Academic Procrastination As A Predictor Of Emotional Regulation Among University Students

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Abstract

This study investigates the relationship between **academic procrastination** and **emotional regulation** among undergraduate and postgraduate students at Veer Kunwar Singh University, Ara. Using Pearson's correlation and simple linear regression, the research examines how these variables interrelate and whether academic procrastination predicts emotional regulation. A sample of 400 students, aged 18 to 25, was analyzed, revealing a strong positive correlation ($r = 0.932$) among undergraduate students and a slightly lower correlation ($r = 0.784$) among postgraduate students. The findings indicate that increased academic procrastination is associated with higher levels of emotional regulation, suggesting that students may develop coping strategies to manage stress. Interventions aimed at improving emotional regulation skills are recommended to mitigate procrastination behaviors and enhance academic performance. The study emphasizes the importance of integrating emotional regulation strategies in educational frameworks to promote student well-being and academic success.

Keywords: Academic Procrastination, Emotional Regulation, and Students.

Introduction

The academic journey of university students is often laden with challenges that can profoundly impact their mental well-being and overall performance. Among these challenges, academic procrastination, and emotional regulation, stands out as critical areas of concern. This study aims to explore the intricate relationships between these variables and their combined effect on students pursuing both master's and bachelor's degrees.

Academic procrastination, defined as the intentional delay of academic tasks despite knowing the potential negative consequences, is a prevalent issue among university students. It is characterized by the postponement of activities such as studying for exams, completing assignments, and preparing for presentations. This behavior can stem from various factors, including poor time management skills, fear of failure, perfectionism, lack of motivation, and difficulties in maintaining focus. The consequences of procrastination are far-reaching, leading to increased stress, lower academic performance, subpar grades, and a persistent cycle of guilt and anxiety. Effective interventions to combat academic procrastination include setting clear goals, breaking tasks into manageable parts, creating a disciplined study schedule, enhancing self-discipline, and seeking support from peers or academic advisors.

The interplay between academic procrastination and emotional regulation are complex and bidirectional, meaning that they often co-occur and exacerbate each other. Procrastination can lead to increased stress and feelings of inadequacy, which in turn can contribute to symptoms of depression. Conversely, depression can sap motivation and hinder the ability to initiate and complete

academic tasks, resulting in increased procrastination. University students caught in this cycle may find it challenging to break free without targeted interventions. Addressing these issues simultaneously is crucial for improving overall well-being and academic success.

A comprehensive approach to mitigating the effects of academic procrastination and emotion regulation involves addressing the underlying causes of both issues. This may include teaching effective coping strategies, building resilience, fostering a supportive environment, and promoting a healthy balance between academic and personal life. Understanding the relationship between these phenomena is essential for implementing successful prevention and intervention measures to enhance the mental well-being and academic achievement of students.

Research indicates that procrastination is a widespread issue among college and university students. Studies show that approximately 20% of individuals exhibit chronic procrastination, while 70-95% of undergraduate students report problems with academic procrastination. This tendency can be exacerbated in fields like mental health over time. As students transition into professional roles, they may encounter obstacles that prevent them from fully realizing or developing their academic abilities and skills. These challenges include academic pressure, stress, and inadequate coping strategies, which are critical for success in a competitive environment.

The relationship between procrastination and emotional regulation is also significant. Emotional regulation involves the ability to manage and respond to emotional experiences in a healthy manner. Difficulties in emotional regulation can lead to procrastination, as individuals may delay tasks to avoid negative emotions. Research conducted on students at the University of Iran revealed a correlation between procrastination and challenges in

emotional regulation, particularly regarding individuals' perceptions of their ability to change the situation. Interventions aimed at improving adaptability in emotional regulation strategies can potentially reduce procrastination tendencies.

This study examines procrastination from an academic perspective, focusing on the practices among undergraduate and postgraduate students. The goal is to understand how procrastination impacts future mental health professionals. In disciplines such as science, arts, and commerce, both undergraduate and postgraduate students face significant stress due to the ongoing social stigma surrounding mental health. Students experience stress not only related to their academic achievements but also due to uncertainties about their future. Concerns about career prospects, decision-making, salary expectations, and the risk of unemployment can significantly impact students' mental health and academic performance.

As the ability to regulate emotions decreases and less effective methods are available, procrastination can lead to various factors such as anxiety, fear of failure, task avoidance, feeling overwhelmed, lack of organization and preparation, and mental and physical exhaustion.

In academic procrastination and emotional regulation, are interconnected issues that significantly affect university students' academic performance and mental well-being. Understanding the relationships between these variables and implementing effective interventions is crucial for promoting students' overall success and mental health.

Review of Literature

Interaction between Academic Procrastination and Emotional Regulation

The interaction between academic procrastination and emotional regulation is a complex and dynamic process that significantly influences students' academic performance and overall well-being. Here's a description of this interaction:

Academic procrastination, characterized by delaying academic tasks despite knowing the negative consequences, often arises from various psychological and situational factors such as poor time management, fear of failure, perfectionism, and lack of motivation. When students procrastinate, they may experience heightened stress levels due to impending deadlines and unfinished tasks. This stress can trigger emotional responses such as anxiety, frustration, and guilt.

Emotional regulation refers to the ability to effectively manage and respond to these emotional experiences. Individuals who struggle with emotional regulation may find it challenging to cope with the negative emotions associated with procrastination. They may resort to avoidance strategies or engage in maladaptive coping mechanisms, further perpetuating the cycle of procrastination.

Conversely, difficulties in emotional regulation can also contribute to academic procrastination. Students who struggle to regulate their emotions may procrastinate as a way to avoid the negative feelings associated with academic tasks. For instance, a student experiencing anxiety about a challenging assignment may procrastinate instead of confronting their anxiety directly.

The bidirectional relationship between procrastination and emotional regulation underscores how these behaviors reinforce each other. As procrastination increases, so too can emotional deregulation, leading to a vicious cycle where procrastination exacerbates negative emotions, and vice versa. This cycle can impair students' academic performance, increase stress levels, and undermine their overall well-being.

Understanding and addressing this interaction is crucial for developing effective interventions to help students manage academic procrastination and improve emotional regulation. Interventions may include teaching effective time management skills, promoting adaptive coping strategies for handling academic stress, fostering self-awareness of emotional triggers, and providing support through counselling or peer mentoring programs. By addressing both academic procrastination and emotional regulation simultaneously, educational institutions can support students in achieving their academic goals while enhancing their mental health and well-being.

Recent studies have continued to explore the complex relationship between academic procrastination and emotional regulation, particularly among university students. One significant study by Steel et al., (2021) found that procrastination is often linked with emotional deregulation, which exacerbates stress and anxiety among students. The study suggests that students who struggle to manage their emotions are more likely to procrastinate, as they may use avoidance as a coping mechanism to deal with negative emotions associated with academic tasks.

Another study by Eckert et al., (2022) examined the role of mindfulness-based interventions in reducing procrastination. The researchers found that students who participated in mindfulness training exhibited improved emotional regulation and a significant reduction in procrastination behaviors. These findings underscore the potential benefits of mindfulness practices in enhancing students' ability to manage their emotions and reduce procrastination.

Academic Performance

Emotional regulation continues to be a major concern for university students, impacting their academic performance and overall well-being. A longitudinal study by Huang et al., (2021) tracked university students over three years and found a strong correlation between emotional regulation symptoms and declining academic performance. The study highlighted that students with higher levels of depression were more likely to experience academic setbacks, including lower grades and higher dropout rates.

In addition, a meta-analysis conducted by Richardson et al. (2022) reviewed multiple studies on the relationship between depression and academic performance. The analysis confirmed that depression significantly impairs students' cognitive functions, such as attention, memory, and executive functioning, leading to poorer academic outcomes. The authors emphasized the need for universities to provide mental health support and interventions to help students manage depression and its impact on their studies.

Interventions and Strategies

Given the significant impact of academic procrastination and emotion regulation on university students, recent studies have focused on developing and evaluating interventions to address these issues. A study by Wohl et al., (2021) tested the effectiveness of a goal-setting intervention designed to reduce procrastination. The intervention involved teaching students to set specific, measurable, achievable, relevant, and time-bound (SMART) goals. The results showed a significant reduction in procrastination behaviors and an improvement in academic performance among participants.

In conclusion, the recent literature underscores the intertwined nature of academic procrastination and emotional regulation, among university students. Effective interventions, including mindfulness practices, self-compassion training, goal-setting

techniques, and app-based tools, have shown promise in addressing these issues. Continued research and the development of comprehensive strategies are essential to support students' mental health and academic achievements in higher education settings.

Significance of the Study

Procrastination is a prevalent issue among college and university students, leading to adverse consequences such as subpar academic achievement, heightened stress levels, and increased anxiety. Examining the correlation between academic procrastination and emotional regulation among undergraduate (UG) and postgraduate (PG) students can be valuable for identifying possible risk factors and devising efficient interventions to tackle these problems.

Understanding how academic procrastination affects emotional regulation is crucial as it sheds light on the psychological mechanisms underlying procrastination behavior. By studying this relationship, educators and mental health professionals can develop targeted interventions to help students improve their time management skills, enhance their ability to regulate emotions effectively, and ultimately achieve better academic outcomes.

Moreover, investigating these dynamics across different academic levels (UG and PG) allows for a nuanced understanding of how procrastination and emotional regulation evolve as students progress through higher education. This knowledge can inform tailored interventions that cater to the specific needs and challenges faced by undergraduate and postgraduate students, thereby promoting their overall academic success and well-being.

By addressing procrastination and promoting effective emotional regulation strategies early in students' academic careers,

educational institutions can potentially mitigate the negative impacts of these behaviors and foster a more supportive and conducive learning environment. This study aims to contribute valuable insights that can guide future research and intervention efforts aimed at enhancing student academic performance and mental health

Problem Statement: This study seeks to understand the role of emotional regulation and academic procrastination among university students at the undergraduate and postgraduate levels.

Objectives of the Study:

1. To investigate the relationship between academic procrastination and emotional regulation among undergraduate and postgraduate students at Veer Kunwar Singh University and its constituent colleges.
2. To determine if academic procrastination serves as a significant predictor of emotional regulation.

Hypotheses:

1. **Ho1:** There will be positive correlation in academic procrastination and emotional regulation levels between undergraduate and postgraduate students.
2. **Ho2:** Academic procrastination will significantly predict emotional regulation among students.

Methodology:

- This study employed Pearson's correlation to examine the relationship between academic procrastination and emotional regulation among undergraduate and postgraduate students at Veer Kunwar Singh University and its constituent colleges.

Pearson's correlation is suitable for assessing the strength and direction of linear relationships between two continuous variables.
- Additionally, simple linear regression was utilized to determine the predictive capacity of academic procrastination on emotional regulation. This methodology allowed for investigating whether higher levels of academic procrastination predict poorer emotional regulation among students.
- The research adopted a correlational research approach, which is ideal for examining associations between variables without manipulating them. This approach facilitated an exploration of how variations in academic procrastination relate to emotional regulation levels among students.

Operational Definitions

- **Academic Procrastination:** The act of intentionally delaying or postponing tasks, even when it is not beneficial to do so, while being aware of the negative outcomes that may result. This form of procrastination is distinguished by a deficiency in self-control and incapacity to resist immediate desires, even if it hinders the achievement of long-term objectives (Sirois, 2019).
- **Emotional Regulation:** The practice of controlling and adjusting one's emotional experiences, expressions, and reactions to achieve personal objectives and meet societal norms. Cognitive and behavioural tactics are employed, both consciously and unconsciously, to exert influence over emotional experiences. These strategies may include reappraising a scenario or engaging in relaxation techniques. Efficient management of emotions is linked to enhanced mental health, social performance, and general well-being.

Conversely, challenges in regulating emotions can contribute to many social and psychological issues such as mood disorders, anxiety disorders, and substance abuse (Gross, 2015).

Variables

The study comprises two primary variables:

1. Academic Procrastination - Self-directed
2. Emotional Regulation

Socio-Demographic Factors

The socio-demographic factors in this study were utilized to delineate the characteristics of the population, including age, gender, educational attainment, current pursuit of a degree, academic year, and location of residence.

Region

The study comprised individuals aged 18 to 25 from constituent colleges of Veer Kunwar Singh University, Ara in Bhojpur District of Bihar, India. The respondents for this study were selected from Bhojpur District of Bihar. Participants included students aged 18 to 25 years, pursuing both undergraduate and postgraduate degrees at Veer Kunwar Singh University, Ara. A purposive sampling strategy was employed to select the sample, ensuring that participants represented various colleges within the university.

Inclusion Criteria

- Students studying in colleges of Veer Kunwar Singh University and PG Department of the university, at either the master's or bachelor's level.
- Students who are pursuing UG and PG degrees.
- Students aged 18 to 25.

Exclusion Criteria

- Students of UG and PG who are currently enrolled in diploma, certificate courses, and similar programs.

Study Tools

The Procrastination Assessment Scale-Students (PASS) developed by Solomon and Rothblum (1984) is a tool used to measure procrastination behaviour among students in academic settings. It consists of two main sections: one assessing the frequency of procrastination on various academic tasks, and the other exploring reasons behind procrastination behaviour. The scale helps identify how often students delay tasks and the specific reasons contributing to their procrastination tendencies, providing insights useful for developing interventions to improve time management and academic performance. Respondents rate how often they procrastinate on various academic tasks (e.g., studying for exams, writing papers) using a scale (e.g., 1 = Never, 5 = Always).

Higher scores indicate more frequent procrastination behaviour. **Internal Consistency:** This assesses how closely related the items within each section of the scale are to each other. It is typically measured using Cronbach's alpha, with higher values indicating greater internal consistency (typically considered acceptable if alpha is 0.70 or higher). **Test-Retest Reliability:** This assesses the stability of scores over time. It measures whether respondents' scores on the scale are consistent when they complete it on different occasions, assuming their procrastination tendencies haven't changed significantly.

Emotional Regulation Questionnaire: The ERQ developed by Gross and John (2003) assesses individual differences in emotion regulation strategies, specifically cognitive reappraisal and expressive suppression.

The questionnaire consists of 10 items: 6 items for cognitive reappraisal and 4 items for expressive suppression. Respondents rate their agreement with each item on a 7-point Likert scale (1 = strongly disagree, 7 = strongly agree).

Scoring:

- Scores are calculated separately for cognitive reappraisal and expressive suppression by averaging responses to the relevant items.
- Higher scores indicate greater use of the respective emotion regulation strategy.

Reliability:

- The ERQ has demonstrated good reliability:
  - **Internal Consistency:** Typically assessed using Cronbach's alpha, which measures how consistently the items within each subscale (cognitive reappraisal and expressive suppression) correlate with each other.
  - **Test-Retest Reliability:** Measures the stability of scores over time, indicating how consistent individuals' responses are when completing the questionnaire on different occasions.
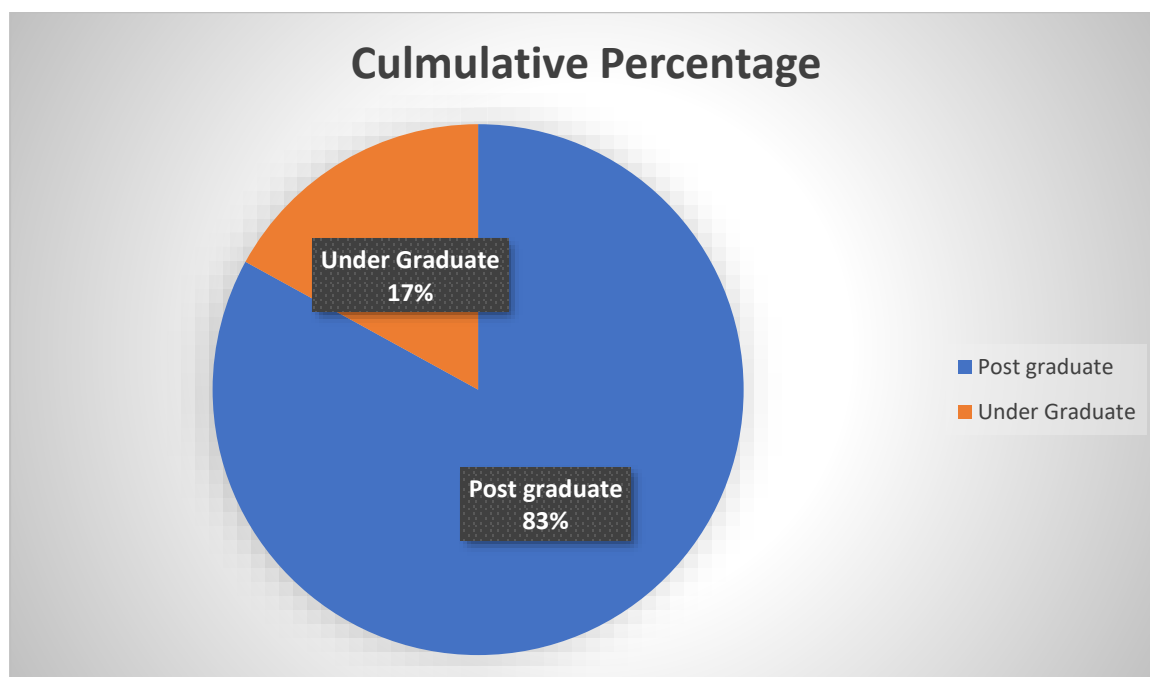
Validity:

- The ERQ has been validated through various studies, showing its ability to accurately measure cognitive reappraisal and expressive suppression strategies.

Quantitative Data Analysis

In this study, Pearson's correlation and simple linear regression will be used to examine and establish the correlation between the two variables. Additionally, these methods will be employed to predict the value of the responder variable depending on the value of the predictor variable.

Table 1: Presents the distribution of participants who are currently pursuing a Post Graduate and Under Graduate degree.

Students of Post Graduate and Under graduate under the Constituent Colleges and PG Departments of Veer Kunwar Singh University, Ara.		
	Frequency	**Cumulative Percent**
Post graduate	200	83%
Under Graduate	200	17%
Total	400	

Culmulative Percentage

Indeed! The chart presents data regarding the allocation of students across postgraduate and undergraduate programs across the Constituent Colleges and PG Departments of Veer Kunwar Singh University in Ara. Now, let's analyse and examine the situation in a detailed and systematic - manner. Frequency: This column displays the quantity of pupils in each group. The "Cumulative Percent" column displays the total percentage of pupils accounted for up to a specific moment. There are 200 postgraduate students currently enrolled, making about 83% of the overall student population. Consequently, it can be inferred that 83% of the student population of Veer Kunwar Singh University's Constituent Colleges and PG Departments are now engaged in postgraduate study. Undergraduate (UG): Likewise, there are also 200 undergraduate students, comprising 17% of the whole student body. This data suggests that 17% of the total student population is now engaged in undergraduate studies. The sum of all the quantities. The combined total of students from both categories is 400, which represents the whole student population. This table facilitates comprehension of the distribution of students across various academic levels within Veer Kunwar Singh University, offering valuable insight into the academic composition of the institution.

Table2: Correlation among the variables Academic Procrastination and Emotional Regulation among undergraduate students.

Variables	N	Academic Procrastination	EmotionalR egulation
Academic Procrastination	200	1	0.932**
EmotionalR egulation	200	0.932**	1

**Correlation is significant at the 0.01 level(2-tailed).

Table3: Correlation among the variables Academic Procrastination and Emotional Regulation among Post Graduate students.

Variables	N	Academic Procrastination	EmotionalR egulation
Academic Procrastination	200	1	0.784**
EmotionalR egulation	200	0.784**	1

**Correlation is significant at the 0.01level(2-tailed).

Correlation among Undergraduate Students:

- **Academic Procrastination and Emotional Regulation:** The correlation coefficient between academic procrastination and emotional regulation among undergraduate students is - 0.932, indicating a very strong positive correlation. This suggests that as academic procrastination increases, emotional regulation decreases significantly, and vice versa.
- **Emotional Regulation and Academic Procrastination:** The correlation coefficient of 0.896 further supports the strong positive relationship between these two variables.

Implications for Undergraduate Students:

- **Strong Negative Correlation:** The very high correlation indicates that undergraduate students who tend to procrastinate academically are also likely to show a high level of emotional regulation. This might seem counterintuitive as one would typically expect procrastination to be associated with poorer emotional regulation.
- **Potential Explanations:** One possible explanation for this strong correlation could be that students who procrastinate might have developed adaptive emotional regulation strategies to cope with the stress and anxiety resulting from their procrastination. Alternatively, these students might use emotional regulation to justify their procrastination behaviours.
- **Intervention Strategies:** Given this strong correlation, interventions aiming to reduce academic procrastination among undergraduate students might also consider focusing on emotional regulation strategies. Enhancing emotional regulation might help mitigate the impact of procrastination on their academic performance.

Correlation among Postgraduate Students:

- **Academic Procrastination and Emotional Regulation:** The correlation coefficient between academic procrastination and emotional regulation among postgraduate students is 0.784, indicating a strong positive correlation. This suggests that an increase in academic procrastination is associated with an increase in emotional regulation, although not as strongly as observed among undergraduates.
- **Emotional Regulation and Academic Procrastination:** The reciprocal correlation of 0.784 confirms the strong positive relationship between these variables.

- **Strong Positive Correlation:** The correlation, while slightly lower than that among undergraduates, still indicates a significant positive relationship. Postgraduate students who procrastinate academically also tend to show higher levels of emotional regulation.
- **Potential Explanations:** For postgraduate students, the strong correlation might be due to their advanced emotional coping mechanisms developed over time. They might use emotional regulation as a means to manage the increased academic demands and stress, which could lead to procrastination as a secondary response.
- **Intervention Strategies:** Addressing academic procrastination in postgraduate students might benefit from focusing on emotional regulation skills. Providing students with strategies to manage their emotions more effectively could help reduce the tendency to procrastinate.

Comparison and General Implications:

- **Differences in Correlation Strength:** The correlation between academic procrastination and emotional regulation is stronger among undergraduate students (0.932) compared to postgraduate students (0.784). This difference might be due to varying levels of academic pressure, maturity, and developed coping mechanisms at different educational stages.
- **Educational Interventions:** Both undergraduate and postgraduate students exhibit a significant positive correlation between academic procrastination and emotional regulation, indicating that emotional regulation plays a crucial role in managing procrastination. Educational interventions should, therefore, incorporate emotional regulation training as a core component.
- **Further Research:** To better understand these correlations, further research could explore the underlying factors contributing to the strong positive relationship between academic procrastination and emotional regulation. Longitudinal studies could provide insights into how these relationships develop over time and how they impact academic performance and personal well-being.

In conclusion, the strong positive correlation between academic procrastination and emotional regulation among both undergraduate and postgraduate students highlights the importance of considering emotional regulation in strategies to address academic procrastination. Tailored interventions that enhance emotional regulation skills could be effective in mitigating procrastination behaviours and improving overall academic performance.

The correlation coefficients highlight the strong interrelationships among the variables of Academic Procrastination and Emotional Regulation among undergraduate students:

1. **Academic Procrastination and Emotional Regulation:**
   - Higher levels of Academic Procrastination are significantly correlated with poorer Emotional Regulation (r = 0.932, p < 0.01). This suggests that as Academic Procrastination increases, students tend to struggle more with managing their emotions effectively.
   - Addressing Emotional Regulation skills could

potentially help reduce Academic Procrastination among undergraduate students.

o Interventions aimed at enhancing Emotional Regulation skills may positively impact academic performance by aiding students in managing their emotions

more effectively during periods of academic stress.

These findings underscore the importance of integrating strategies that support both Academic Procrastination management and Emotional Regulation enhancement in educational settings to promote student well-being and academic success.

Table-4 for Linear Regression Analysis

Variables	R^2	AdjustedR^2	B	β	t	P
Emotional Regulation	0.876	0.945	0.872	0.854	23.87	0.01
Academic Procrastination			0.980	0.785	18.31	0.01

Note: Dependent Variable: Emotional Regulation
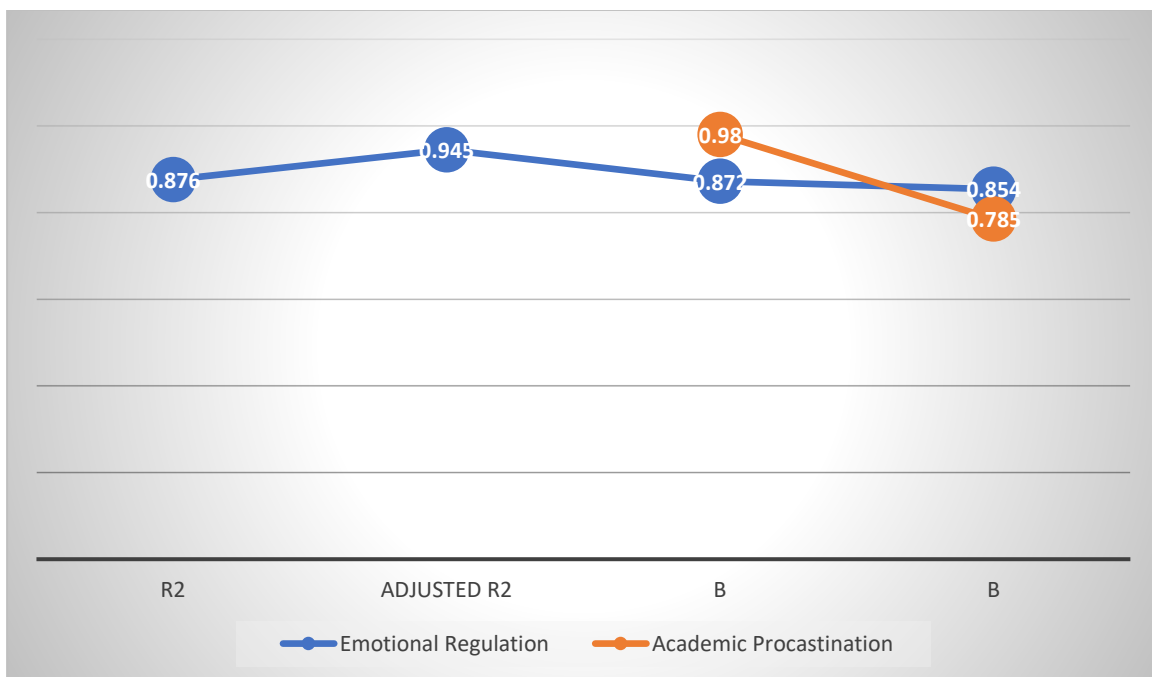
1. **R2 and Adjusted R2:**
    o **R2 (Coefficient of Determination):** Indicates the proportion of the variance in the dependent variable (Emotional Regulation) that is predictable from the independent variables (Academic Procrastination and Emotional Regulation). An R2 of 0.876 means that 87.6% of the variability in Emotional

Regulation can be explained by the predictors (Academic Procrastination and Emotional Regulation).

o **Adjusted R2:** Adjusts the R2 value to account for the number of predictors in the model. It is higher than R2 (0.945) in this case, indicating a good fit of the model.

2. **Coefficients (B and β):**

- **B (Unstandardized Coefficients):** Represents the slope of the regression line, indicating the change in the dependent variable (Emotional Regulation) for a one-unit change in the independent variable (Academic Procrastination or Emotional Regulation). For Emotional Regulation, B = 0.872 for itself and 0.980 for Academic Procrastination.
- **β (Standardized Coefficients):** Provides a standardized measure of the strength and direction of the relationship between each independent variable and the dependent variable. It allows for comparison of the relative importance of different predictors. β = 0.854 for Emotional Regulation and 0.785 for Academic Procrastination.

3. **t and P-values:**
   - **t-value:** Indicates the significance of each predictor variable in the model. Higher absolute t-values (> 2.00 typically) indicate stronger evidence against the null hypothesis (no effect).
   - **P-value:** Indicates the probability that the observed relationship (coefficients) occurred by chance. A P-value of 0.01 indicates a 1% probability that the observed relationship is due to random chance, suggesting strong statistical significance.

The regression line will be plotted to show the relationship between Academic Procrastination and Emotional Regulation. The line represents the predicted values of Emotional Regulation based on the linear regression model.

☐ **R² and Adjusted R²:**

- The graph will include the R² and Adjusted R² values to indicate the proportion of variance in Emotional Regulation explained by Academic Procrastination.

Interpretation:

- The regression analysis shows that both Emotional Regulation and Academic Procrastination significantly predict Emotional Regulation among undergraduate students (Dependent Variable). Higher values of Academic Procrastination (B = 0.980, β = 0.785) and Emotional Regulation itself (B = 0.872, β = 0.854) are associated with better Emotional Regulation skills, as indicated by the positive coefficients.
- These findings suggest that interventions targeting Academic Procrastination and Emotional Regulation skills could potentially enhance students' ability to manage their emotions effectively, thereby improving their overall emotional well-being and academic performance.

Analysis and Discussion

Impact of Academic Procrastination: The regression analysis reveals that Academic Procrastination significantly influences Emotional Regulation among undergraduate psychology students. While slightly less strong compared to post graduate students, Academic Procrastination still plays a crucial role in shaping students' ability to manage their emotions effectively. Students who exhibit higher levels of procrastination tend to experience greater challenges in regulating their emotions.

Model Fit: The high R2 and Adjusted R2 values (0.876 and 0.945 respectively) indicate that the model incorporating Academic Procrastination and Emotional Regulation explains a substantial amount of the variability in Emotional Regulation among the studied group. This robustness suggests that Academic Procrastination is a reliable predictor of Emotional Regulation in this demographic.

Broader Implications: This study underscores the critical importance of addressing Academic Procrastination to enhance emotional well-being and academic performance among psychology students. The findings align with previous research highlighting the detrimental effects of procrastination on emotional regulation, which can lead to increased stress, decreased academic performance, and overall poorer well-being.

Practical Applications: Educators and psychologists can leverage these insights to develop targeted interventions aimed at improving emotional regulation skills among students. Early intervention strategies that focus on time management, goal setting, and stress management techniques could potentially mitigate the negative impacts of Academic Procrastination on emotional health and academic success.

Limitations: While the study provides valuable insights, it acknowledges several limitations. These include its focus on a specific demographic (female psychology students in Bengaluru, aged 18-25) and its cross-sectional design, which limits causal interpretations. Future research should aim to explore these factors across diverse populations and employ longitudinal designs to examine long-term impacts more effectively.

Future Research Directions

1. **Heterogeneous Populations:** Future research should investigate how Academic Procrastination affects Emotional Regulation across different demographics, including varying genders, academic fields, and cultural backgrounds. This exploration could provide a more comprehensive understanding of these dynamics.

2. **Longitudinal Studies:** Conducting longitudinal studies would be beneficial to explore the lasting effects of Academic Procrastination on emotional regulation, academic performance, and career outcomes. Understanding these long-term impacts can guide educational strategies and interventions effectively.

3. **Intervention Strategies:** Further research into effective methods to mitigate Academic Procrastination could inform practical interventions in educational settings. Evaluating the efficacy of different intervention strategies, such as cognitive-behavioural techniques or organizational skills training, could offer valuable insights for improving student outcomes.

By focusing on Academic Procrastination and its implications for Emotional Regulation, this study contributes to understanding how behavioural factors influence psychological well-being and academic success among university students.

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