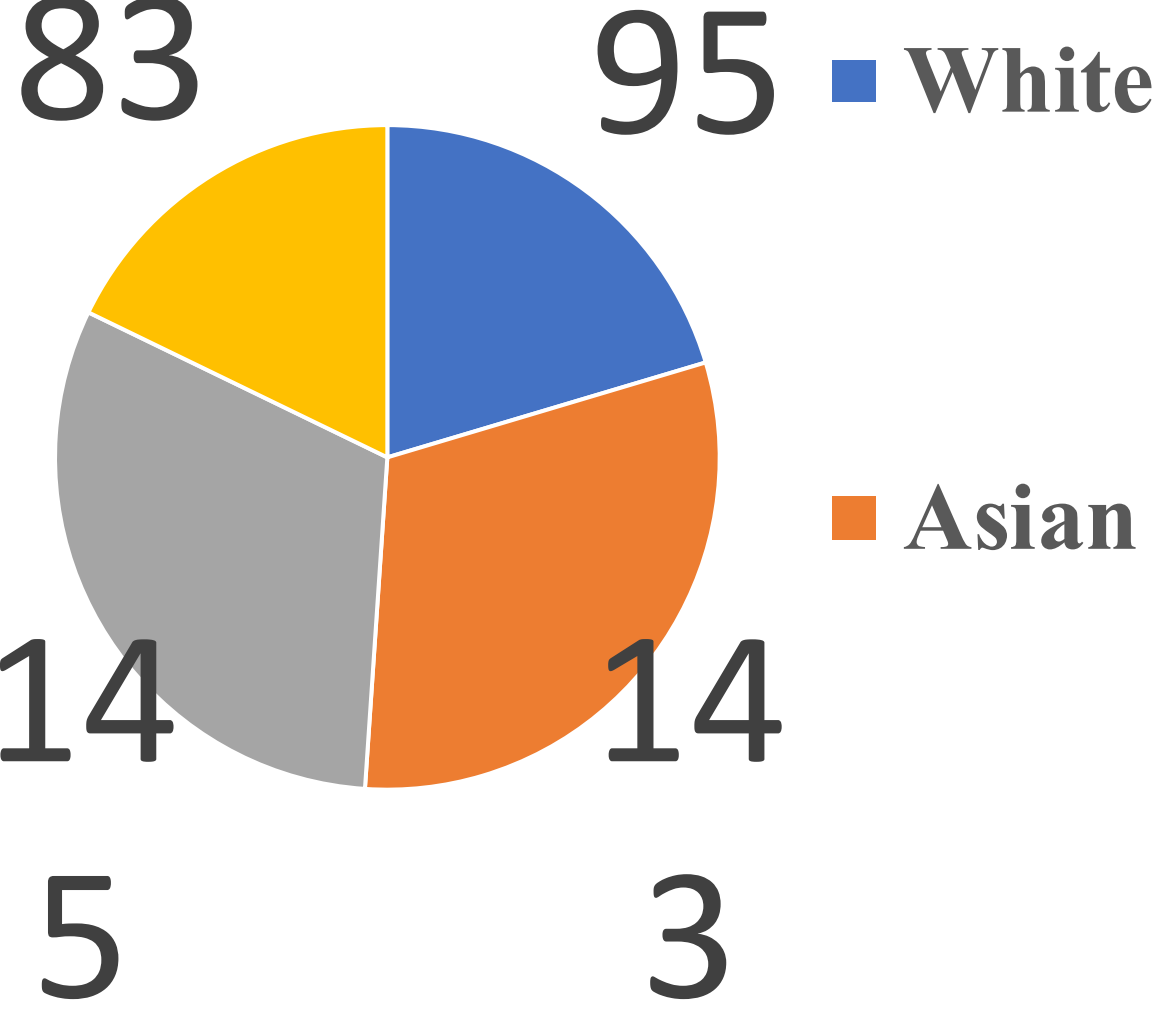


Table 1. Internal consistency of scales

Construct	Items	α
Procrastination	11	.89
Self-efficacy	6	.91
DRM	5	.83
DRLA	5	.81

Table 2. Standardized Regression coefficients predicting academic procrastination

Predictor	β	t
Self-efficacy	.019	.45
DRM	.44***	9.12
DRLA	.210***	4.35

Figure 3. Age range of students

