

Literaturrecherche mit KI

inkl. Notizen/Kommentare

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Mag. Verena Neubauer, MSc
Mag. Andrea Rieger

Bausteine der Literaturrecherche

Themenentwicklung/
Suchbegriffe

Erstrecherche/
Artikel zu einem
Thema finden

vertiefende
Recherche/ähnliche
Artikel finden



Was ist ChatGPT?



ChatGPT ist ein KI-Modell, das auf maschinellem Lernen basiert und Texte versteht sowie generiert. Es wurde mit riesigen Datenmengen trainiert, um menschenähnliche Antworten auf Fragen zu geben. Die Technologie beruht auf einem neuronalen Netzwerk, das Muster in Texten erkennt und nutzt. Du kannst es verwenden, um Fragen zu beantworten, Ideen zu entwickeln oder Texte zu schreiben. Es hat jedoch keine eigenen Erfahrungen oder Meinungen, sondern greift auf das Training zurück, um relevante Informationen zu liefern.





Wofür eignet sich ChatGPT?



- Themenfindung und Themeneingrenzung
- Begriffssuche: Synonyme, Ober- und Unterbegriffe, verwandte Begriffe, Übersetzungen



- Suche nach Artikeln

Was ist Prompten?

Prompts sind die Anweisungen oder Fragen, die einer generativen KI gegeben werden, um bestimmte Inhalte zu erzeugen.

Einfache nachvollziehbare Sprache

keine Mehrdeutigkeiten

Aufgabenschritte klar benennen

Erfolgsbedingungen definieren

vgl. [Gutes wissenschaftliches Prompting final-1.pptx \(live.com\)](#)



Prompt – wichtige Elemente



#Rolle: Du studierst an einer Fachhochschule im Bereich Sozialmanagement **#Kontext:** Du recherchierst für deine Bachelorarbeit zum Thema Prokrastination. Deine Forschungsfrage lautet: Welche psychologischen Faktoren beeinflussen Prokrastination bei Studierenden, und welche Interventionsstrategien können zur Verringerung der Prokrastination beitragen? **#Auftrag:** liefere Suchbegriffe für die Literaturrecherche zu dieser Forschungsfrage, liefere auch Synonyme und verwandte Begriffe, in deutscher und englischer Sprache

Weitere Elemente:

#Beispiel

#Format



Für deine Bachelorarbeit zum Thema **Prokrastination** und die Erforschung der psychologischen Faktoren und Interventionsstrategien, lassen sich folgende Suchbegriffe und Synonyme für die Literaturrecherche nutzen:

Hauptthema: Prokrastination

- Prokrastination / Aufschiebeverhalten (Deutsch)
- Procrastination / Delaying behavior (Englisch)

Synonym

Übersetzungen

Psychologische Faktoren:

1. Selbstregulation / Selbstkontrolle (Deutsch)
 - Self-regulation / Self-control (Englisch)
2. Motivation (Deutsch & Englisch)
 - Leistungsmotivation (Deutsch) / Achievement motivation (Englisch)
3. Perfektionismus (Deutsch)
 - Perfectionism (Englisch)
4. Impulsivität (Deutsch)
 - Impulsivity (Englisch)
5. Stressbewältigung (Deutsch)
 - Coping with stress / Stress management (Englisch)
6. Selbstwirksamkeit (Deutsch)
 - Self-efficacy (Englisch)
7. Angst vor Misserfolg / Versagensangst (Deutsch)
 - Fear of failure (Englisch)

8. Zeitmanagement (Deutsch)
 - Time management (Englisch)
9. Kognitive Verzerrungen (Deutsch)
 - Cognitive biases (Englisch)
10. Belohnungsaufschub / Belohnungsaufschubfähigkeit (Deutsch)
 - Delay of gratification (Englisch)

Interventionsstrategien:

1. Verhaltenstherapie (Deutsch)
 - Behavioral therapy (Englisch)
2. Motivationssteigerung (Deutsch)
 - Motivational enhancement (Englisch)
3. Selbstmanagementtechniken (Deutsch)
 - Self-management techniques (Englisch)
4. Achtsamkeit (Deutsch)
 - Mindfulness (Englisch)
5. Zielsetzung / SMART-Ziele (Deutsch)
 - Goal setting / SMART goals (Englisch)
6. Zeitplan-Methoden (Deutsch)
 - Time scheduling techniques (Englisch)
7. Gamification (Deutsch & Englisch)
8. Kognitive Verhaltenstherapie (Deutsch)
 - Cognitive-behavioral therapy (CBT) (Englisch)



8. Kognitive Verhaltenstherapie (Deutsch)
 - Cognitive-behavioral therapy (CBT) (Englisch)
9. Selbsthilfensätze (Deutsch)
 - Self-help approaches (Englisch)
10. Mentoring / Coaching (Deutsch & Englisch)

Weitere **verwandte Begriffe:**

- Akademische Leistung (Deutsch) / Academic performance (Englisch)
- Psychische Gesundheit (Deutsch) / Mental health (Englisch)
- Verzögerungsverhalten (Deutsch) / Delay behavior (Englisch)
- Arbeitsvermeidung (Deutsch) / Work avoidance (Englisch)
- Aufschiebeverhalten im Studium (Deutsch) / Academic procrastination (Englisch)

Diese Begriffe und Synonyme kannst du flexibel kombinieren, um deine Literaturrecherche zu vertiefen und relevante Quellen für deine Bachelorarbeit zu finden.





Für deine Bachelorarbeit zum Thema Prokrastination im akademischen Umfeld kannst du folgende Suchbegriffe sowie Synonyme und verwandte Begriffe verwenden, um eine umfassende Literaturrecherche durchzuführen:

Hauptthema: Prokrastination

Synonyme



- **Prokrastination** (deutsch)
 - Synonyme: Aufschieberitis, Verzögerungstaktik, Arbeitsvermeidung
 - Verwandte Begriffe: Zeitmanagement, Selbstregulation, Motivation, akademische Leistung
- **Procrastination** (englisch)
 - Synonyme: Delay, Postponement, Task Avoidance
 - Verwandte Begriffe: Time Management, Self-regulation, Motivation, Academic Performance

Psychologische Faktoren

- **Psychologische Faktoren** (deutsch)
 - Synonyme: mentale Faktoren, kognitive Faktoren, emotionale Faktoren
 - Verwandte Begriffe: Perfektionismus, Selbstwirksamkeit, Stressbewältigung, Selbstdisziplin
- **Psychological factors** (englisch)
 - Synonyme: Mental factors, Cognitive factors, Emotional factors
 - Verwandte Begriffe: Perfectionism, Self-efficacy, Coping with stress, Self-discipline

Relevante psychologische Konstrukte:

- **Perfektionismus** (deutsch) / **Perfectionism** (englisch)
- **Selbstwirksamkeit** (deutsch) / **Self-efficacy** (englisch)
- **Impulsivität** (deutsch) / **Impulsiveness** (englisch)
- **Motivation** (deutsch) / **Motivation** (englisch)



Sende eine Nachricht an ChatGPT



5 Tage zuvor, dieselbe Aufgabe

Interventionsstrategien

- **Interventionsstrategien** (deutsch)
 - Synonyme: Maßnahmen, Interventionen, Bewältigungsstrategien
 - Verwandte Begriffe: Zeitmanagement-Training, kognitive Verhaltenstherapie (KVT), Achtsamkeit, Selbstreflexion, Zielsetzung
- **Intervention strategies** (englisch)
 - Synonyme: Approaches, Methods, Coping strategies
 - Verwandte Begriffe: Time management training, Cognitive Behavioral Therapy (CBT), Mindfulness, Self-reflection, Goal setting

Verwandte Themen:

- **Selbstregulation** (deutsch) / **Self-regulation** (englisch)
- **Zeitmanagement** (deutsch) / **Time management** (englisch)
- **Akademische Leistung** (deutsch) / **Academic performance** (englisch)
- **Stress und Studienbelastung** (deutsch) / **Stress and academic burdens** (englisch)
- **Achtsamkeit** (deutsch) / **Mindfulness** (englisch)
- **Studierende** (deutsch) / **Students** (englisch)

Diese Begriffe helfen dir, in verschiedenen Datenbanken und wissenschaftlichen Ressourcen (z.B. Google Scholar, JSTOR, PubMed) gezielt nach Literatur zu suchen.

derselbe Input ≠ derselbe Output



Artikel zu einem Thema finden - Tools

Semantic Scholar

Anmeldung: 

Kosten: 

Suche: mit Suchbegriff
zum Thema

Consensus

Anmeldung: 

Kosten: Basisversion gratis,
unlimitierte Suche,
monatlich limitierte AI credits

Suche: mit Frage bzw.
Suchbegriff zum Thema

Semantic Scholar

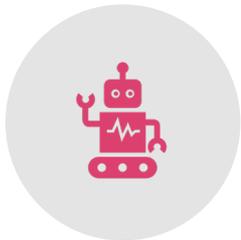


klassisches
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KI-Features



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Phrasensuche möglich
Boolsche Operatoren/Trunkierung nicht möglich

[FAQs](#)



- Kurzabstract TLDR
- Ask this Paper
- Skimming Assistant



Datenbasis:
wissenschaftliche
Zeitschriften, Data
Provider, Web Crawls

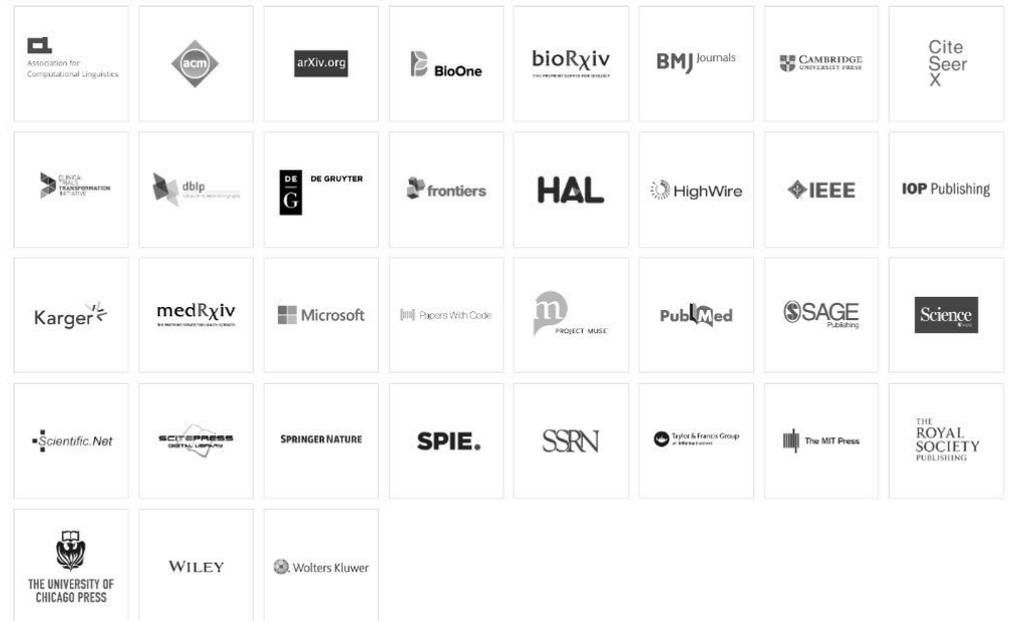


Semantic Scholar - Datenquelle

“Semantic Scholar provides free, AI driven search and discovery tools, and open resources for the global research community.

We index over 200 million academic papers sourced from publisher partnerships, data providers, and web crawls.”

vgl. <https://www.semanticscholar.org/about>





About 4,370 results for ""academic procrastination" coping strategies reduce stress"

Fields of Study ▾

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Sort by Relevance ▾



The mediating effects of coping style and resilience on the relationship between parenting style and academic procrastination among Chinese undergraduate nursing students: a cross-sectional study

Haitao Huang Yueming Ding +4 authors Chaoran Chen Psychology, Education · BMC Nursing ·

10 December 2022

TLDR Intervention measures to reduce the academic procrastination of nursing undergraduates should include the evaluations of coping style and resilience of nursing students and cultivation strategies to promote their positive coping styles and resilience. [Expand](#)

12 PDF Springer Save Cite

Kurzzusammenfassungen

Analysis of academic self-efficacy, self-esteem and coping with stress skills predictive power on academic procrastination

M. Kandemir Tahsin İlhan Ahmed Ragip Ozpolat M. Palanci Psychology, Education · 10 March 2014

The goal of this research is to analyze the predictive power level of academic self-efficacy, self-esteem and coping with stress on academic procrastination behavior. Relational screening model is... [Expand](#)

22 PDF Save Cite

Effect of Academic Stress on Academic Procrastination and SelfRegulation among Professional Students

Sruthi Bommareddy Sriya Ravula R. Jain Education, Psychology · 2020

- Sort by Relevance
- Sort by Citation Count
- Sort by Most Influential Papers**
- Sort by Recency

Teacher stress and coping strategies used to reduce stress.

Vicky Austin Surya Shah S. Muncer Education, Psychology · Qcc

1 May 2005

This pilot study investigated teachers' symptoms of stress and their 'stress levels' and 'coping strategies' used were acquired by constru

228 11 PDF PubMed Save Cite



Exploring the level of academic procrastination and possible coping strategies among medical students.

M. Tahir, Rahila Yasmin, +3 authors, Nabeela Naeem • Published in JPMA. The Journal of the... 1 April 2022 • Medicine • JPMA. The Journal of the Pakistan Medical Association

TLDR Procrastination is a behavioural disorder and is prevalent in undergraduate medical students, but it can be effectively treated through effective coping strategies. [Expand](#)

[PDF] Semantic Reader Save to Library Create Alert Cite

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What methods are used?

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- Citation Type
- All Types
- Background Citations
- Methods Citations
- Results Citations

analysiert Zitate

Mental Health Crisis and Stress Coping among Medical Students Momentarily Displaced from Their Campus Because of COVID-19 Restriction

Masatoshi Tahara Yuki Mashizume Kayoko Takahashi

International Journal of Environmental Research and Public Health

2021

TLDR The mental health of students declined during the COVID-19 pandemic, and stress could be the major reason, and there is a need for a new form

Restart

Ask a question about "The mediating role of self-regulation in the experience on the relationship..." AI-Powered

X

zwei Antwortmodelle

Model A

what strategies are useful to avoid procrastination?

The study identified ten coping strategies that are useful to avoid procrastination: time management, self-regulation, establishment of priorities, self-reward, goal-setting, conducive learning environment, self-reminders, task management, self-evaluation, and self-monitoring.

Model B

what strategies are useful to avoid procrastination?

Some useful strategies to avoid procrastination include time management, self-regulation, establishment of priorities, self-reward, goal-setting, conducive learning environment, self-reminders, task management, self-evaluation, and self-monitoring.

Supporting Statements

1/5 < >

15-17 Self-reward was another important strategy used by medical students in the current study.

View In PDF Page 4 Conclusion

Supporting Statements

1/4 < >

On the basis of interview-based data, 10 coping strategies were identified: time management, self-regulation, establishment of priorities, self-reward, goal-setting, conducive learning environment, self-reminders, task management, self-evaluation and self-monitoring.

View In PDF Page 1 Subjects And Methods

Quellen für Antwort

Model A Is Better

It's A Tie

Neither Are Helpful

Model B Is Better

- All Papers
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- Add New Folder



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Folder Name
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Private This folder is only visible to you

Save & Close Delete Folder

Influential Papers

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- Perfectionism and Academic Procrastination**
F. Jadidi S. Mohammadkhani Komeil Zahedi Tajrishi Psychology · 2011
42 Publisher Alert Cite Influential Papers Remove
- Academic Hardiness as a Moderator between Evaluative Concerns Perfectionism and Academic Procrastination in Students**
A. Abdollahi Neda Maleki Farab Sana Panahipour Kelly-Ann Allen Psychology, Education ·
The Journal of Genetic Psychology · 24 June 2020
Abstract Academic procrastination is a common phenomenon in students that can have a negative impact on effective learning, academic achievement, self-esteem, and quality of life. This study examined... Expand
23 Taylor & Francis **Alert** Cite Influential Papers Remove
- Academic Procrastination Prevention/Intervention: Strategies and Recommendations.**
M. Kachgal L. S. Hansen K. Nutter Education, Psychology · 1 October 2001
Academic procrastination is widespread, and it is estimated to affect between 25% and 50% (Haycock, 1993) or up to 70% (Ferrari, Johnson, McKown, & Assoc., 1995) of undergraduates. Furthermore,... Expand
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passende Paper aus
den letzten drei
Monaten
KI lernt durch meine
Ratings

Semantic Scholar



- multidisziplinäre Suchmaschine + KI-Tools → geeignet für die Erstrecherche
- Transparenz bei Datenquelle
- keine Registrierung nötig/kostenfrei
- Research Dashboard/Feed



- Vorsicht bei Qualität der Daten (Verlag? KI?)
- Einschränkung bei Suchoperatoren
- Semantic Reader bzw. Skimming Assist nur eingeschränkt verfügbar

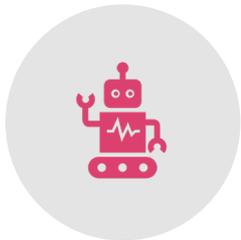
Consensus



findet und analysiert die
bis zu 20 wichtigsten
Paper



Eingabe als Frage oder
Suchbegriff
Suchtipps



- inhaltliche Aufbereitung
- Study Snapshots
- Pro Analysis



Datenbasis:
Semantic Scholar
(monatliches Update)

How can I reduce academic procrastination and therefore stress?



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Pro Filter



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Pro Analysis

Beta · 8 papers

Introduction

Academic procrastination is a widespread issue among students, often leading to increased stress and anxiety. Understanding how to reduce procrastination can help improve academic performance and overall well-being.

Key Insights

- **Cognitive Appraisals and Self-Efficacy:**
 - Enhancing academic self-efficacy through interventions like Inquiry-Based Stress Reduction (IBSR) can reduce test anxiety and subsequent procrastination **1**.
- **Psychological Interventions:**
 - Both Acceptance and Commitment Therapy (ACT) and Cognitive Behavioral Therapy (CBT) are effective in reducing academic procrastination, with ACT showing better long-term effects **2**.
 - Acceptance-based behavioral interventions, which increase psychological flexibility, can be particularly effective for students who highly value academics **6**.
- **Anxiety and Procrastination Link:**
 - High levels of situational and personal anxiety are associated with increased academic procrastination **3**.
 - Procrastination is linked to higher academic stress and anxiety, which negatively impacts academic performance **5**.
- **Environmental and Organizational Factors:**
 - Academic environments that offer large degrees of freedom, long deadlines, and numerous distractions can foster procrastination. Adjusting these factors can help reduce procrastination **4**.

Angabe der Quelle

Methods

Study types ⓘ

- Meta Analysis
- Systematic Review
- RCT
- Non-RCT Trial
- Observational Study
- Literature Review
- Case Report
- Animal Trial
- In Vitro Trial

Study details ⓘ

Controlled studies

Human studies

Sample size \geq

min 1

Duration

At Least

min 0

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Related searches

Strategies to improve academic self-efficacy and reduce procrastination



Impact of acceptance-based behavioral therapy on academic procrastination



How does study environment influence academic procrastination?



1

How to Reduce Test Anxiety and Academic Procrastination Through Inquiry of Cognitive Appraisals: A Pilot Study Investigating the Role of Academic Self-Efficacy

Inquiry-based stress reduction (IBSR) intervention can reduce test anxiety and subsequent academic procrastination, partly by enhancing self-efficacy.

Frontiers in Psychology | Ann Krispenz et al. | 43 citations | 2019

 Ask this paper

Fragen

Eckdaten
der Studie

 Study snapshot ^

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 Population	University students
 Methods	Longitudinal quasi-randomized intervention control trial
 Outcomes	Test anxiety, academic procrastination, self-efficacy.
 Results	IBSR intervention reduced test anxiety and academic procrastination.

Extracted [4/7 study attributes](#)



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Searches speichern

Can academic self-efficacy reduce procrastination?



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Pro Analysis

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Consensus Meter



Beta - 14 papers



6 Understanding procrastination: A case of a study skills course

No

Academic self-efficacy did not have a direct association with procrastination in this study.

Social Psychology of Education | T. Halikari et al. | 24 citations | 2021

Observational Study

Study snapshot

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7 Academic Self-Efficacy and Postgraduate Procrastination: A Moderated Mediation Model

Yes

Academic self-efficacy is positively correlated with academic self-control and negatively correlated with academic procrastination, with academic self-control having a mediating effect.

Frontiers in Psychology | Guoqing Liu et al. | 36 citations | 2020

Observational Study Ask this paper

← How can I reduce academic procrastination and therefore stress?

Answer

Inquiry-based stress reduction (IBSR) intervention can reduce test anxiety and subsequent academic procrastination, partly by enhancing self-efficacy.

How to Reduce Test Anxiety and Academic Procrastination Through Inquiry of Cognitive Appraisals: A Pilot Study Investigating the Role of Academic Self-Efficacy

Ann Krispenz, Cassandra Gort, Leonie Schüttke+1 more · 20. Aug. 2019

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43 Citations 2 Influential Citations

Frontiers in Psychology

Q1 SJR score

Study snapshot

Population	University students
Methods	Longitudinal quasi-randomized intervention control trial

PDF Full text Semantic Scholar

Key takeaway **Kernaussage**

Inquiry-based stress reduction (IBSR) can reduce test anxiety and academic procrastination in university students, partly due to enhanced self-efficacy.

Abstract

Background and Objectives Test anxiety can impair learning motivation and lead to procrastination. Control-value theory of achievement emotions (Pekrun, 2006) assumes test anxiety to be a result of students' appraisals of the testing situation and its outcomes. Modification of cognitive appraisals such as low self-efficacy beliefs is thus assumed to reduce test anxiety and subsequent procrastination. In the present study, we tested the effects of an inquiry-based stress reduction (IBSR) intervention on students' academic self-efficacy, their test anxiety, and subsequent procrastination in the final stages of an academic term. **Design** Longitudinal quasi-randomized intervention control trial. **Methods** University students identified worry thoughts regarding a specific and frightening testing situation. Intervention participants (n = 40) explored their worry thoughts with the IBSR method. Participants of an active waitlist control group (n = 31) received the intervention after the study was completed. **Dependent variables** were assessed before and after the intervention as well as at the end of the term. **Results** Data-analyses revealed that the IBSR intervention reduced test anxiety as well as subsequent academic procrastination in comparison to the control group. The effect on test anxiety was partly due to an enhancement of self-efficacy. **Conclusion** Our findings provide preliminary evidence that IBSR might help individuals to cope with their test anxiety and procrastination.

Ask this paper



Wie kann ich Prokrastination im akademischen Setting reduzieren und auf diese Weise auch Stress?



Pro Filter



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Pro Analysis

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Einleitung

Prokrastination im akademischen Umfeld ist ein weit verbreitetes Problem, das sowohl die akademische Leistung als auch das psychische Wohlbefinden der Studierenden beeinträchtigt. Verschiedene Studien haben unterschiedliche Ansätze zur Reduzierung von Prokrastination und damit verbundenem Stress untersucht.

Wichtige Erkenntnisse

- **Psychologische Interventionen:**
 - Sowohl die Akzeptanz- und Commitment-Therapie (ACT) als auch die kognitive Verhaltenstherapie (CBT) sind wirksame Methoden zur Reduzierung der akademischen Prokrastination. ACT zeigt dabei langfristig bessere Ergebnisse als CBT [1](#) [5](#).
- **Selbstwirksamkeit und kognitive Bewertungen:**
 - Die Verbesserung der akademischen Selbstwirksamkeit durch Methoden wie Inquiry-Based Stress Reduction (IBSR) kann Testangst und damit verbundene Prokrastination verringern [2](#).
- **Selbstreguliertes Lernen:**
 - Trainingsprogramme, die auf die Verbesserung der Selbstregulationsfähigkeiten abzielen, wie Zeitmanagement und Konzentration, sind effektiv bei der Reduzierung von Prokrastination [7](#) [10](#).
- **Umgebungsfaktoren:**
 - Die akademische Umgebung kann Prokrastination fördern, z.B. durch lange Deadlines und viele Ablenkungen. Änderungen in der Studienumgebung, wie klarere Strukturen und weniger Ablenkungen, können Prokrastination reduzieren [3](#) [9](#).
- **Funktionale Analyse und individuelle Ansätze:**
 - Eine funktionale Analyse der individuellen Bedingungen, die Prokrastination fördern, kann helfen, maßgeschneiderte Strategien zur Reduzierung zu entwickeln [8](#).

Zusammenfassung

Die Reduzierung von Prokrastination im akademischen Setting kann durch verschiedene Ansätze erreicht werden. Psychologische Interventionen wie ACT und CBT, die Verbesserung der Selbstwirksamkeit, Trainings zur Selbstregulation sowie Anpassungen der Studienumgebung sind effektive Strategien. Ein individueller Ansatz, der die spezifischen Bedingungen der Prokrastination analysiert, kann ebenfalls hilfreich sein. Diese Maßnahmen tragen nicht nur zur Reduzierung der Prokrastination, sondern auch zur Verringerung des damit verbundenen Stresses bei.

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Introduction

Academic procrastination is a common issue among students, often leading to increased stress and negative impacts on mental health and academic performance. Various interventions have been studied to address procrastination and its associated stress, including psychological therapies, web-based programs, and self-regulation techniques.

Key Insights

- **Cognitive Behavioral Therapy (CBT) and Acceptance and Commitment Therapy (ACT)**
 - Both CBT and ACT are effective in reducing academic procrastination. ACT may have better long-term effects compared to CBT [1](#) [2](#) [4](#) [5](#).
- **Web-Based and Smartphone Interventions**
 - Web-based stress reduction programs can decrease procrastination and stress by enhancing mindfulness and reducing procrastination behaviors [3](#).
 - Smartphone-based interventions, including apps that use cognitive bias modification and gamification, show promise in reducing procrastination [6](#).
- **Self-Regulation and Cognitive Appraisals**
 - Interventions focusing on self-regulation and modifying cognitive appraisals, such as enhancing academic self-efficacy, can reduce procrastination and related stress [2](#) [7](#).
- **Group vs. Individual Therapy**
 - Group CBT may sustain benefits over time better than self-guided internet-based CBT, suggesting the importance of social support in maintaining progress [4](#).
- **Stress and Health Behaviors**
 - Chronic procrastination is linked to higher stress and poorer health behaviors, which in turn negatively impact health outcomes. Addressing procrastination can therefore improve overall well-being [8](#).
- **Self-Compassion**
 - Lower levels of self-compassion are associated with higher stress in procrastinators. Interventions that promote self-compassion may help reduce stress and procrastination [9](#) [10](#).

Conclusion

To reduce academic procrastination and the associated stress, a combination of psychological therapies like CBT and ACT, web-based and smartphone interventions, and techniques that enhance self-regulation and

Unterschied
Deutsch - Englisch



inhaltliche
Abweichungen

Unterschied Deutsch - Englisch

Unterschiede Quellen → Erscheinungsjahre

Jahr	Verlag	Verfügbarkeit
2022	IOP Science	closed
2022	Sage	Open Access
2022	Frontiers	Open Access
2021	Springer	Open Access
2020	Frontiers	Open Access
2019	Frontiers	Open Access
2018	Konferenzschrift Lettland	frei verfügbar
2018	Taylor and Francis	closed
2016	Sage	closed
	American Psychological	
2015	Association	closed

Jahr	Verlag	Verfügbarkeit
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2013	JMIR	Open Access

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The Relationship between Physical Activity and Academic Procrastination in Chinese College Students: The Mediating Role of Self-Efficacy

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Background: Academic procrastination (AP) has been a common problematic behavior in college students. While physical activity (PA) has been reported to increase self-efficacy and reduce AP, less is known about the potential relationships among them. Therefore, this study aimed to investigate the mediating effect of self-efficacy on the relationship between PA and AP. Methods: 687 Chinese college students (51% males, 49% females) aged 17–23 years (M = 19.59, SD = 0.89) participated in the study. PA, self-efficacy, and AP were assessed using the Physical Activity Rating Scale-3 (PARS-3), the Generalized Self-Efficacy Scale, and the Procrastination Assessment Scale-Students (PASS), respectively. Pearson correlation analysis, linear regression analysis, and mediation analysis were used to analyze the data. Results: (1) PA has a significant and negative impact on college students' AP; (2) PA has a significant and positive impact on college students' self-efficacy; (3) self-efficacy has a significant and negative impact on AP in college students; and (4) self-efficacy significantly mediates the relationship between PA and AP. Conclusions: PA is an effective intervention for directly and indirectly decreasing college students' AP. Therefore, more intervention efforts should focus on the promotion of PA in higher education to improve students' self-efficacy and thus, to reduce AP among college students.

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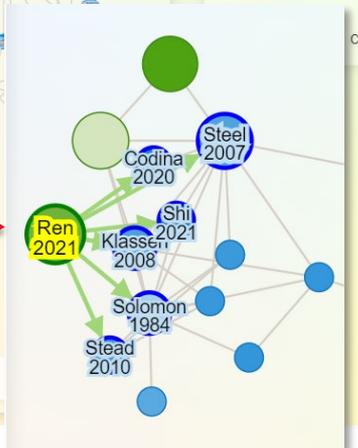
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The aim of the current study was to examine the associations between physical activity, mobile phone addiction, and irrational procrastination after adjustment for potential confounding variables. The participants were 6294 first- and second-year students recruited as a cluster sample from three public universities in Shanghai, China. Physical activity, mobile phone use, and irrational procrastination were assessed using the International Physical Activity Questionnaire-Short Form (IPAQ-SF), the mobile phone addiction index scale (MPAI), and the irrational procrastination scale (IPS). The participants were divided into four groups according to their mobile phone usage status and physical activity level. The binary logistic regression model was used to predict the probability of serious irrational procrastination among different groups. The emergence of serious of irrational procrastination under physical activity of different intensity and different mobile phone addiction statuses was predicted by a multiple linear regression model. In this study, the combination of insufficient physical activity and mobile phone addiction is positively associated with high levels of irrational procrastination. Furthermore, students who exhibited both mobile phone addiction behaviors and insufficient physical activity tended to have significantly higher odds of reporting high levels of irrational procrastination than those students who exhibited one behavior or neither behavior. After adjusting for the effects of age, BMI, tobacco, alcohol use, and sedentary time, the result is consistent with previous outcomes. These findings suggest that intervention efforts should focus on the promotion of physical activity and reduction of mobile phone addiction.

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Faced with the demonstrated need to engage in physical activity (PA), lack of time is the argument commonly used to justify low or non-existent levels of PA. Underlying this argument, the accomplishment of procrastination behaviour seems to be related to the less time dedicated to practicing PA and the low perception of the quality of life. With this in mind, the purpose of this study is to show that dedicating different amounts of time to PA affects the perceived quality of life and the widespread problem of procrastination. We hypothesise that greater time investment in PA is related to greater perceived quality of life and less procrastination. In all, 621 practitioners of PA (347 men, 274 women) between 18 and 83 years old (M = 35.43, SD = 14.45) filled out validated versions of the World Health Organization quality of life assessment (WHOQOL-BREF) and the Pure Procrastination Scale. Results showed that people who do enough PA have a more positive perception of the quality of life in the domains of physical and psychological health; this perception, in turn, is related to lower levels of procrastination. Likewise, socio-demographic characteristics such as gender and the main activity presented significant associations with various quality of life domains and procrastination. In sum, the benefits of improvements in quality of life and reductions in procrastination identified in this study are sensitive to the time spent on PA, which suggests that a strategy to promote the practice of PA would improve time management and, thus, counteract procrastination.

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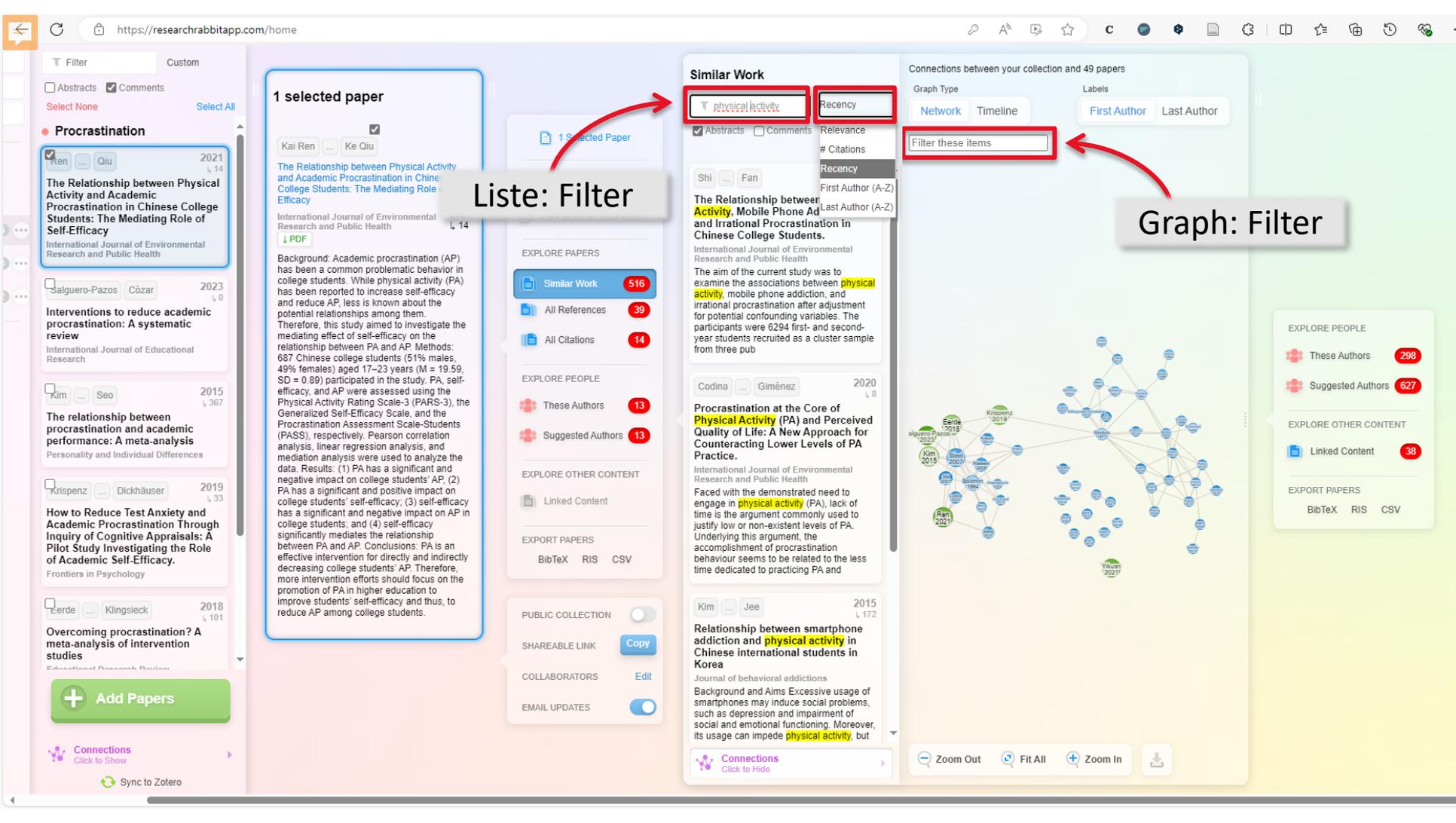
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Background: Academic procrastination (AP) has been a common problematic behavior in college students. While physical activity (PA) has been reported to increase self-efficacy and reduce AP, less is known about the potential relationships among them. Therefore, this study aimed to investigate the mediating effect of self-efficacy on the relationship between PA and AP. Methods: 687 Chinese college students (51% males, 49% females) aged 17–23 years (M = 19.59, SD = 0.89) participated in the study. PA, self-efficacy, and AP were assessed using the Physical Activity Rating Scale-3 (PARS-3), the Generalized Self-Efficacy Scale, and the Procrastination Assessment Scale-Students (PASS), respectively. Pearson correlation analysis, linear regression analysis, and mediation analysis were used to analyze the data. Results: (1) PA has a significant and negative impact on college students' AP, (2) PA has a significant and positive impact on college students' self-efficacy, (3) self-efficacy has a significant and negative impact on AP in college students; and (4) self-efficacy significantly mediates the relationship between PA and AP. Conclusions: PA is an effective intervention for directly and indirectly decreasing college students' AP. Therefore, more intervention efforts should focus on the promotion of PA in higher education to improve students' self-efficacy and thus, to reduce AP among college students.

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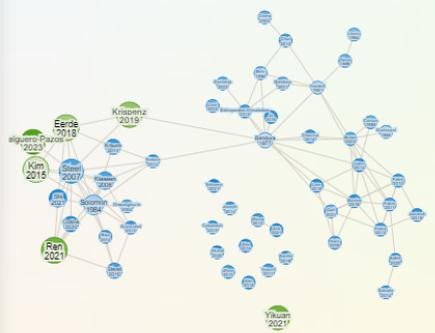
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How to Reduce Test Anxiety and Academic Procrastination Through Inquiry of Cognitive Appraisals: A Pilot Study Investigating the Role of Academic Self-Efficacy.

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Background and Objectives: Test anxiety can impair learning motivation and lead to procrastination. Control-value theory of achievement emotions (Peirun, 2006) assumes test anxiety to be a result of students' appraisals of the testing situation and its outcomes. Modification of cognitive appraisals such as low self-efficacy beliefs is thus assumed to reduce test anxiety and subsequent procrastination. In the present study, we tested the effects of an inquiry-based stress reduction (IBSR) intervention on students' academic self-efficacy, their test anxiety, and subsequent procrastination in the final stages of an academic term. Design: Longitudinal quasi-randomized intervention control trial. Methods: University students identified worry thoughts regarding a specific and frightening testing situation. Intervention participants (n = 40) explored their worry thoughts with the IBSR method. Participants of an experimental control group (n = 31) received a control intervention after the study was assessed. Results: Data-analyses revealed that the IBSR intervention reduced test anxiety as well as subsequent academic procrastination in comparison to the control group. The effect on test anxiety was partly due to an enhancement of self-efficacy. Conclusions: Our findings provide preliminary evidence that IBSR might help individuals to cope with their test anxiety and procrastination.

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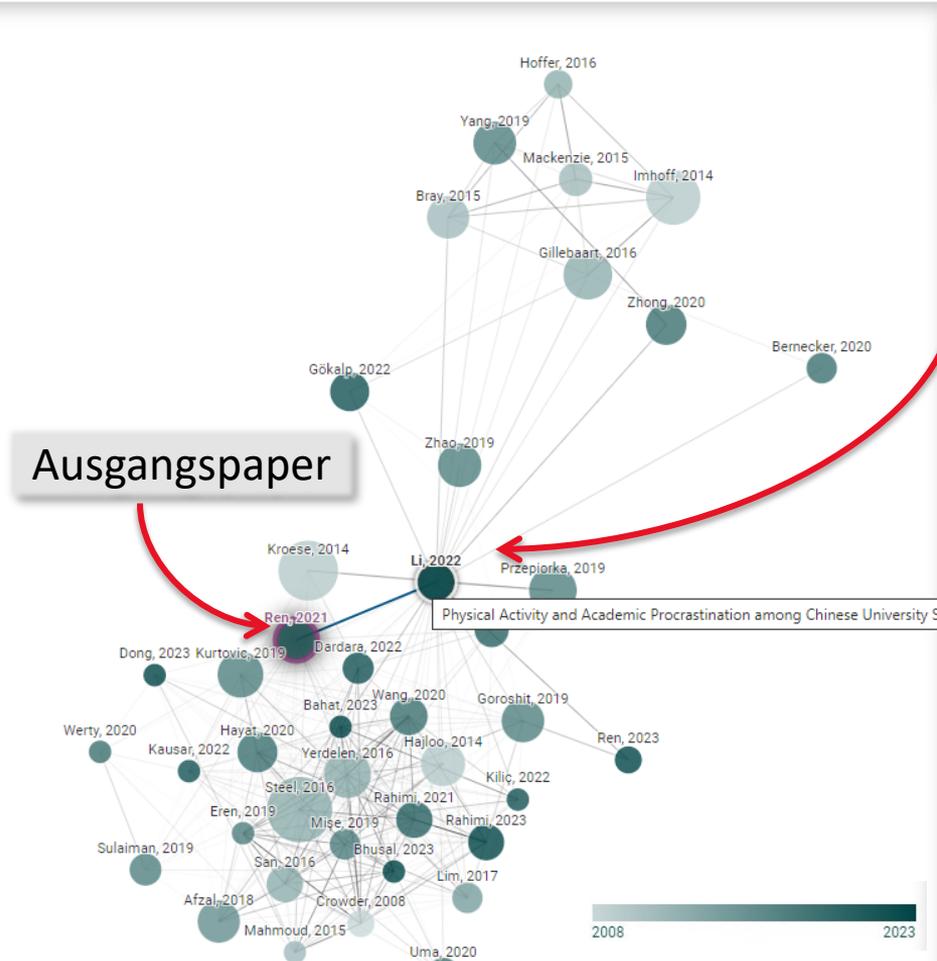
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Previous studies have suggested that physical activity may decrease academic procrastination; however, few studies have explored the underlying mechanisms of how physical activity exerts an effect on academic procrastination. This study aimed to examine

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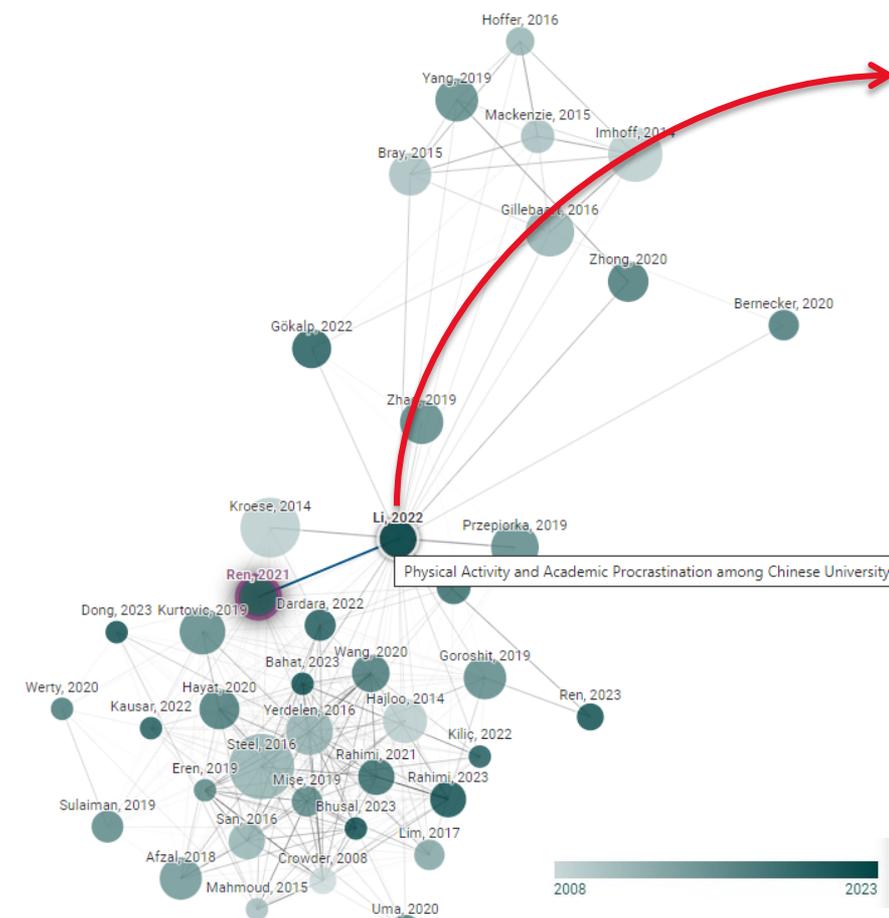
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Academic procrastination of undergraduate students: Low self-efficacy to self-regulate predicts higher levels of...	R. Klassen	2008	592	22
Procrastination in College Students: The Role of Self-Efficacy and Anxiety	L. Haycock	1998	355	21
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The relationship between procrastination and academic performance: A meta-analysis	K. Kim	2015	536	14
Academic procrastination and statistics anxiety	A. Onwuegbuzie	2004	498	13
High self-control predicts good adjustment, less pathology, better grades, and interpersonal success.	June P Tangney	2004	5779	13
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Rethinking Procrastination: Positive Effects of "Active" Procrastination Behavior on Attitudes and Performance	Angela Hsin Chun Chu	2005	589	12

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Striving to Avoid Inferiority and Procrastination among University Students: The Mediating Roles of Stress and Self-Control

P. To + 3 authors A. Choi

2021, International Journal of Environmental Research and Public Health

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The current study intended to examine whether the relationship between university students' striving to avoid inferiority (SAI) and procrastination was serially mediated by stress and self-control. The sample consisted of 154 Hong Kong university students. Their levels of striving to avoid inferiority, stress, self-control, and procrastination were measured by the Striving to Avoid Inferiority Scale (SAIS), the stress subscale of the Depression Anxiety Stress Scales (DASS-21), the Short Self-Regulation Questionnaire (SSRQ), and the General Procrastination Scale (GPS), respectively. The results of structural equation modeling revealed that SAI positively predicted stress, stress negatively predicted self-control, and self-control negatively predicted procrastination. SAI did not directly predict procrastination. The results of bootstrapping analyses supported the hypotheses that the effect of stress on procrastination was mediated by self-control, the effect of SAI on self-control was mediated by stress, and more importantly, the effect of SAI on procrastination was serially mediated by stress and self-control. Further research is suggested to investigate the thoughts and feelings pertinent to procrastination and the actual duration of procrastination among university students.

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The relationships between self-efficacy, self-control, chronotype, procrastinati...	Aneta M. Przepiorka, A. Blachnio, N. Y. Siu	2019	72	93	8.3
Self-control training leads to enhanced cardiovascular exercise performance	S. Bray, J. Graham, P. Saville	2015	39	42	7.9
The relationship between self-control and procrastination among adolescen...	Zeynep Şimşir Gökalp, Mustafa Saritepeci, H. Y. Durak	2022	25	80	7.6
Effects of Trait Self-Control on Response Conflict About Healthy and...	M. Gillebaart, I. Schneider, D. D. de Ridder	2016	81	53	7.3
The relationship between self-control and procrastination based on the self-...	Jinze Zhao, G. Meng, Yue Sun, Yuqing Xu, Jingyu Geng, Lei Han	2019	45	72	7.2
Physical Exercise Decreases the Mobile Phone Dependence of University...	Guan Yang, Guangxin Tan, Yuexiang Li, Haiyang Liu, Songtao Wang	2019	42	68	6.9
Exercising Willpower: Differences in Willpower Depletion Among Athletes...	A. Hoffer, Lisa A. Giddings	2016	2	47	6.6
The Relationship between Physical Activity and Academic Procrastination...	K. Ren, Xiaolu Liu, Yujuan Feng, Changqing Li, Dingding Sun, Ke Qiu	2021	24	48	100
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Physical Activity and Academic Procrastination among Chinese University Students: A Parallel Mediation Model of Self-Control and Self-Efficacy

Changqing Li, Yanbo Hu, K. Ren

2022, International Journal of Environmental Research and Public Health

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Previous studies have suggested that physical activity may decrease academic procrastination; however, few studies have explored the underlying mechanisms of how physical activity exerts an effect on academic procrastination. This study aimed to examine a Parallel Mediation Model of Self-Control and Self-Efficacy in the relationship between physical activity and academic procrastination among Chinese university students. Methods: A cross-sectional design was used in this study. The sample comprised 564 university students from a university in Zhejiang, China. The physical activity was measured using the Physical Activity Rating Scale-3 (PARS-3), self-control was measured using the Generalized Self-Control Scale (SCS), generalized self-efficacy scale was measured using the Generalized Self-Efficacy Scale (GSES), and procrastination assessment scale was measured using the Procrastination Assessment Scale-Students (PASS) were used to investigate the relationship between university students' physical activity, self-

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Oxford, UK: Blackwell Publishing Ltd

Journal of employment counseling, 2012-09, Vol.49 (3), p.118-129

“ This study examines the role of personality traits, core self-evaluation, and emotional intelligence (EI) in career decision-making difficulties.”

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Journal of Employment Counseling 2012
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This study examines the role of personality traits, core self-evaluation, and emotional intelligence (EI) in career decision-making difficulties. Italian university students (N= 232) responded to questions on the Big Five Questionnaire, Core Self-Evaluation Scale, Bar-On Emotional Quotient Inventory, and Career Decision-Making Difficulties Questionnaire. It was found that EI adds significant incremental variance compared with personality traits and core self-evaluation in predicting career decision-making difficulties. The results draw attention to the unique role of EI in career decision-making difficulties, offering new research opportunities and intervention possibilities.

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