

Socio-psychological factors of academic procrastination in students

Mardiyeva Shakhnoza Amirovna

SamSIFL, Associate Professor of the

Department of Pedagogy and Psychology, (PhD)

shaxnozamardiyeva123@gmail.com

Abstract: *This article analyzes the social and psychological factors of academic procrastination among students. The results of the research reveal the importance of determinants such as motivation, self-esteem, time management, social influences, and emotional regulation.*

Keywords: *Academic procrastination, social determinants, psychological factors, students, motivation, emotional regulation.*

Аннотация: В статье анализируются социальные и психологические факторы академической прокрастинации среди студентов. Результаты исследования выявляют важность таких детерминант, как мотивация, самооценка, управление временем, социальное влияние и эмоциональная регуляция.

Ключевые слова: *академическая прокрастинация, социальные детерминанты, психологические факторы, студенты, мотивация, эмоциональная регуляция.*

Introduction Currently, great attention is being paid to training comprehensively developed, harmoniously developed, strong-willed, dedicated, and proactive personnel through the improvement of the education system. Mutually beneficial innovative cooperation is being achieved between students of higher educational institutions in the system of professional education to form specialists with scientific potential, accelerate the development of the industry, and improve the system of interaction between production enterprises. Cooperation in the fields of science and innovation increases the country's prestige in the global economic space. In a rapidly changing era, inventions, scientific research, innovative ideas, technical developments and their commercialization are of paramount importance. Today, all the conditions for young men and women to receive education, work on themselves, and develop personally, like the youth of the international community, have been created by the President of our country. In particular, the Decree of the President of the Republic of Uzbekistan dated July 15, 2008 No. PP-916 "On Additional Measures to Stimulate the Introduction of Innovative Projects and Technologies into Production," the Resolution of the President of the Republic of Uzbekistan dated November 4, 2015 "On Issues of Organizing the Implementation of Innovative Cooperation in Higher Education, Science and Production" are among them. In addition to the fact that today's student youth are thirsty for knowledge and have potential, we can also see cases of untimely or delayed completion of assigned tasks. Delaying precisely the planned and intended tasks is called procrastination in psychology.

Main part, In recent years, the term "prokrastination" has been widely studied in psychology as one of the important mental states in human activity. The term "procrastination" (from Lat. procrastinatio - delay, postponement) first appeared in the scientific literature in the 1970s as a psychological term.

(Ellis & Knaus, 1977).

Procrastination represents a person's conscious delay in performing necessary tasks, as a result of which they lose time and increase stress. Academic procrastination is characterized by constant postponement of studies, independent work, or the completion of scientific assignments, avoidance of responsibility, and a decrease in motivation. This situation is usually common in students' learning activities and directly affects the effectiveness of education. (Steel, 2007). Academic procrastination is not a simple laziness or mismanagement of time, but a personality trait with complex psychological mechanisms. It is closely related to the level of emotional state, self-control, motivation, and self-esteem.

Students of higher educational institutions often point to various shortcomings in their studies, such as unclear learning objectives, insufficient motivation, and a strong aversion to learning, etc. The current state of academic latency among university and institute students is quite high, with the perception that academic activity is more difficult than before, untimely submission of assignments, insignificance and non-fulfillment of the exam. The weak effectiveness of completing learning tasks assigned by the university or faculty, self-monitoring, time management, and self-development affects academic delay. Effective time management can reduce delays. Developing self-control abilities can help people implement effective time management strategies. (Vang and Sun, 2023).

Regarding the social and motivational foundations of the concept of procrastination, from **a Psychological point of view**, procrastination is a state of emotional dissonance arising as a result of internal conflict. Although a student sets a goal, in the process of achieving it, they delay the activity due to internal contradictions (fear, anxiety about failure, lack of self-confidence).

From a motivational point of view, procrastination is associated with weak self-regulation mechanisms, low internal motivation, or excessive reliance on external motivation (Deci & Ryan, 2000). For a student, the learning process is determined not by an internal source of satisfaction, but by an external assessment system.

Social factors - environmental pressure, competition, family and teacher relationships - affect the level of procrastination. In conditions of insufficient social support, the individual feels isolated and withdraws from educational activities.

So, there are many reasons why a student does not carry out academic activities on time. What factors influence the process of academic procrastination?

- **Personal factors:** low self-esteem, emotional instability, perfectionism, difficulties in self-control;

- **Social factors:** relationships with parents, pressure from friends, teacher's assessment style;

- **Cognitive factors:** weakness in time planning, inability to set clear goals, rapid distraction.

One of the main mechanisms of procrastination is the fear of failure. In this case, the person delays the task and creates an excuse for failure ("time didn't come," "mood wasn't good," etc.).

The conclusion shows that academic procrastination is a multifactorial phenomenon, which is comprehensively influenced by personal and social determinants. Low motivation and self-esteem, as well as a lack of social support, exacerbate procrastination. This problem can be reduced through psychological training, time management skills, and social partnership programs in educational institutions.

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