

TALABALARDA AKADEMIK PROKRASINATSIYANING PSIXOLOGIK XUSUSIYATLARI VA NAZARIY MODELLARI

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Annotatsiya. Maqolada talabalardagi akademik prokrastinatsiyaning psixologik xususiyatlari hamda uni izohlovchi asosiy nazariy yondashuvlar tizimli-qiyosiy tahlil qilinadi. Prokrastinatsiya vazifani baholash, mukofotning vaqt jihatdan uzoqligi, emotsional qochish, akademik o'ziga ishonch, metakognitiv nazorat, impulsivlik va ta'lim muhiti o'rtasidagi o'zaro ta'sir natijasida shakllanuvchi ko'p darajali o'zini boshqarish muammosi sifatida talqin etiladi. Vaqt motivatsiyasi, o'zini boshqarib o'rganish, kayfiyatni tartibga solish, ijtimoiy-kognitiv, o'zini o'zi belgilash, metakognitiv va kontekstual modellar birlashtirilib, "vazifa bahosi-emotsional javob-regulyativ tanlov-kechiktirish oqibati" integrativ modeli taklif etiladi.

Kalit so'zlar: akademik prokrastinatsiya, o'zini o'zi boshqarish, vaqt motivatsiyasi, emotsional regulyatsiya, akademik o'ziga ishonch, metakognitsiya, vazifa yoqimsizligi, nazariy model.

ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ И ТЕОРЕТИЧЕСКИЕ МОДЕЛИ АКАДЕМИЧЕСКОЙ ПРОКРАСТИНАЦИИ У СТУДЕНТОВ

Аннотация. В статье системно и сравнительно рассматриваются психологические особенности академической прокрастинации студентов и основные теоретические подходы к её объяснению. Прокрастинация интерпретируется как многоуровневая проблема саморегуляции, возникающая во взаимодействии оценки задания, временной удалённости вознаграждения, эмоционального избегания, академической самоэффективности, метакогнитивного контроля, импульсивности и образовательной среды. Интегрированы теория временной мотивации, модели саморегулируемого обучения, регуляции настроения, социально-когнитивный, метакогнитивный, контекстуальный подходы и теория самодетерминации. Предложена модель «оценка задания-эмоциональная реакция-регулятивный выбор-последствие откладывания», предназначенная для дифференцированной профилактики и дальнейшей эмпирической проверки.

Ключевые слова: академическая прокрастинация, саморегуляция, временная мотивация, эмоциональная регуляция, академическая самоэффективность, метакогниция, непривлекательность задания, теоретическая модель.

PSYCHOLOGICAL CHARACTERISTICS AND THEORETICAL MODELS OF ACADEMIC PROCRASTINATION AMONG UNIVERSITY STUDENTS

Abstract. This theoretical-analytical article examines the psychological characteristics of academic procrastination and compares the principal models used to explain it. Procrastination is treated as a multilevel self-regulatory phenomenon involving task appraisal, delayed reward, emotional avoidance, self-efficacy, metacognitive control, impulsivity, and the structure of the learning environment. Temporal Motivation Theory, self-regulated learning, mood-regulation, social-cognitive, self-determination, metacognitive, and contextual perspectives are synthesized. The analysis identifies a common sequence in which students evaluate a task, experience an emotional response, make a regulatory choice, and encounter consequences that influence later behavior. On this basis, an integrative "task appraisal-emotional response-regulatory choice-delay consequence" model is proposed. The model explains both adaptive engagement and self-reinforcing postponement and provides a framework for differentiated prevention, instructional design, and future empirical testing.

Keywords: academic procrastination, self-regulation, temporal motivation, emotion regulation, academic self-efficacy, metacognition, task aversiveness, theoretical model.

Introduction. Academic achievement depends not only on knowledge and intellectual ability, but also on the capacity to convert intentions into sustained action. University students must initiate work, protect attention, tolerate uncertainty, monitor progress, and return to a task after interruption. Academic procrastination disrupts this regulatory sequence. It is generally defined as a voluntary postponement of an intended

academic action despite anticipating that the delay will make the situation worse (Steel, 2007). This definition distinguishes procrastination from strategic delay. A deliberate rescheduling decision may improve performance when priorities change, whereas procrastination is marked by an intention–action gap and by avoidable costs.

The problem has become especially visible in digitally saturated learning environments. Online resources expand access to information, yet the same devices provide immediate alternatives such as social media, short videos, messaging, and entertainment. Academic tasks often promise delayed benefits, while digital distractions produce instant relief or stimulation. Under these conditions, impulsivity, temporal discounting, task aversiveness, and weak environmental structure can combine to increase postponement. The consequences extend beyond missed deadlines: repeated delay is associated with time pressure, guilt, poorer-quality work, stress, sleep disturbance, and reduced well-being. Stress may then weaken self-regulatory capacity and make the next episode of delay more likely, creating a self-reinforcing cycle (Sirois, 2023).

Existing theories illuminate different parts of this phenomenon. Temporal Motivation Theory emphasizes expectancy, value, delay, and impulsiveness; self-regulation models focus on planning and monitoring; mood-regulation accounts describe avoidance of unpleasant affect; social-cognitive models highlight academic self-efficacy; Self-Determination Theory addresses the quality of motivation; and contextual approaches examine how assignment design and institutional practices shape behavior. Because no single theory explains the full sequence from task perception to behavioral outcome, an integrative comparison is required.

Methodology. The study used a theoretical-analytical design. Classical and contemporary publications were selected when they met three criteria: they offered a clear explanation of procrastination, addressed university or academic contexts, and generated implications that could be examined or applied in education. Systematic comparison, conceptual synthesis, and functional modeling were used to identify common mechanisms, distinctive assumptions, and practical implications. The article does not report newly collected empirical data; instead, it develops a testable framework for subsequent longitudinal, experimental, and structural-equation research.

Results. The comparative analysis indicates that academic procrastination has several interdependent psychological characteristics. First, it involves voluntary but irrational delay. Students may have sufficient opportunity to act and may understand the likely consequences, yet still postpone initiation or completion. This feature separates procrastination from delays caused by illness, inadequate resources, or competing institutional demands (Solomon & Rothblum, 1984).

Second, procrastination is frequently an intention–action failure rather than an absence of goals. Students often form reasonable plans but reverse them when action becomes necessary. Longitudinal work suggests that susceptibility to temptation, weak attention control, and difficulty sustaining effort become especially influential during goal pursuit (Steel et al., 2018). Thus, the critical problem is not always deciding what should be done, but protecting the decision when discomfort and alternatives appear.

Third, task aversiveness generates emotional avoidance. Ambiguous, tedious, difficult, or evaluatively threatening assignments may evoke anxiety, boredom, shame, or fear of failure. Postponement then functions as an immediate mood-repair strategy: leaving the task reduces discomfort for a short period. This relief negatively reinforces avoidance even though the postponed work later creates greater stress (Sirois & Pychyl, 2013). The emotional function of delay explains why time-management advice alone often has limited effects.

Fourth, temporal distance changes motivational value. Temporal Motivation Theory proposes that motivation increases with expectancy and value but decreases as delay and impulsiveness rise (Steel & König, 2006). A distant examination or paper may therefore have weak motivational force until the deadline approaches. At that point, reduced temporal distance sharply increases urgency, producing the familiar pattern of late, high-pressure effort. The model explains motivational fluctuation well, although it gives less attention to emotional meaning and social context.

Fifth, academic self-efficacy influences task appraisal and persistence. Students who doubt their ability are more likely to interpret difficulty as evidence of inadequacy. Delay may protect self-worth temporarily because poor performance can be attributed to insufficient time rather than limited competence. Research has shown that low confidence in self-regulated learning is a strong predictor of academic procrastination (Klassen et al., 2008). Bandura's social-cognitive perspective therefore suggests interventions based on attainable mastery experiences, strategy-focused feedback, and realistic modeling.

Sixth, metacognitive and executive difficulties affect planning, time estimation, monitoring, and strategy revision. Students may underestimate task duration, wait for ideal conditions, or believe that pressure improves their performance. Self-regulated learning theory conceptualizes effective study as a cycle of forethought, performance control, and self-reflection (Zimmerman, 2000). Procrastination can emerge when goals remain vague, progress is not monitored, or reflection does not lead to strategy adjustment. Metacognitive accounts are particularly valuable for identifying dysfunctional beliefs that normalize repeated delay (Schraw et al., 2007).

Seventh, procrastination is context-sensitive. The same student may complete a short, clearly specified assignment on time but postpone a large task with one distant deadline and little feedback. Study environments can become "procrastination-friendly" when they combine broad autonomy with unclear expectations, weak interim accountability, and abundant distractions (Svartdal et al., 2020). Contextual models therefore shift part of the responsibility from student discipline to instructional design.

Theoretical comparison also reveals complementary rather than competing explanations. Self-Determination Theory shows that externally controlled motivation is often fragile, whereas autonomous motivation is strengthened when

tasks connect with personal values and when needs for competence, autonomy, and relatedness are supported (Ryan & Deci, 2017). Differential approaches add that procrastination varies in severity. Persistent delay accompanied by impulsivity, perfectionism, anxiety, depressive symptoms, or declining quality of life may require more than general study-skills training (Rozenal et al., 2022).

Analysis. On the basis of these findings, an integrative "task appraisal–emotional response–regulatory choice–delay consequence" model is proposed. In the first stage, the student evaluates the task's value, difficulty, clarity, attainability, and temporal distance. Previous experience, academic self-efficacy, perceived autonomy, and environmental structure shape this appraisal. A task viewed as meaningful and manageable is more likely to invite action; a task viewed as threatening, pointless, or indefinite increases avoidance pressure.

In the second stage, appraisal produces an emotional response. Anxiety, boredom, resentment, hope, interest, or shame may arise. Negative emotion does not automatically cause procrastination. Its effect depends on how it is regulated. Acceptance and cognitive reappraisal can preserve engagement, whereas rumination, suppression, and immediate distraction increase the appeal of withdrawal.

The third stage is the regulatory choice, the behavioral turning point of the model. The student may define a first step, divide the task, create an implementation intention, remove digital cues, or seek clarification. Alternatively, the student may switch to an easier activity and wait for a better mood. Self-control, metacognitive monitoring, external prompts, and the availability of immediate rewards influence this choice.

The fourth stage concerns consequences and feedback. Starting, even briefly, reduces uncertainty and creates evidence of competence. This can improve future task appraisal and strengthen self-efficacy. Avoidance produces immediate relief, but later increases time pressure, guilt, and perceived task threat. The consequence is then fed back into the next episode. The model therefore explains both a constructive cycle of early engagement and a maladaptive cycle of repeated postponement.

Discussion. The integrative framework suggests that effective prevention should be mechanism-specific. Students dominated by temporal discounting may benefit from short intermediate deadlines and visible proximal rewards. Those with planning deficits need implementation intentions, realistic time estimates, and progress monitoring. Emotionally avoidant students require skills for naming emotions, tolerating discomfort, and reappraising threat. Students with low self-efficacy benefit from graded tasks and feedback directed toward strategies and improvement rather than personal worth. When the environment is the main problem, redesigning instructions, assessment criteria, feedback intervals, and digital conditions may be more effective than individual counseling.

Intervention evidence also supports multicomponent approaches. A meta-analysis found that cognitive-behavioral methods tended to produce stronger reductions in procrastination than less structured interventions, although effects varied across studies (van Eerde & Klingsieck, 2018). Universities should therefore avoid equating procrastination with laziness. Assessment should identify the task type, emotional trigger, temporal pattern, environmental conditions, and functional purpose of delay. Severe and persistent cases accompanied by substantial distress or impairment should be referred for individualized psychological support.

Limitations and future directions. The proposed model is conceptual and requires empirical validation. Future studies should combine daily diaries, behavioral traces, longitudinal designs, and experimental manipulation of deadlines or feedback. Structural models could test whether emotional response and regulatory choice mediate the effects of task appraisal on delay, and whether environmental structure moderates these pathways across disciplines and cultural settings.

Conclusion. Academic procrastination is a multilevel self-regulatory phenomenon rather than a simple failure of discipline. It emerges through interaction among task appraisal, delayed reward, emotional avoidance, self-efficacy, metacognitive control, impulsivity, motivational quality, and educational context. The reviewed theories explain different links in this chain and become more informative when integrated. The proposed four-stage model describes how a task acquires psychological meaning, how that meaning generates emotion, how regulation converts emotion into action or avoidance, and how the resulting consequences shape future behavior. Its practical value lies in replacing uniform advice with differentiated support. Prevention is most likely to succeed when universities simultaneously strengthen students' emotional and metacognitive skills, support autonomous motivation, structure demanding assignments, and provide timely feedback.

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